MINUTES OF THE MEETING OF

THE BOARD OF TRUSTEES OF OHIO UNIVERSITY

Friday, February 8, 2008

Margaret M. Walter Hall, Governance Room
Ohio University, Athens Campus
THE OHIO UNIVERSITY BOARD OF TRUSTEES
MINUTES OF February 8, 2008 MEETING

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Board Policy for Annual Comprehensive Presidential Performance Reviews, Submitted by the Ad Hoc Committee on Presidential Evaluation Policy, January 10, 2008 and amended February 8, 2008
Chairman C. Daniel DeLawder called the meeting to order at 10:05 a.m.

**ROLL CALL**

Seven Trustees were present – Chairman C. Daniel DeLawder, Sandra J. Anderson, Norman E. “Ned” Dewire, Gene T. Harris, C. Robert Kidder, Larry L. Schey, and C. David Snyder.

Student Trustees Lydia Gerthoffer and Tracy Kelly were present as were National Trustees Frank P. Krasovec and Charles R. Stuckey.

Also attending were President Roderick J. McDavis, Interim Board Secretary Thomas E. Davis, and Dell D. Robinson, Chair, National Alumni Board of Directors.

**COMMUNICATIONS, PETITIONS, AND MEMORIALS**

Chair DeLawder recognized the employment of John F. Burns and read the following Resolution of Appreciation citing 38 years of dedicated service. Trustee Anderson moved its approval, and Trustee Dewire seconded the motion. All voted in favor.

Later in the meeting Mr. Burns was presented with a framed Resolution of Appreciation and a gift of a wooden box crafted from felled campus trees. The box was personally inscribed for Mr. Burns and Ohio University logo was etched into the wood. Mr. Burns expressed his thanks to President Mc Davis and the Board of Trustees as well as to the former Presidents under whom he served for the opportunities presented to him to provide service during the past 38 years. Mr. Burns received a standing ovation from the Board and those present.
Resolution of Appreciation  
Resolution 2008-3038

WHEREAS, John Burns began as Director of Ohio University Judiciaries on August 1, 1969, the same day Claude Sowle began his tenure as the 16th President of Ohio University; and

WHEREAS, Mr. Burns served as Director of Judiciaries until 1973 and was tapped to head the Office of Legal Affairs, which was created in 1971; and

WHEREAS, Mr. Burns, in his position as Director of Legal Affairs for 36 years, played a role in significant projects, those of which he is most proud helped boost the Athens economy. Those projects included the creation of the university’s Innovation Center business incubator and technology transfer program; establishment by The Ohio University Foundation of Athenian Venture Partners, which invests in regional businesses; and several real estate projects, including the 25-year effort to develop the land along East State Street; and

WHEREAS, Mr. Burns encouraged the Ohio University leadership to register “Ohio” as a trademark for intercollegiate athletics. This action led to Ohio University owning the federal trademark “Ohio,” which we allow the Ohio State University to use for purposes consistent with its historical use; and

WHEREAS, Mr. Burns oversaw the offices handling of more than 50-plus cases and 200-plus projects going on at one time as well as public records requests of which there were approximately 450 requests in 2007 alone; and

WHEREAS, Mr. Burns has taught courses in the colleges of Education, Business, Health and Human Services, and Osteopathic Medicine; and

WHEREAS, Mr. Burns has served under five university presidents and has been the only person to hold the position of Ohio University’s Director of Legal Affairs; and

WHEREAS, Mr. Burns concludes a career as the longest serving lawyer of any university in the State of Ohio. His approachability, dedication to the Inter-University Council Insurance Consortium, and ability to build cross-institutional partnerships made him an asset to the Ohio University and Athens communities; and
THEREFORE BE IT RESOLVED THAT the Board of Trustees unanimously extends John Burns, J.D., its heartfelt appreciation for 38 years of meritorious service and its warmest best wishes for a long and happy retirement.

Entered into the records of Ohio University, this 8th day of February, 2008

President Roderick J. McDavis

Chairman C. Daniel DeLawder
Due to an oversight, the minutes from prior meetings were not acted upon and will be deferred for approval at the April 18, 2008 meeting.

Report from the Chairman of the Board of Trustees

Chair DeLawder expressed thanks on behalf of the Board to Dean Ben Ogles and the faculty, staff, and students of the College of Arts and Sciences for their gracious hosting of the trustees during the informational sessions and tour of the College on Thursday morning. He asked other trustees to comment on their visits. Trustee Schey stated that the experience was very enjoyable and essential. The sessions and tours are a reminder of why this University exists and all of the good that comes out of Ohio University from faculty, academic support groups, and intelligent students. He is proud to be a part of Ohio University and expressed feelings that the opportunity should never be omitted from the agenda again.

Trustee Harris stated that she was impressed with the students and faculty and cited the amazing research that is going on at the University. She, too, stated her pride at being a trustee.

Report of the President

The focus of the Report of the President was the Five Year Vision Ohio Implementation Plan (FYVOIP). President McDavis asked Trustees to refer to the FYVOIP handed out at the meeting. (Refer to Appendix A of these Official Minutes.) He stated that the document is a longer version of the report being commented on. (Refer to Appendix B of these Official Minutes.)

Since the draft plan was presented in September and throughout the Fall Quarter, each constituent group was given the opportunity to provide the FYVOIP Committee with feedback. During the recent winter break, the Executive Staff and Deans undertook a strategic ordering process incorporating feedback of recommendations gathered during the Fall Quarter. Over 20 hours were spent engaged in this process, and the revised draft incorporates many suggestions,
concerns, and ideas from constituents. The main foci are academic strengths and initiatives. The FYVOIP was restructured to reflect the top strategic objectives:

1) Strengthen undergraduate education
2) Enhance graduate and professional education and research
3) Recruit and retain talented and diverse students, faculty, and staff
4) Enrich the environment for students, faculty, staff, and the region
5) Fortify & align infrastructure to enhance the academic missions of instruction, research, and service
6) Enhance prominence within Ohio, the nation, and the world

All six goals are deemed as the strategic areas of highest priority. President McDavix explained that a strategic plan cannot be implemented in one year and that this vision was created for 10 to 15 years. Following outlines recommendations for implementation during the first year:

1) Strengthening undergraduate education
2) Making targeted investments in graduate education and research
3) Enhancing the retention and recruitment of students

Prioritized implementation objectives include:

1) Improve retention rate, engagement, and graduation rate of undergraduate students
2) Invest in targeted undergraduate programs
3) Improve the quality of the General Education Program
4) Increase strategic investment in targeted graduate and professional programs
5) Invest in financial support for graduate students
6) Strengthen research and creative activity in targeted areas
7) Provide a dependable and secure network and systems infrastructure capable of ensuring effective information technology security practices and academic support
8) Utilize technology to enhance the academic mission of instruction, research, and service
9) Create and implement a strategic enrollment management plan
10) Strategically support international programs and research
11) Clearly communicate OHIO's distinctive identity as an institution to all stakeholders, and use strategic communications (advertising, news media relations, print, and electronic publications), and external relation practices (community affairs and government relations) to effectively position the University
12) Establish a stronger, financial, legal, and compliance infrastructure
13) Increase annual philanthropic support from $15 million to $30 million and develop a major comprehensive campaign
14) Enhance positive engagement and cultural enrichment in campus & community life.
15) Improve health and safety
16) Create and implement a strategic and comprehensive human resources management plan
17) Increase the efficiency and quality of academic support units through assessment, improved productivity, strengthened customer service, and strategic cost reductions
18) Improve campus-wide issues of accessibility, sustainability, classroom quality, and critical facility needs consistent with the 10 year Capital Plan and basic renovation plans
19) Enhance service to the region and promote economic development through partnerships and technology commercialization
20) Encourage faculty, students, and staff to aspire to national leadership in advancing knowledge and practices in their fields of expertise and facilitate notable student, faculty, and staff achievements and their recognition
21) Further integrate Intercollegiate Athletics in general campus activities

Since all of the objectives are of equal importance, the question of where to begin in the strategic plan that will eventually improve the reputation of the University was discussed. President McDavis explained that the first focus will be on revenue generation strategies, and the second focus will be to minimize budget reallocation, i.e., budget cuts, as a strategy to fund strategic priorities.

Funding for the first year strategic initiatives will come from $1.7 million in institutional reserves and $3 to $4 million from carryforward accounts. Several first year strategic priorities have revenue generation potential that can fund strategic investments for future years. Efficiency- and productivity-driven cost reductions include shared services and strategic procurement. Future reallocations that must occur will be based on academic program prioritization and strategic priorities of other units across campus. President McDavis stated that initiating a graduate education Center of Excellence as a way of analyzing and assessing where strengths are in the academic enterprise was already underway.

President McDavis explained the next steps in the process. Three key groups that will work on the Five Year Plan are the Executive Staff and Deans, the Vision Ohio Executive Steering Committee, and the Budget Planning Council. These groups will focus on developing the final objectives and funding of the Plan for the 2008-09
academic year. The final plan for the 2008-09 academic year will be presented to trustees at the April 18th Board meeting. Planning for years two through five will begin this month, and a draft Plan will be presented at the June 27th Board meeting. Dr. McDavis concluded his report stating that the Plan will be refined through an on-going process with continuous improvement and input from the campus community.

On behalf of the Board, Chair DeLawder expressed trustees’ thanks for the tremendous effort in the development of Plan and suggested that progress should be measured. Trustee Harris inquired of the constituent groups represented on Budget Planning Council (BPC). Vice President Decatur responded that the BPC, co-chaired by he and Dr. Krendl, has constituent group representation from the Deans and Faculty, Administrative, Classified, Graduate Student, and Student Senates. He explained that the BPC is focused on planning for next year’s budget and on updating the Five Year Financial Plan on a regular basis. BPC helps to identify goals and strategies.

President McDavis reiterated the importance of focusing on outcomes, strategies, input, and funding for objectives in year one. Again, the intention is to finalize the process and Plan by the April Board meeting. A question was posed regarding how objectives and outcomes of the Five Year Plan could be separated on a year by year basis. Dr. McDavis explained that it will be the work of the Executive Staff and Deans to pull that together from information gathered and that each goal needs more strategies to sharpen the outcomes. The three key groups will have input on the yearly plans. Interim Executive Vice Provost David Descutner explained that the Vision Ohio Executive Steering Committee annually reviews reports of investment areas to assess whether those investments pay off. Dr. McDavis explained further that the Plan would not be complete without numbers for the projection of enrollment and retention and that more metrics will be in place. The three target areas for next year will work well with the University System of Ohio. We’re advantaged in planning for the University System of Ohio as we already have a Plan. Other institutions still have to develop their plan to measure their progress via metrics.
Report of the Executive Vice President and Provost

President McDavis gave the Report of Executive Vice President and Provost Krendl in her absence. The report provided updates on the progress of Vision Ohio and developments related to the University System of Ohio. (Please refer to Appendix C of the Official Minutes.)

Strategic initiatives in the Vision Ohio Plan include enhancing student recruitment and retention, making targeted investments in graduate education and research, strengthening undergraduate education, recruiting and retaining outstanding faculty and staff, and developing partnerships and outreach programs. The Vision Ohio update outlines observable changes in each area made manifest from the Vision Ohio Plan.

Goals of recruiting and retaining a talented and diverse student population were established, and enrollment management was assigned to the Office of the Provost in 2004. Since that time, there have been three areas of focus to enhance recruitment: to increase overall number of applicants, to improve the academic profile of the entering class, and to increase the diversity of the entering class.

Current successes in enhancing recruitment for the incoming Class of 2008 include a 9% increase over 2007 in applications (12,545 total), 355 more applicants in the top 26-35 ACT range, a 21% increase in multicultural applications, a 9% increase in out-of-state applications, and a 97% increase in international applications. “The Promise” ads aired in central and southern Ohio, with 1,634 airings is 12 other markets around the country. “The Promise” marketing campaign to enhance recruitment was viewed by more than 3 million people. Challenges to future recruitment include a peak in Ohio’s high school graduates with a 9% reduction in the number of high school graduates over the next five years. To remain competitive, we plan to continue the marketing campaign and offer new high-demand programs such as Nursing in Health and Human Services. We also will continue to pursue out-of-state and international students.

We have implemented seven new university-wide retention initiatives which have been in place for a year or less as well as a number of college or intercollegiate retention efforts. We are seeing some early but encouraging signs of progress such as 75 fewer students on academic probation from Fall to Winter data and a reduction in the University College’s first year probation rate from 14.6% to 8.7%. Based on the Fall to Winter data, we are on target to meet the Vision Ohio 1% improved first-year student retention goal for 2007-08.
To enhance retention, the Five Year Vision Ohio Implementation Plan (FYVOIP) calls for continuing the expansion of learning communities; improving academic advising; expanding resources for undergraduate research, creative activity, and service/applied learning; increasing faculty lines in targeted areas; increasing instructional resources for General Education; implementing the General Education Assessment Plan; funding airport transportation for international students; improving Resident Assistant programs; and continuing to fund for Arts for Ohio University.

Targeted investments in graduate education and research include GERB awards (creative writing and nanoscience), Centers of Excellence review of graduate and professional education (underway), and future growth awards targeting partnerships with regional campuses (underway).

To strengthen undergraduate education, a Centers of Excellence review of undergraduate programs is planned, and the Provost's undergraduate research fund has increased from 83 to 139 proposals. Bob Arnold was named a Marshall Scholar and was the only Marshall Scholar selected from a university in Ohio. The strongest showing ever in the proportion of Fulbright Awards finalists was realized, with 17 of 22 applicants at Ohio University.

To enhance the recruitment and retention of outstanding faculty and staff, Dean of the Libraries Scott Seaman has been named, five faculty members have received Faculty Research and Creative Activity awards, the Faculty Commons and Teaching and Learning Center is open and thriving, and 60 faculty participated in the first General Education Learning Outcomes Workshop.

Finally, partnerships and outreach programs have been established with American Hydrogen Corporation, Columbus State Community College, Washington State Community College, and Hocking College.

Chair DeLawder asked for questions and discussion from trustees. Trustee Harris raised the issue of future high school graduation rates (in terms of projected fewer numbers) and the need to look ahead for resources to provide service to students. She stated that the Plan is visionary.

President McDavis commended the work at the regional campuses where more programs options have become available with the potential for enhanced transfers. He commended Charlie Bird and his staff for their work in making education more accessible through their efforts to reach out for collaboration, research, and academics. He stated that the multi-faceted approach to education provides Ohio citizens with a quality degree from our regional campuses and the main Athens
campus. It is a new direction, but still the core mission remains. He stated that the University System of Ohio brings all of the state's institutions together (technical, two-, and four-year institutions) and creates new opportunities. A willingness to think outside of the box in order to benefit educational opportunities for citizens of Ohio has begun through collaboration with the University System of Ohio.

Trustee Kidder asked President McDavis to expand his comments on the University System of Ohio. He responded that it has brought the leadership of the state's institutions together, i.e., how we can work together to provide better educational opportunities and keep higher education affordable. It has put us in a situation of talking to our colleagues that hasn't been possible before. It has allowed us to keep our identity while at the same time allowed us to reach out through research, etc., and to connect on the academic side. Chancellor Fingerhut is still working on the draft strategic plan. There is a better spirit of collaboration. The plan will save money for the State of Ohio and provide an opportunity to do things differently—all things that will benefit higher education in the State of Ohio.

Trustee Anderson explained the quarterly videoconferences that Chancellor Fingerhut is conducting with trustees around the state. Trustees Anderson, Schey and Interim Board Secretary Davis had the opportunity to look at the draft report that the Board of Regents has prepared about the condition of universities in the State of Ohio, referred to as the "Conditional Report." The final report will be issued in March. Chancellor Fingerhut will at the same time issue the strategic ten year master plan. Both documents will provide answers.

Trustee Kidder inquired if the Conditional Report addressed deferred maintenance. Trustee Anderson responded that the Conditional Report provides snapshots of many details including affordability, high school graduation rates, etc. President McDavis said that the presidents have come together and agreed on a Voluntary System of Accountability that will include metrics. It is a way to let citizens know graduation rates, retention rates, and other metrics that show the overall quality of the institution. This is the right path for Ohio University thus far. Trustee Schey stated that Ohio University is way ahead on metrics and commended the leadership team. President McDavis commended all Executive Staff members and and Deans. He explained that as Chair of the Inter-University Council (IUC) president's group this year, other university officers are providing leadership for the state as well. Dr. Krendl chairs the group of provosts, Mr. Bible chairs the group of CIO's, Mr. Decatur chairs the group of vice presidents of finance and administration, etc. President McDavis commended Director of Government Relations Terri Geiger for her critical role in creating opportunities for input into strategic plan. He
acknowledged his appreciation for her work with Chancellor Fingerhut on a regular basis and her role in Columbus with the Legislature.

In conclusion, Chair DeLawder and Trustee Schey stated that it was very clear from the discussion and videoconference that Ohio University is ahead of the game with credit for great leadership given to President McDavis and his team. Chair DeLawder stated that it is not a coincidence that we are in this situation; it is through great leadership.
Joint Meeting of University Resources and Academics Committee

Chair DeLawder reported on the joint committee of the University Resources and Academics Committee held yesterday. Dean Brose (Osteopathic Medicine), Vice President Smith (Student Affairs), and Vice President Decatur (Finance and Administration) gave a status report and current assessment of the Hudson Health Clinic. They provided a good overview and presentation on the facility that included narrative, data, and photographs on the current status. They outlined a proposed partnership between Student Affairs and the College of Osteopathic Medicine that could provide possible solutions and alternatives for future health care services for students and the campus community. The presentation included financial evaluations as well as an overview of the current state of student healthcare on campus.

Trustee Schey stated that the proposal is a true collaboration and an alternative for providing healthcare for students, citizens of Athens, and individuals from surrounding counties, that would seem to address everyone’s needs. The plan would provide a better system with more student/patient access. The proposed plan would provide better quality services while keeping costs in line. He stated that it would be important to work closely with VP of Finance and Administration Decatur on how the funding would be accomplished. It is evident that we are looking at creative ways to address healthcare challenges that encompass many resources. Chair DeLawder discussed the tremendous financial ramifications of such a plan and the request to consider alternatives was made.

Minutes from Thursday’s joint session follow.
A joint session was held between the University Resources and University Academics Committees for the presentation of 'A Proposed Partnership' by the Division of Student Affairs, College of Osteopathic Medicine, University Medical Associates, and the Finance Division. The presentation included the Student Health Services Mission, the Statement of the Problem, the timeline for Student Affairs, a history of the Hudson Health Center, FTE benchmarking, student appointments and emergency visits for Counseling and Psychological Services (CPS)--resulting in the need for additional FTE. The report included student comments, media remarks, editorials and photos of the deteriorating condition of the facility. The College of Osteopathic Medicine (COM) presented a statement of the problem for their facility, the concern regarding a new level of competition for United Medical Associates (UMA), a timeline, photos of their current facility, statistics regarding physician workforce needs in the Athens area according to specialty, and the consequences for OU-COM without a new facility. The Finance division concluded the presentation by discussing financing considerations and capital and operating costs. The remainder of the session focused on the 'collaborative partnership model' between OU-COM, Student Affairs, Academic Affairs, Athletic Department, Health and Human Services, and the Finance and Administration area to create a new facility which would encourage collaboration, increase efficiency, facilitate integration of clinical service and training programs, increase accessibility for students and community and enhance retention and recruitment of students, faculty, and staff. A question was raised regarding the need for need for several medical facilities/equipment and the saturation effect on the area. A reply indicated that Ohio Health had completed research on medical needs in the Athens and Nelsonville area.
University Academics Committee

Trustee Snyder chaired the Academics Committee meeting on Thursday in Committee Chair Perry's absence. Trustee Anderson reported on Thursday's meeting in Trustee Snyder's absence on Friday. She proposed six resolutions be combined in one motion for approval. They include the Bachelor of Science in Neuroscience for Honors Tutorial College (Appendix D), the Graduate Certificate of Environmental Sustainability through College of Arts and Sciences (Appendix E), the Undergraduate Certificate of Jewish Studies in the College of Arts and Sciences (Appendix F), and an Undergraduate Certificate of Construction Management in the Russ College of Engineering and Technology (Appendix G), and the renaming of the School of Telecommunications to the School of Media Arts and Studies in the Scripps College of Communication (Appendix H). Recommended for acceptance were academic program reviews for three departments: the Department of Classics and World Religions, the Department of African American Studies, and the Military Science program (Army ROTC) (Appendix I). A motion was made by Trustee Anderson to approve these items and was seconded by Trustee Harris. All voted in favor, and the resolutions were approved.

Trustee Anderson recommended Mr. John Burns and Dr. Alan Geiger be awarded Emeritus status for their outstanding and dedicated service to Ohio University and moved for approval of the recommendation. Trustee Schey seconded the motion and all voted in favor of passing the resolution.

Minutes from Thursday's meeting of the University Academics Committee follow and outline presentations by Executive Director of University Communications and Marketing Joseph Brennan and Chief Information Officer Brice Bible.
Associate Provost Martin Tuck prefaced the academic program approval with a review of how reviews are done at Ohio University.

- All programs on all campuses undergo a comprehensive review every seven years. We align our procedure with external accreditation timetables when possible. Reviews are staggered averaging 8-12 per year.
- Reviews are required by the North Central Accreditation Association and the State of Ohio.
- Programs provide a detailed self-study answering a number of standard questions. Two internal reviewers partner with an external reviewer who has academic ties and expertise in the area under study. External reviewers receive a $1K honorarium and expenses for site visits.
- The external reviewer submits their report; internal reviewers respond to that report which is forwarded to the dean; then to University Curriculum Council (UCC) for approval.
- A three-tier rating system has been implemented for program reviews. Tier I indicates the program is viable and plays a substantial role in the University mission. A Tier II rating means the program's viability is in jeopardy. UCC will suggest a second review within a shorter period of time for this category. Tier III means that the program is no longer viable and UCC will recommend analysis for program elimination. Provost Krendl supports this system of evaluation.
New Academic Program Approval:

1. Bachelor of Science in Neuroscience, Honors Tutorial College
   a. The Honors Tutorial College (HTC) proposes this interdisciplinary program involving faculty from five Arts and Sciences departments. The program will be housed in the Department of Biological Sciences and administered as a tutorial program by HTC.
   b. The program will have four tracks (specializations), distinctive among undergraduate neuroscience programs, combining ideas and concepts from biology, psychology, philosophy, math and physics within a flexible, tutorial based curriculum.
   c. Neuroscience is a rapidly growing sub-discipline providing broad career opportunities. This proposal is supported by the provost, Arts & Sciences, Honors Tutorial College, and is approved by UCC.
   d. Question on how students will apply for the program: Dean Fidler responded that students will apply to HTC for admission; Dr. Rowe added that this college provides the cross-disciplinary flexibility and strong research component needed.

2. Graduate Certificate in Environmental Sustainability
   a. The College of Arts and Sciences proposes creation of an interdisciplinary graduate certificate in Environmental Sustainability in collaboration with Ohio State University and funded by a National Science Foundation grant.
   b. This interdisciplinary program will provide students the skills and awareness to analyze the impact of personal and consumer choices on the environment.

3. Undergraduate Certificate in Jewish Studies
   a. The College of Arts and Sciences proposes this interdisciplinary program involving the departments of History, Classics and World Religions, and Political Science.
   b. The program will appeal to undergraduate students who wish to further their knowledge of Jewish history, culture, and religion and provide scholarship opportunities in the field of Jewish heritage and culture for Ohio University faculty.
   c. The program will be housed in and administered by the Department of History.
   d. Student participation is anticipated to be around 35; and new funding has just been secured for a teaching fellowship position. The program expects to attract Jewish students to campus.
4. Undergraduate certificate in Construction Management
   a. The Russ College of Engineering and Technology proposes the
      creation of an undergraduate certificate in construction management
      to support the education and marketability of students in civil and
      other engineering programs.
   b. The National Council of Engineers for Engineering and Surveying
      (NCEES) has added a construction engineering component to the
      Professional Engineers licensing examination. This certificate program
      will better prepare our engineering students for this examination.
   c. The Construction Management certificate will benefit post-
      baccalaureate students who need to meet new construction
      engineering requirements to be implemented in April 2008.
   d. Question on needed resources for the certificate: Endowment support
      is available to establish program and students outside the department
      are requesting this coursework. This is one of the highest paid careers
      in the US at this time. The Russ College Advisory Board members
      provide guest lectures, host students in their businesses, develop
      internship opportunities, and are interested in hiring our graduates.
      How would we inform alumni regarding availability of the program?
      The Russ College will advertise the program to
      construction/engineering firms in Ohio and high schools.

5. Name Change for the School of Telecommunications
   a. The name change from the School of Telecommunications to the
      School of Media Arts and Studies will clarify the School's mission for
      approximately 700 undergraduate and graduate students who prepare
      for media-related careers with a liberal arts focus.
   b. The change of the School of Communication Systems Management to
      Information and Telecommunication Systems requires a name change
      for the School of Telecommunications to differentiate its area of focus
      and distinction within the Scripps College of Communication.
   c. Trustees Stuckey and Anderson noted that this name change addresses
      the program's application focus and the breadth and depth of the
      school. Trustee Snyder asked how you arrived at this name? Roger
      Cooper responded that they researched names at other schools and
      that their faculty is satisfied with this descriptor.
1. Department of Classics and World Religions
   a. During this review period the scope and mission of the Department of Classics and World Religions has expanded the concept of what comprises a classical civilization.
   b. The department also supports the Southeast Asia and African Studies programs.
   c. Recommendations for improvement call for
      i. A long range plan to balance teaching and scholarship to support research productivity.
      ii. A plan to establish long term relationships with its graduates to build a source of external support.
      iii. A plan for a mentoring and support system for junior faculty.
   d. Commendations
      i. Vision in development of broader mission; refinement of mission after merge with World Religions faculty and curriculum.
      ii. Thoughtful and clear curriculum supporting both majors and general education
      iii. Leadership roles assumed by faculty in institutional activities
      iv. Scholarship and grant support significantly increased.
   e. Dean Ogles and Tom Scanlan addressed mentoring for junior faculty. Ogles said that while they are doing a reasonable job throughout the College, they find that once faculty receive their first tenure and promotion, service obligations tend to impede progress toward the next promotion.

2. Department of African American Studies
   a. Faculty: The original faculty team in place at the department’s inception remained in place and reached retirement age at the same time putting the department in urgent need of new faculty.
      i. Since 2000, new faculty have been hired more are needed to deliver the curriculum to its majors. Currently faculty must be shared with other departments/schools.
   b. Resources: Physical space, staff, and general office needs are not adequate to either attract new faculty or recruit students.
   c. Recommendations:
      i. Commit substantial funds for faculty recruitment and development; hire enough faculty to offer the full curriculum to
its majors; 2 per year for 3 years or 6 new FTE, some at senior level.

ii. African American Studies must advocate and protect current minority advancement programs such as Templeton/Blackburn and King, Parks, Chavez Scholarship Programs.
   1. Publicize the African American Studies program to boost recruitment prior to matriculation at Ohio so that incoming students are aware of the major.

iii. Budget is inadequate for the department's mission.
   1. Suggest seeking a line item in the state budget for development of African American Studies; target funding for African American Studies in university capital campaign.

iv. Create a proposal to establish a formal outreach center in the Ohio Valley Region modeled on Ohio State University's Community Extension Center.

d. Commendations
   i. Excellent programming including the Alvin Adams Lecture Series
   ii. African American Research and Service Institute can expect success in obtaining research grants and post-doctoral student participation
   iii. Community Outreach including the Community Day project and the Multicultural Genealogical Center support social laboratories where theories of democratic representation and empowerment are tested.

e. Discussion:
   i. Currently searching for new department chair; waiting to make recommended changes until new chair is in place. The Board is aware of physical difficulties.
   ii. Trustee Anderson noted that enrollment of non-majors has declined. This is a result of loss of a faculty member. AAS faculty provide strong service to general education.
   iii. Would like to increase minors. For example, a major in biological sciences would benefit from a minor in AAS to prepare for changes in our national demographic. Childs noted that strong relationships have been made with the Colleges of Communication, Business, and others to share how students could benefit from a minor in this discipline. Childs utilizes AAS alumni to talk to classes about their marketability.
iv. Trustee Snyder asked about a certificate program. With a minor, all coursework is taught by faculty in the department. With a certificate, instruction is carried out by faculty in several disciplines.

f. Dean Descutner commended the Critical Dialogues project spearheaded by Classics and World Religions and African American Studies. Student Matt (?) stated that this project was very useful to him as well. Descutner also noted that the course in Black Media is transformative; AAS has never had a stronger component to the curriculum.

3. Military Science (Army ROTC)

a. Commendations:

i. The Ohio University graduating and commissioning class ranked 4th in the nation in 2007; program consistently high quality

ii. The Army expectations for cadet/officer production have risen and while their need can not always be met, Ohio University is the second largest supplier of Army officers from the 28 universities with ROTC programs in Ohio and Kentucky.

iii. Program is working with Hocking College and Rio Grande University to provide instruction and scholarships to eligible students; and uses Residential Learning Communities to enhance recruiting. Its Leadership Development and Assessment Course achieved national recognition.

b. Concerns:

i. Transitory nature of faculty appointments due to two- and three-year tours of duty assigned by the Army.

ii. Lack of diversity among ROTC leadership

c. Recommendations

i. Establish clear goals for the recruitment of women and minorities.

ii. Request the Army to reevaluate their policy of faculty rotations to promote stronger relationships between the faculty and the institution as a whole.

Note: Trustee Stuckey had a general question on the effect of certificate programs on timely graduation rate. Student participation does not usually extend student time at OU; Dean Ogles mentioned that certificates allow students to focus on and receive credit for something they would do anyway.
Administrative Emeritus Awards

1. Typically, recommendations for faculty are presented at the Spring board meeting and the recommendations for administrators are presented to the board at the fall meeting. However, Provost Krendl is asking the board to make an exception and approve at the winter meeting Emeritus Status for two administrators who have served the institution in very special capacities and have a combined 78 years service to Ohio University.

2. President McDavis and Executive Vice President and Provost Krendl are recommending Emeritus Status be awarded to Alan Geiger, Assistant to the President and Secretary to the Board of Trustees Emeritus and John Burns, Director of Legal Affairs Emeritus.

Report by Chuck McWeeny, Dean, College of Fine Arts and chair of the Five-Year Academic Action Plan Committee, newly renamed Five-Year Vision OHIO Implementation Plan

1. This task successfully united faculty and administrators to produce a plan that satisfies academic, strategic, and fiscal priorities in a short amount of time.
2. Sought feedback from university community, constituents groups, and faculty
3. Plan will strengthen the university by addressing financial, academic, and administrative challenges. Its goals are derived from Vision OHIO and it is organized by objectives.
   a. All parts of the plan must comply with legal and financial obligations.
   b. Plans for the College of Osteopathic Medicine and Regional Campuses are included.
4. Funded through institutional reserves for first year; the Executive leadership has identified funding for future revenue generation partly through efficiencies and prioritizations.
5. Currently recommendations received from various constituents are being considered and integrated into the plan. Vetting has been done by the Vision Ohio Executive Steering Committee, the Budget Planning Council, the deans and the Executive Staff.

Comments: Trustee Stuckey commended all the participants for the plan noting that it is starting to come together, has a great framework, and has accomplished what we set out to do. He assumes this ongoing process will include assessment procedures in the future. He is very encouraged by plan at this point. Trustee Snyder said this was well done.
Report by Joe Brennan, Executive Director, Communication and Marketing

In addition to the presentation provided to the Trustees, Mr. Brennan focused on a situation analysis of Ohio University’s current operating environment.

1. We have a strong brand and a tough competitive market with Ohio State and Miami universities.
   a. Ohio is perceived as leader in establishing interpersonal relationships and setting; we lag on perception of academic quality and still carry the party school image.
   b. Parents see us a better value in comparison with other schools.

2. Demographic environment:
   a. Ohio’s high School graduates peak this year at 115,000; in five years graduates will down by 10,000 due to declining birth rate.
   b. Public policy conversations are taking place on this and other issues through the University System of Ohio (USO) proposal.
   c. The USO will use the strengths of Ohio’s public institutions to share rather than compete for resources.
   d. Our grant strategy needs to be crafted on our strengths, highlighting academic excellence, positive students/faculty relationships, and our setting.

3. Results of “The Promise” campaign, the first targeted institutional campaign, was presented comprehensively in various media.
   a. Successful in reaching 99% of target audience
   b. Collaboration with Scripps Survey Research Center which did phone interviews before and after the campaign in Columbus metro area.
      Results are noted in the handout.

4. Brennan recapped Media positioning and comparisons among Ohio University, Miami University and Ohio State University in various newspapers in Ohio. These results are also in the handout.

5. The “Promise” campaign was well accepted on our campus and has a strong impact on target audiences. C&M wants to extend the campaign through fall and spring.

6. C&M current projects include update of all admissions marketing print pieces; keep momentum going on positive news coverage; and continue building relationships with Ohio news rooms.
   a. Partnering with OIT to focus on improving web presence, content and delivery and customize email effort.
Dean Fidler thanked to the C&M team for “The Promise” campaign and noted good results. Future investment for these efforts will be incorporated in the Five Year Vision OHIO Implementation Plan.

**Brice Bible, Chief Information Officer, presentation on current progress of the Office of Information Technology (OIT)**

1. **Progress on issues:**
   a. Have made headway on underfunding; selectively improving service areas.
   b. Network upgrade project is coming along. It is well designed but funding is a major issue for implementation.
   c. Student Information System; preliminary funds approved to rate system; acquired PeopleSoft on server at OSU costing $10K (a significant savings). A detailed assessment will be presented at the next Board meeting.

2. **Staffing:**
   a. Staffing has been improved by filling critical positions; distributed staff alignments are underway in Fine Arts and Arts & Sciences
   b. Regional/Statewide collaborations are forming to address new initiatives; there is progress with regional cooperative buying opportunities.
   c. CIOs from every public/private institution in Ohio are meeting at Ohio University next week to discuss partnerships, academics, and cooperative opportunities

3. **Funding Gap:**
   b. Annual budget of $875,000 is 2/3 below a reasonable budget level to accomplish mission.
   c. Bible has added outcomes targeted with timelines for improvement to future planning.

Trustee Snyder thanked everyone for their efforts and adjourned the meeting.
WHEREAS, the Honors Tutorial College has proposed the creation of a Bachelor of Science (BS) degree in Neuroscience, and

WHEREAS, faculty from the College of Arts and Sciences will serve as tutors for the program and the program has the support of the College of Arts and Sciences dean and faculty, and

WHEREAS, the neuroscience discipline is considered one of the fastest growing areas of modern biology and the program will benefit both the undergraduate students and the faculty tutors who will participate in the program, and

WHEREAS, this program will be a strong addition to the college and University curriculum, and

WHEREAS, the program is likely to foster many of the goals of the Vision Ohio academic plan including: supporting and maintaining strong undergraduate programs that serve the needs of the region, state, and nation; recruiting, supporting, developing, and retaining academically talented undergraduate students; recruiting and retaining exceptional faculty for creating and sustaining preeminent programs; and promoting research,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Science in Neuroscience.
COLLEGE OF ARTS AND SCIENCES
GRADUATE CERTIFICATE IN ENVIRONMENTAL SUSTAINABILITY

RESOLUTION 2008 - 3040

WHEREAS, the College of Arts and Sciences has proposed the creation of a graduate certificate in Environmental Sustainability, and

WHEREAS, the creation of this program will be a collaborative effort between Ohio University and Ohio State University and has been funded by a grant from the National Science Foundation, and

WHEREAS, development of the program will involve several academic units across campus including the Colleges of Arts and Sciences, Health and Human Services and the Russ College of Engineering and Technology, and

WHEREAS, the creation of this program has the support of the faculty of the college, and

WHEREAS, the program is designed to provide graduate students with the multidisciplinary skills and global awareness to analyze the impacts personal and consumer choices have on the environment, and

WHEREAS, the program's interdisciplinary approach fits into the goals of the University's Vision Ohio strategic plan,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Graduate Certificate in Environmental Sustainability.
COLLEGE OF ARTS AND SCIENCES
UNDERGRADUATE CERTIFICATE IN JEWISH STUDIES

RESOLUTION 2008 - 3041

WHEREAS, the College of Arts and Sciences has proposed the creation of an undergraduate certificate in Jewish Studies, and

WHEREAS, this interdisciplinary program will involve the departments of History, Classics and World Religions, and Political Science, and

WHEREAS, the creation of this program has the support of the faculty of the college, and

WHEREAS, the program is designed to appeal to undergraduate students who wish to further their knowledge of Jewish history, culture and religion and should also support scholarship opportunities within the Jewish heritage and culture for Ohio University faculty, and

WHEREAS, this program will be a strong addition to the college curriculum, and

WHEREAS, the program should further the goals of cultural diversity contained in the University’s Vision Ohio strategic plan,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Undergraduate Certificate in Jewish Studies.
WHEREAS, the Russ College of Engineering and Technology has proposed the creation of an undergraduate certificate in construction management, and

WHEREAS, the creation of this program has the support of the faculty of the college, and

WHEREAS, the National Council of Engineers for Engineering and Surveying will soon add a section on construction engineering to the Civil Engineering Professional Licensing Examination, and

WHEREAS, the creation of this program will support the education and marketability of students in civil and other engineering programs within the college and help to better prepare them to take the licensing examination, and

WHEREAS, this program will be a strong addition to the college curriculum, and

WHEREAS, the program will further the goals of supporting and maintaining strong undergraduate programs and recruit, support, develop, and retain academically talented undergraduate students as set forth in the Vision Ohio academic plan,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Undergraduate Certificate in Construction Management.
WHEREAS, the director and faculty of the School of Telecommunications have proposed that the name of the school be changed to the School of Media Arts and Studies, and

WHEREAS, the term “telecommunications” has historically implied a discipline rooted in telephone and computer data networks associated with broadcasting, and

WHEREAS, the focus of the school has recently shifted from a broadcast emphasis to that of content production for different entertainment media including television, radio, animation and games, and

WHEREAS, the name change will better characterize the educational focus and mission of the school and eliminate the confusion which exists among potential students, faculty, and employers regarding the educational focus of the school, and

WHEREAS, the name change supports the goals of faculty and student recruitment and enhancing the University’s national prominence as set forth in the University’s Vision Ohio strategic plan,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves changing the school name from the School of Telecommunications to the School of Media Arts and Studies.
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”

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University accepts the reviews for the following:

   Department of Classics and World Religions
   Department of African American Studies
   Military Science (Army ROTC)
ADMINISTRATIVE EMERITUS AWARDS

RESOLUTION 2008 - 3045

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

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

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

<table>
<thead>
<tr>
<th>FIRST/MIDDLE NAMES</th>
<th>SLAT NAME</th>
<th>TITLE</th>
<th>YEARS OF SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>John F.</td>
<td>Burns</td>
<td>Director of Legal Affairs Emeritus</td>
<td>38</td>
</tr>
<tr>
<td>Alan H.</td>
<td>Geiger</td>
<td>Assistant to the President and Secretary to the Board of Trustees Emeritus</td>
<td>40</td>
</tr>
</tbody>
</table>
University Resources Committee

Committee Chair Schey presented two action items that were not designated for action in the agenda materials. The first was a resolution for action of the land lease for the National Church Residencies (NCR). Trustee Schey read the resolution and moved for approval of the full Board. Trustee Dewire seconded the motion and all voted aye.

Trustee Schey presented the second item for action that was not included in the agenda materials that involves a property matter, approval to purchase the HDL Center on West Union Street (Appendix J). The HDL Center has been leased by the university for the past ten plus years and houses Finance and Administration and Information Technology, among other units. The Center is a critical part of administration’s facilities. Significant investments have been made by the University in the Center. If the property is not purchased, significant increases in rent could be realized. The 10-year lease has expired, so the consideration for purchase is timely. Trustee Schey and VP Decatur outlined the financial implications of the purchase, appraisals, and alternatives to purchase. Based on findings, Trustee Schey moved approval of the resolution and the move was seconded by Trustee Dewire.

Board Chair DeLawder raised the question about the timing of the purchase and stated that it was not noted in the resolution. He also questioned the debt in the balance sheet that would be acquired. The effective date of July 1, 2008 and the debt in the balance sheet will be added to the official resolution. All voted aye.

Trustee Schey moved to informational items discussed in Thursday’s Committee meeting. VP Decatur discussed Senate Bill 6 ratios and referred Trustees to the detailed Deloitte audited financial statements for the years ended June 30, 2007 and 2006 (blue bound book).

Highlights from other reports received in Thursday’s Committee meeting were outlined, including the Five Year Financial Plan and FY09 Budget Update, the November 2007 Treasurer’s Report, results of the Early Retirement Incentive Plan (ERIP), and an update regarding University Advancement. Details of those reports may be found in the Committee meeting minutes that follow.

Chair DeLawder drew attention to the Five Year Financial Plan and FY09 Budget Update which are designed to support the Five Year Vision Ohio Implementation Plan. He cited concerns with initial costs and asked for strategies to generate resources. Trustee Schey asked VP Decatur to expand. He stated that the financial plan presented in August was frontloaded and providing for continuing cost
increases plus strategic investments resulted in significant gaps for each quarter. The questions from stakeholders are how are those gaps going to be closed.

VP Decatur outlined strategies to be put into place to close those gaps as follows:

1. Revenue generation
2. Cost reduction strategies
3. Significant investments

These strategies will help for the implementation of a multi-year financial plan. Committee Chair Schey stated that he felt that these were positive resource steps and are on the right track.

A query emerged concerning the extensive work being undertaken by the Office of Information Technology with the additional funding support provided last year. Trustee Schey stated that thorough review with the Academics Committee on Thursday showed that there are shortfalls that will harm us in the future around network and broadband support. Enhanced systems to support Vision Ohio are needed. CIO Bible stated that the Advisory Council reviewed much of the information and is supportive of the needs associated with improvements to the network. It is costly and an implementation that takes time. A revised plan for Information Technology will be presented at the April meeting.

Committee Chair Schey closed with recognizing the magnitude of recent bequests of the Russes and Stocker's and expressed gratitude on behalf of the Board for the enormous effect their gifts will have for years to come on Ohio University.
University Resources Committee Meeting  
Thursday, February 7, 2008, 1:45  
Walter Hall Governance Room

Present: Trustee Chair C. Daniel DeLawder, Committee Chair Larry Schey, Trustees Norman Dewire, Gene Harris, Lydia Gerthoffer, Frank Krasovec, President McDavis, Vice President Howard Lipman, Vice President Bill Decatur, Senior Associate Vice President Chris Clifford, and Director of Budget Planning Rebecca Vazquez-Skillings.

Advancement Update

Howard Lipman, Vice President, University Advancement, President & CEO, The Ohio University Foundation, provided a fund raising update. As of January 31, $14.7 million has been raised toward the fiscal year goal of $18 million. Of the total dollars raised, $10.4 million (71 percent) is from major gifts contributed by .1 percent of total donors; $1.8 million (12.5 percent) is from middle gifts contributed by .5 percent of total donors; and $2.4 million (16.5 percent) is from annual gifts contributed by 99.4 percent of total donors. Major gifts are defined as gifts of $100,000 or greater; middle gifts are $10,000 to $99,999; and annual gifts are those less than $10,000. It is typical in fund raising that a high percentage of funds received come from a very small percentage of donors. One area of increasing emphasis for Ohio University will be seeking gifts from middle donors as they provide critical support and they are potential major donors.

Mr. Lipman reported on the status of the 100 percent giving campaign for the Ohio University Board of Trustees, which stands at 85 percent.

Mr. Lipman provided a staffing update for the Division of University Advancement. Good progress is being made toward the staffing recommendations made in the assessment completed by Bentz Whaley Flessner advancement consultants. The first phase of the staffing plan is 90 percent complete.

Sample stewardship reports were distributed to Trustees. These reports are prepared annually for donors whose endowments are $15,000 or greater. The report includes market value, gains, spending allocation and endowment performance. Also included with the packet is a “legend” which explains the report in detail. The reports have received an outstanding response from recipients.

Action Items:
None
Information Items:

Audited Financials – FY06 to FY07 Comparison/SB6 Ratio Comparisons

The university's primary annual financial audit was completed in October by Deloitte and Touche and accepted at the December Audit Committee meeting. Highlights and comparisons discussed included: the Statement of Net Assets, Cash and Cash Equivalents and Investments, University Liabilities, Net Assets (including invested in capital assets-net of related debt, restricted nonexpendable net assets, restricted expendable net assets, and unrestricted expendable net assets), Carryforward Authority, Unrestricted Auxiliary Fund balance (Residence and Dining Hall, Campus Recreation and Parking, Student Union, ICA, and the Airport). Several slides presented the Statements of Revenues, Expenses and Changes in Net Assets – Revenues (income statement) in different arrangements.

Senate Bill 6 Ratio Analysis – the University has calculated its required ratios for FY 2007, comprised of 3 ratios: Viability – 30%, Primary Reserve – 50%, and Net Income – 20% to obtain a weighted calculation or composite score. Each ratio and definition of the particular measure was discussed. The score was created as a result of the Central State University situation as a measure to allow state intervention before similar circumstances occurred in other colleges/universities.

Interim Financial Reports – November 2007

Interim financial materials include an Analysis of Interim Financial Reports, a Statement of Net Assets (balance sheet) for all funds for the period for November 30, 2007 and November 30, 2006 and the differences between the two years, and also a statement of Revenues, Expenditures and Other Changes.

5 Year Financial Plan/FY09 Budget Update

The 5 Year Financial Plan was originally presented to the BOT in August in a very quick manner, resulting in annual deficits. Following the initial presentation, campus and constituent feedback was received resulting in an updated process which became the centerpiece for budget development.

The plan contains strategies to generate resources such as: 1) revenue generation—enrollment growth, tuition and fee strategies, private fund raising, and international program opportunities; 2) enhance productivity and efficiency—shared services, strategic procurement, healthcare cost containment, and safety and risk management to decrease costs associated with worker's compensation claims (Ohio University
currently ranks highest in claims among all public universities – by becoming ‘average’ in claims the university would realize $700,00 in savings). The Governor has established safety and risk management as a goal for the entire state; therefore, we are already compliant regarding efforts begun and 3) Academic and Support Unit Program Prioritization—graduate and research centers of excellence, undergraduate and support unit prioritization, support unit assessment, RCB driven rebasing of planning units, and performance budgeting.

FY 2009 Budget Development Update – the 5 year plan is central to Budget Planning Council discussions and serves as the framework for budget development. Goals include balancing the budget, strengthening the financial position, funding strategic Vision Ohio investments, considering potential external impacts and developing a thoughtful contingency strategy. Variables to be considered are enrollment projections, revenue and expenditure assumptions, and a revised method to integrate Vision Ohio initiatives. Enrollment estimates presented here very conservative projections and are solely for spending purposes—not planning purposes even though the experience exceeded the actual. Institutional Research and Budget will work together closely to project numbers and avoid confusion. Revenue drivers reviewed were also conservative – Tuition & General Fee 0% increase, State Subsidy 10% increase, and Other Fees 0% increase budgeted. Cost Driver assumptions examined included Employee Compensation 3% increase, Health Benefits 8% increase, Utilities 4.2% increase and an undetermined % for POM (Plant Operations and Maintenance). Budget Development will continue to monitor the economic environment and state budget and develop contingency plans for budget cuts to higher education. Three shortfall scenarios have been developed—low growth, slow growth, and recession.

Treasurer’s Report


Results of Early Retirement Incentive Plan (ERIP)

The University implemented a second OPERS ERIP program from April 1, 2006 through August 31, 2007 which targeted 328 eligible employees. 40% or 132 employees participated with 68 of those declaring early and receiving the $10,000 bonus. Abolished positions are estimated to save $2.45M—charts provided provide detail by employment type, planning unit, savings, costs and payback.
The University Resources Committee will need to convene in March preceding the April full board meeting. Chairman DeLawder and Vice President Decatur will work to schedule said meeting.

Executive Session
WHEREAS, Ohio University owns a 16.14 acre site on Stimson Avenue in Athens, Ohio some of which, approximately, at this time, five (5 acres) has been identified as an optimal location for a retirement center, and

WHEREAS, a local citizen association called the Continuing Care Retirement Community (CCRC) for Athens, in conjunction with Traditions at Ohio University, a non-profit entity, registered with the Secretary of State of Ohio has proposed a plan for the construction of a retirement center that is consistent with Ohio University needs and will comport with its architectural design requirements, and

WHEREAS, the Ohio University Board of Trustees previously adopted Resolution 2004-1945 on June 25, 2004 and Resolution 2005-2020 on December 14, 2005, and again in 2006, Resolution Number 2006-2083 which authorized the Ohio University to enter into a lease agreement with National Church Residencies (NCR) within one year of the resolution, and

WHEREAS, the plan for the retirement center is now a Planned Unit Development (PUD) under the City of Athens land use ordinances; and the process for approval of the PUD, although initiated in the summer of 2004, has taken more than two (2) years to work through and gain approval due to several factors, including complexities of the design, flood plain issue, neighborhood and other opposition, and conditional use considerations for the site, as well as litigation challenging the project from its competition, and further with advice from the Department of Administrative Services to consider a lease payment greater than $1.00 per year, and

WHEREAS, the Ohio University Board of Trustees, even after all of the challenges raised by the project, continues to find that the development of the retirement center will be a significant benefit to Ohio University, for Athens, and for Athens area regional communities;

NOW THEREFORE BE IT RESOLVED, that the Ohio University Board of Trustees hereby declares the 16.14 acre site to be surplus property in accordance with Section 123.77 of the Ohio Revised Code. Further, in accordance with Ohio law, hereby authorizes the leasing of this property (16.14 acres) to National Church
Residencies doing business as “Traditions at Ohio University,” for a term of eighty (80) years (forty (40) year initial term and forty (40) year renewal term).

BE IT FURTHER RESOLVED, that the Ohio University President and/or the President’s designee/s are hereby authorized to negotiate deliberate and/or otherwise give final approval to the terms and conditions of a lease, including any terms and conditions that would result from the legal challenge; and to authorize the President’s designee/s to arrange execution of the lease in accordance with Ohio law, and the recommendations of the Department of Administrative Services and other regulatory agencies charged with the approval and enforcement of said leases.

BE IT FURTHER RESOLVED, that said authority includes the authority to determine the fair market value of the property less the in kind and intrinsic value of the project to Ohio University with consideration of recruitment, retention, academic and social programming or other benefits to Ohio University in furthering its educational as well as its economic mission in the region.

BE IT FURTHER RESOLVED, that the President of Ohio University and/or the President’s designee/s are hereby authorized to negotiate, deliberate or otherwise consider and give final approval to a government support payment as a part of the lease terms and conditions.
APPROVAL TO ACQUIRE THE
HDL CENTER

RESOLUTION 2008 - 3047

WHEREAS, Ohio University has been leasing space at the HDL Center since July 1, 1997, and at the outset we were using forty-six thousand, nine hundred (46,900) gross square feet of space in the facility, and today we are using sixty-eight thousand, eight hundred and ninety (68,890) gross square feet in a building that contains one hundred and five thousand (105,000) gross square feet, and

WHEREAS, this lease has been costing the University eight hundred and twenty-six thousand, six hundred and eighty dollars ($826,680) per year as well as another one hundred thirty seven thousand, seven hundred and eighty dollars ($137,780) for utilities consumed. It is projected that the lease rate, which has remained constant for ten years will increase significantly if the lease is extended, and

WHEREAS, the limited partnership, which presently owns the HDL Center is interested in selling the facility, and

WHEREAS, Ohio University has had two appraisals prepared for approximately 4.35 acres of land that includes the Center and approximately two hundred (200) parking spaces. These appraisals value the property at seven million, nine hundred thousand dollars ($7,900,000), nine million and nine million, two hundred and fifty thousand dollars ($9,250,000) respectively, and

WHEREAS, the HDL Center, LTD. Group, has agreed to sell the property to Ohio University for nine million, two hundred and fifty thousand dollars ($9,250,000) with purchase to take place after June 30, 2008.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby authorize Ohio University, the President or his designee, to enter into a purchase agreement with the HDL Center, LTD. Group, to execute and deliver any document as may be necessary to meet the requirements of the Ohio Board of Regents and the Ohio Controlling Board, and to issue bonds in an amount not to exceed $9,500,000 for the acquisition of the property.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the President or his designee to pursue and engage bond counsel and/or other appropriate outside counsel for this purchase and transfer of ownership of all interests.
Audit Committee

Chair DeLawder stated that the Audit committee met on Thursday with Trustee Snyder acting as Committee Chair. Minutes from the Committee meeting follow. Trustees offered no further discussion in the meeting of the full Board.

Audit Committee
Thursday, February 7, 2008, 4:00 p.m.
Room 127, Margaret M. Walter Hall

Trustee C. David Snyder called the meeting to order at 4:28. Others in attendance included Chairman C. Daniel Delawder and President Roderick McDavis. Kathy Gilmore, Director of Internal Audit (IA), presented on the External Audit Selection Process.

Auditor Selection Process
- State External Audit Regulatory Requirements
- Audit Services Required
- Overview of Request for Proposal (RFP) Process
- Auditor Selection Criteria
- Timeline for Selection
- Cost and Bidding Expectations
- Audit Committee potential involvement in this process

Trustee Snyder questioned if we have ever used a regional firm and Gilmore responded that we had not other than for tax advice.

State Regulatory Requirements External Audit Services
- ORC requires the Auditor of State (AOS) to identify public entities they will not audit
  - AOS authorizes Board to engage audit services from Independent Public Accountant (IPA)
  - IPA contracts must be approved by AOS
  - OHIO's contract with Deloitte ended with FY 07 audit

Audit Services Required
- OHIO seeking 5 year contract for FY 08 thru FY 12 services
- Audit Scope
  - Ohio University
  - Ohio University Foundation
  - WOUB Center for Public Media
Overview of Request for Proposal (RFP) Process
Pre-bid meeting to be held in February on Athens Campus
Trustee Snyder asked if there would need to be disclosure of results. Gilmore stated it would be a public record.
Trustee Delawder asked if any of the regional firms had any regional higher education experience. Response was unsure. We can use Deloitte but senior partner would have to change.

AOS Point Selection Criteria
• AOS assigns points to various criteria

Audit Firms Invited to Bid
• 12 firms, including “Big 4” and other regional firms invited to bid

Cost and Bidding Expectations
• Costs expected to increase substantially
  – Deloitte 2003 bid $1,132,685
  – Sarbanes Oxley has increased IPA workload and reduced discounted rate firms willing to offer
  – Miami experienced 65% increase over prior agreement
• Fewer large firms bidding due to conflict between Ohio constitution/statues and IPA required indemnification and other provisions
• Delawder questioned if any other Ohio schools are currently renewing and could we do a joint bid. Gilmore said Cleveland State is going through the process. Trustee Snyder and Chairman DeLawder brought up speaking with the Governor about the potential for cost savings, etc. Gilmore said she and VP Decatur will meet to discuss the potential for a joint bid.

Conclusion
Motion by Trustee Snyder, seconded by Trustee DeLawder to enter into executive session. At 5:30 p.m. Trustee Snyder moved and Trustee DeLawder seconded the motion to adjourn executive session. The focus of the executive session was to consider discipline of public employees permitted by Section 121(G)(1) on the 7th day of February 2008.
Governance Committee

Governance Committee Chair Dewire shared that the Committee met on November 29, 2007 to review current by-laws. The Committee reviewed the by-laws to determine what changes were necessary to reflect current practices. They reviewed the current structure of the Board and recommended changes based on best practice. By-laws for action at today's meeting were distributed to all trustees and posted on the Board’s website. A list was distributed at today’s meeting that suggested minor changes from Trustees to the amended by-laws that were previously distributed. Trustee Dewire moved approval of the resolution to accept the amended by-laws with the minor changes so noted. (See Appendix K.) Trustee Anderson seconded the motion and all voted aye. Amended by-laws are reflected in Appendix L.

Committee Chair Dewire discussed the second request for action received by the Committee that was a resolution from the Graduate Student Senate. The request to revise the Senate’s constitution amendment process involved four areas of change. Detailed discussions by the Committee on Thursday are outlined in the minutes that follow. All proposed changes to the constitution were supported with the exception that the requirement for Board approval of amendments be removed. The decision to send the resolution back to the Graduate Student Senate for revision and resubmission to the Governance Committee was supported by the Board.
Trustee Dewire called the Governance Committee Meeting to order at 4:19 p.m. In attendance were Trustees Dewire, Anderson, and Harris. Also in attendance was Interim Secretary to the Board, Davis.

Trustee Dewire began by explaining the two action items on the meeting agenda.

Approval of The Ohio University Board of Trustees By-Laws as Amended
Revision to the Graduate Student Senate Constitution Amendment Process

Trustee Dewire also explained the two information items on the meeting agenda and noted he would like to make changes.

Process for the Evaluation of the Board and Individual Trustees
Topics for Future Work by the Governance Committee

Trustee Dewire explained that the Board of Trustees received a copy of the proposed revisions to the By-Laws in advance. Responses from members of the Board of Trustees to the proposed By-Laws revisions were received by Trustee Dewire and Interim Secretary, Tom Davis. Trustee Dewire gave all guests present a copy of the proposed By-Laws revisions.

Article I, Section 4
Where it now reads"... and the two national trustees, who are appointed by the Board...", change so to read "and the two national trustees and the chair/representative of the Ohio University Alumni Association Board of Directors, who are appointed by the Board..."

Note: In minutes of Ohio University Board of Trustees, Volume B, Page 46, the Board in 1951 extended an invitation to the Chair of the Alumni Association to take part in all Board meetings.

Article VI, Section 1 (b) University Resources
Top of page, second line, add "and renovation" after "maintenance"
Top of page, sixth line, add at end"; contract oversight on public utilities and other large contracts"

Article VI, Section 1 (c) Audit
Rewrite so it reads: "Responsibilities will include the oversight of the internal audit functions, annual or other periodic audits of financial operations, the recommendation of the appointment of an external audit
firm to the Board of Trustees, the receipts of the reports of the internal auditor and the external audit firm, and the university whistleblower policy."

Article VI, Section 2 Executive
Rewrite the first two lines so that they will read: "The Executive Committee shall be made up of the Chair and Vice Chair of the Board of Trustees and the Chairs of University Academics and University Resources Committees and have broad powers to act in all matters not deemed..."

Due to language consistency Trustee Anderson asked that one additional proposed By-laws revision be drafted.

Article VI, Section 1 (e) Executive
Rewrite so it reads: “Responsibilities will include consulting with the President ...”

Trustee Dewire asked that the report submitted to the board be amended to include the above revisions to the By-laws and that the Board approve The Ohio University Board of Trustees By-Laws as amended including the revisions shown above at the formal board meeting.

The committee moved into a discussion concerning the revision to the Graduate Senate Constitution Amendment Process. After substantial discussion between the committee and Graduate Student Senate Chair, Dominic Barbato, the Governance Committee will make a recommendation to the full board to support proposed process items 1-3 and communicate recommendations to Graduate Student Senate with this action.

Trustee Dewire gave all present three hand-outs.
1. Board Effectiveness Survey
2. AGB’s Trusteeship Magazine article regarding Form 990
3. Info. sheet regarding Higher Learning Commission of the North Central Association of Colleges and Schools

Finally Trustee Dewire presented the information items on the meeting agenda. Trustee Dewire suggested that the committee focus on the four items below and committee members agreed to bring information to the next meeting.
1. Develop a board self evaluation process - Trustee Dewire
2. Code of Ethics -Trustee Anderson
3. Board Orientation - Trustee Harris
4. Definition of Shared Governance

Trustee Dewire stated that the next committee meeting would take place in April at the Eastern Campus.

Trustee Dewire called the meeting to adjournment at 5:30 p.m.
The Ohio University Amended By-Laws

Resolution 2008 – 3046

WHEREAS, The Ohio University Board of Trustees has the authority to amend their By-Laws, and

WHEREAS, the current By-Laws need to be updated to address restructured standing committees and responsibilities, and

WHEREAS, the proposed amendments to the By-Laws have been submitted to the individual members with thirty (30) days notice in accordance with Article I Section 3 of the current By-Laws.

NOW, THEREFORE, BE IT RESOLVED that The Ohio University Board of Trustees hereby adopts the Amended By-Laws effective immediately, the 8th day of February 2008.
Executive Committee

Board Chair DeLawder moved to the business of the Executive Committee. The first resolution before the Committee was to appoint a trustee to the Board of The Ohio University Foundation. Since the resolution was to appoint Mr. DeLawder, Trustee Schey moved approval. The motion was seconded by Trustee Dewire and all voted aye.

Chair DeLawder moved to the final action to be taken by the Board and turned the discussion over to Trustee Anderson who chaired the Ad Hoc Committee on Presidential Evaluation Policy.

Trustee Anderson discussed the Report of the Committee that resulted from meetings of the Committee held on November 5, 2007; December 20, 2007; and January 3, 2008. (The Report of the Ad Hoc Committee on Presidential Evaluation Policy and Proposed Policy for Annual and Comprehensive Presidential Performance Reviews, as amended, may be found in Appendix M of these official minutes.) She outlined what they began with, why changes to presidential evaluation policy were recommended, and what changes have been made to adapt to best practices. The Committee reviewed existing Ohio law, existing policy for presidential evaluations, and annual and comprehensive reviews. Their work was generic and general; there was no actual president in mind, and this was a “nameless” process. Regardless of the time and personalities involved, the result of the process was to arrive at a fair conclusion. The Committee met with Dr. Robert Woodbury, a consultant from the American Association of Governing Boards who has worked with this Board and has seen the presidential evaluation issue from every aspect. The Committee gathered materials and reviewed practices of peer institutions other institutions in Ohio. The Committee kept steadfastly in mind the interest of all stakeholders of University who should be consulted in process. Trustee Anderson spoke passionately about the long history of her family’s extensive involvement with Ohio University and Athens community. She went on to say that in review of other institutions, the campus community is not solicited for input on presidential evaluation. Review clearly showed that other universities are not as open and inclusive in the presidential evaluation process as is Ohio University. The process here provides stakeholders an opportunity to provide input on Presidential Evaluation. The central purpose of the process is to strengthen performance of the president in meeting the goals and serving the mission of Ohio University. The proposed policy includes very specific language to support communication on presidential evaluation.
The Committee came to appreciate some of the feedback on the proposed policy regarding the limitations on communication about the evaluation process. The Committee has recommended an amendment to the proposed policy as follows:

Following the first paragraph under RESPONSIBILITY, the following paragraph shall be inserted:

This evaluation process regarding president performance is separate from, but complimentary to and dependent upon the strategic plan and implementation plan, as are developed by all constituents in conjunction with the president for serving the mission of the university.

Trustee Anderson outlined the goals of the Committee that were included in page one of the Committee’s Report. She stated that the Committee was not recommending when and how this policy would be implemented from this point forward. She thanked members of the Ad Hoc Committee, Trustees Dewire, Krasovec, Gerthoffer, and Kelly, and moved for adoption of the proposed policy. The motion was seconded by Trustee Harris.

Chair DeLawder asked for comments. Trustee Harris stated that President McDavis has demonstrated the importance of gathering the input of constituents on key objectives of the strategic planning goals throughout the year as is outlined in the proposed policy. From a question raised by Trustee Krasovec, it was clarified that adoption of this policy in no way changes the By-Laws.

Student Trustee Kelly stated her sentiment of a serious disconnect between one of the purposes of the annual review, and what we actually see in the annual review process. She commented that the statement “to promote strong communications and strong working relationships between the president, the board, University constituencies and other stakeholders in support of Ohio University’s mission” is actually worded ambiguously and doesn’t appear to reaffirm this commitment in any meaningful way. She stated this should be taken into consideration.

Chair DeLawder thanked Trustees for their comments and asked for a vote. All voted in favor of the policy. Chair DeLawder thanked Trustee Anderson and all members of the Committee for their work. As an observer to the process, he was impressed by the thoroughness.
Chair DeLawder opened the Executive Committee meeting at approximately 7:35 a.m. He made a motion that the Committee move into Executive Session. The motion was seconded by Trustee Schey. Interim Secretary Davis called the roll to approve the motion, and Trustees DeLawder, Perry, Anderson, Dewire, Kidder, Schey, and Snyder voted yes.

The Board moved into Executive Session to consider employment matters related to the President's performance as permitted by Section R.C. 121.22(G)(1) and method of assessing such performance.

Chair DeLawder moved and Trustee Schey seconded the motion to conclude the Executive Session. All voted favorably and the meeting moved to Open Session at 9:50 a.m. The meeting was adjointed at 9:52 a.m.
APPOMRTMENT OF UNIVERSITY TRUSTEES TO THE
OHIO UNIVERSITY FOUNDATION BOARD

RESOLUTION 2008 - 3049

WHEREAS, on September 9, 1995 the Ohio University Board of Trustees accepted amendments to The Ohio University Foundation Board By-Laws authorizing the appointment of three University Trustees to the Foundation Board of Trustees for a term not to exceed three years, and

WHEREAS, the first appointments were made November 18, 1995 and have continued since based upon the availability of University Trustees.

NOW, THEREFORE, BE IT RESOLVED, that the following Ohio University Board of Trustee member be appointed to The Ohio University Foundation.

OHIO UNIVERSITY
BOARD POLICY FOR ANNUAL AND COMPREHENSIVE PRESIDENTIAL PERFORMANCE REVIEWS

RESOLUTION 2008 – 3050

WHEREAS, the Chair of the Board of Trustees of Ohio University appointed an Ad Hoc Committee in October 2007 to prepare a recommendation to the Board regarding a policy on the presidential evaluation process at Ohio University, and

WHEREAS, the Ad Hoc Committee met three times and considered several hundred pages of information and resolutions issued by certain constituent groups, and

WHEREAS, the Ad Hoc Committee solicited written input from the leaders of the five campus senates, and

WHEREAS, the Ad Hoc Committee reviewed policies and practices of other state universities in Ohio, our peer institutions, and other universities around the country, and

WHEREAS, the Ad Hoc Committee consulted with Dr. Robert Woodbury, a consultant from the Association of Governing Boards of Universities and Colleges (AGB), for a discussion who met with the Committee for an extensive discussion of best practices and processes recommendations, and

WHEREAS, the Ad Hoc Committee considered several relevant AGB publications, and

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does approve the Policy for Annual and Comprehensive Presidential Performance Reviews submitted by the Ad Hoc Committee, on Presidential Evaluation Policy dated January 10, 2008.
ANNOUNCEMENT OF NEXT STATED MEETING

The next meetings of the Board of Trustees will be on the Eastern Campus on April 17 and 18, 2008. (The meeting location has since been changed to be on the Athens Campus.)

ADJOURNMENT

Chair DeLawder adjourned the meeting adjourned at 12:58 p.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.

________________________________________  ______________________________
C. Daniel DeLawder                        Thomas E. Davis
Chairman                                    Interim Secretary
Board of Trustees

Ohio University

Appendix A
MEMORANDUM

Date: January 29, 2008

To: Members of the Board of Trustees

From: Roderick J. McDavis

Subject: Five Year Vision Ohio Implementation Plan

On January 16th, Executive Vice President and Provost Kathy Krendl and Vice President for Finance and Administration Bill Decatur shared the revised copy of the newly named Five Year Vision Ohio Implementation Plan with the Five Year Plan Committee, which comprises the Five Year Academic Action Plan Committee and the Vision Ohio Executive Steering Committee. The revised Five Year Vision Ohio Implementation Plan incorporates feedback gathered during the 2007 Fall Quarter from faculty, staff, and students and input from the Deans on the Athens campus. A copy of the revised plan is included in your packet of information for the upcoming Board meeting.

The Five Year Plan Committee will provide recommendations and feedback on this revised plan at the January 30th meeting with Dr. Krendl and Mr. Decatur. Some of the committee's recommendations will be incorporated into the proposed Five Year Vision Ohio Implementation Plan that I will present at the February 8th Board of Trustees meeting.

I look forward to sharing our progress toward the completion of the Five Year Vision Ohio Implementation Plan! If you have any questions, please let me know.
Draft Five Year Vision Implementation Plan

Background

Effective strategic planning is an iterative process through which the initial draft of the plan is continually discussed, assessed, and revised to ensure that goals and objectives are being met and that emerging exigencies in the university's internal and external environments are being addressed. Internal and external exigencies have surfaced since *Vision Ohio* was launched in late 2004 that must be incorporated within this iterative process. Examples of such internal exigencies are infrastructure problems related to information technology and financial practices as well as the challenge of funding new academic initiatives. Examples of external exigencies are the University System of Ohio, changes in state funding for higher education, and an uncertain state budget climate which all have immediate and long-term implications for Ohio University.

*Vision Ohio* has followed such an iterative process from the creation of the draft plan during the 2004-5 academic year through the subsequent work of the implementation teams and planning bodies in the 2005-06 academic year to the steering committee's identification of priorities in Spring 2007. Presented with those priorities and a revised version of *Vision Ohio*, the Board of Trustees requested that the President develop an action plan by August 2007, complete with budget estimates, that would specify how Vision Ohio would be implemented over the next five years. The Board of Trustees also asked that the President share this action plan with the Athens and regional campuses in Fall 2007 for the purpose of seeking comment from members of those campus communities and the constituent groups who represent them.

Fall Quarter Review Process

At the start of the 2007 Fall Quarter, the President appointed a committee composed of faculty, staff, and students from those groups along with deans and vice presidents and charged it with gathering feedback and with submitting a report of its findings to the Executive Vice President and Provost by November 15th. The President also asked the Executive Vice President and Provost to provide recommendations to him based on the comments of the committee upon her receipt of its November 15th report.

The Executive Vice President and Provost presented her report to the President on November 28th containing a series of recommendations on factors to consider in redrafting the plan. Between December 5th and January 4th, the President and Executive Vice President and Provost convened four half-day meetings with the deans and executive staff to review the action plan in light of both the committee's report, the Executive Vice President and Provost's recommendations, and changes in the internal and external environments.

Conclusions, Results, Next Steps

Affirmed in these meetings was the primacy of the academic mission and, concomitantly, the primacy of the plan's first two goals (1) to strengthen undergraduate education and (2) to enhance graduate and professional education and research. Likewise affirmed was the impossibility of meeting these first two goals if substantive progress was not also made in meeting goals three, four, and five. The uniformly shared conclusion reached during these meetings is that sustaining the success of Ohio University's academic mission depends on its ability to achieve the other goals in the plan (3) to recruit and retain talented and diverse students, faculty, and staff; (4) to enrich the environment for students, staff, faculty, and the region; and (5) to fortify and align infrastructure to enhance the academic missions of instruction, research, and service. Put simply, optimal achievement of goals one and two, which is a necessary condition for reaching
goal six (6) to enhance prominence within Ohio, the nation, and the world, will require strong support for
goals three, four, and five.

Another conclusion of our meetings was that the implementation of the plan must be accompanied by a
university-wide focus on addressing financial, legal, and compliance issues. To that end, three pursuits will be
privileged. The balance sheet and the overall financial strength of the university will be improved. Financial
controls and risk management will be bolstered. The university will operate in compliance with legal,
regulatory, and ethical requirements. Responsibility for helping the university to be successful in these
esential pursuits belongs to all employees. Appropriate training will be provided to assist faculty,
administrators, and staff fulfill their obligations.

The result of these meetings is a revised action plan grounded in Vision Ohio that

- Privileges the academic mission and recognizes student achievement and faculty excellence
  as fundamental institutional commitments;
- Incorporates some of the concerns expressed in the committee report;
- Adopts a conservative approach in its implementation budget that avoids front-loading
  investments;
- Recommends using an ordering principle for selecting strategies/priorities for funding
  based on their contribution to academic excellence and revenue growth and the likely
  breadth and depth of their impact;
- Acknowledges the need to solve incrementally the infrastructure problems;
- And recognizes the university’s obligation to coordinate its planning and decisions in
  ways consistent with the evolving University System of Ohio.

This revised draft action plan, now known as the Five Year Vision Ohio Implementation Plan, will be formally
presented to the campuses on January 16 at a meeting of the Five Year Plan Committee (consisting of the
original Five Year Academic Action Plan Committee and the Vision Ohio Executive Steering Committee).
The Five Year Plan Committee will reconvene for two more meetings. On January 23, the committee will
discuss the documents received on January 16. At the January 23 meeting, a draft budget for Year One of the
plan will be presented. On January 30, the committee will meet to discuss the draft budget. After the January
30 meeting, the Five Year Plan Committee will dissolve and the responsibility for further work on the Five
Year Plan will devolve to the Vision Ohio Executive Steering Committee, the Budget Planning Council, and
the Deans, Vice Presidents, and Executive Staff Group.
DRAFT FIVE YEAR VISION OHIO IMPLEMENTATION PLAN

Executive Summary
A revised draft action plan, grounded in Vision Ohio and responsive to feedback gathered during Fall 2007, will be formally presented to the campuses on January 16. The revised plan, now known as the Five Year Vision Ohio Implementation Plan, identifies a set of strategic initiatives to undertake in three high-priority areas: (1) strengthening undergraduate education; (2) making targeted investments in graduate education and research; (3) enhancing the recruitment and retention of students. These initiatives will bolster the University and position it to succeed in an external environment replete with significant challenges, including an uncertain economic outlook for the State of Ohio and the public’s opposition to increases in tuition and fees. Funding for the initiatives in the first year will not come from budget cuts and reallocations but instead from institutional reserves and carryforward accounts. In subsequent years, investments will be funded from new revenues generated from recruitment and retention efforts and from cost savings generated by productivity improvements. Any reallocation in future years will be based on results of program prioritization processes conducted in academic units and academic support units.

Points of Note
• This document is a work in progress. It captures one stage of an ongoing process.

• This document is an amalgamation of many suggestions, concerns, and ideas. It reflects the FYAAP Committee summary report, the reports submitted by each of the constituent groups, the report prepared by the Executive Vice President and Provost, and the multiple meetings that brought together the President, the Executive Vice President and Provost, the Vice Presidents, members of the Executive Staff, and the Deans.

• This document maintains the original structure of the plan with goals derived from Vision Ohio followed by objectives, strategies, and outcomes. Wording of some of the goals and objectives have changed. Strategies and outcomes have been revised, added, or subtracted. The reshaped goals of the Five Year Vision Ohio Implementation Plan are:
  o Strengthen undergraduate education
  o Enhance graduate and professional education and research
  o Recruit and retain talented and diverse students, faculty, and staff
  o Enrich the environment for students, faculty, staff, and the region
  o Fortify and align infrastructure to enhance the academic missions of instruction, research, and service
  o Enhance prominence within Ohio, the nation, and the world

• This document is structured, however, around objectives rather than goals. In this plan, objectives will drive implementation.
• This document reflects a strategic ordering process undertaken by the Academic Leadership and the Executive Staff. Each objective in this document was deemed to be significant. It would not be included otherwise. Implementation, however, necessitates establishing a point of departure. The implementation rubric for the plan calls for fiscal discipline in the service of academic and institutional excellence. The strategic ordering of objectives reflects that rubric.

• This document consists of three parts. Part I is a full strategic ordering of objectives, strategies, and outcomes. Part II is a list of strategies being considered for new investment in the First Year of the plan. Part III is a list of first-order strategies (e.g. Centers of Excellence Reviews, improve balance sheet, etc.) to be prioritized within existing resources in the First Year of the plan.

• The success of the implementation of the objectives in this document depends on a multi-year commitment to pursuing revenue generation and cost savings, and on following through on the results of program prioritization processes. A list of strategies for accomplishing each of these activities can be found in Appendix I.

• The Five Year Vision Ohio Implementation Plan for the College of Osteopathic Medicine is provided in Appendix II. Completion of a Five Year Plan for the Regional campuses is expected shortly.

VISION OHIO Core Values and Guiding Principles

As Ohio University works to achieve its vision, a set of fundamental principles guide our decisions:

1. Strong undergraduate programs with a liberal arts core are a vital and necessary foundation.
2. Strong graduate and professional programs are necessary to achieve our educational, research, and creative mission.
3. All forms of research, scholarship, and creative activity are vital to the intellectual life of the university, and their integration into both graduate and undergraduate curricula is a key component of student success.
4. Learning at the university is enhanced by creating a community of students, faculty, and staff who come from diverse backgrounds. That community benefits from our commitment to international education and the inclusion of global perspectives in our curricula.
5. Advising, mentoring, personal interaction, and active engagement among faculty, staff, students, and alumni greatly enhance the educational experience.
6. Learning is derived from the totality of the college experience, including activities both inside and outside the classroom.
7. Shared governance—the inclusion of input from all constituent groups is central to our decision-making processes.
8. Our continuing success requires judgments about and selective investment in initiatives that will advance our mission.
9. Accountability is essential to effective management and requires commitments to assessment, planning, decision making, and continual improvement.

To support our educational mission in achieving the goals outlined above, we require a well-maintained infrastructure of people and facilities. Our academic support services exist to serve the academic mission: they should be effective, efficient, and continually improving. A sense of community and an appealing environment provide a special place in which to learn, live, and work. All individuals in the university community are valued; their skills and knowledge should be cultivated, their work supported, and their leadership skills developed. Interactions among all individuals in the university community should be built on standards of civility, integrity, caring, and collaboration. Our commitment to the region is expressed through stewardship of shared resources, access to programs and services, and contribution to economic development.
PART I— STRATEGIC ORDERING OF OBJECTIVES, STRATEGIES, OUTCOMES

1) OBJECTIVE: Improve retention rate, engagement, and graduation rate of undergraduate students. [Goal: Strengthen undergraduate education]

   a) Strategy: Expand availability of learning communities including regional campuses
      (1) Outcome: Increase freshman participation in learning communities by six (6) percentage points each year for the next five years.
      (2) Outcome: Improve NSSE measures of student engagement among freshmen

   b) Strategy: Improve academic advising
      (1) Outcome: Increase four and six year graduation rates of undergraduate students by one (1) percentage point each year for the next five years.

   c) Strategy: Increase undergraduate involvement in research, applied projects, and service learning opportunities at the local, regional, national, and international level
      (1) Outcome: Increased applications and awards for PURF competition
      (2) Outcome: Increased participation in applied internships and hands-on experience (e.g. WOUB, Voinovich School, Ralph and Lucy Schey Sales Centre, etc.)
      (3) Outcome: Increased number of businesses served and placements made
      (4) Outcome: Demonstrable evidence of knowledge transfer from university to region through undergraduate involvement in research, applied projects, and service learning

   d) Strategy: Establish academic partnerships between colleges and ICA
      (1) Outcome: Lead the Mid-American Conference in graduation rates
      (2) Outcome: Assist ICA in meeting the “commitment to Academic Excellence” goal connected to the NCAA’s Challenging Athlete’s Minds for Personal Success (CHAMPS) program.

2) OBJECTIVE: Invest in targeted undergraduate programs. [Goal: Strengthen undergraduate education]

   a) Strategy: Initiate an Undergraduate Centers of Excellence Review
      (1) Outcome: Identify Undergraduate Programs targeted for investment/growth

   b) Strategy: Use findings of Undergraduate Centers of Excellence Review to strategically support undergraduate interdisciplinary work and programs

   c) Strategy: Increase faculty lines in targeted undergraduate areas
      (1) Outcome: Increased undergraduate enrollment in targeted areas
      (2) Outcome: Improved equity in faculty/student ratios in the College of Health and Human Services

   d) Strategy: As a targeted program, offer a B.S.N. (Bachelor of Science in Nursing) on the Athens campus beginning Fall 2008 with 100 students per year to respond to needs in the region and generate additional revenue.
      (1) Outcome: One hundred (100) additional undergraduate FTE per year each year for the next four years

3) OBJECTIVE: Improve the quality of the General Education program. [Goal: Strengthen undergraduate education]

   a) Strategy: Provide additional instructional resources for General Education courses
(1) **Outcome**: Increase freshman to sophomore student retention rate by one (1) percentage point each year for the next five years

b) **Strategy**: Implement an assessment plan for General Education
   (1) **Outcome**: Establish baseline for students’ learning objectives and assess the extent to which students are meeting those objectives

4) **OBJECTIVE**: Increase strategic investment in targeted graduate and professional programs. [Goal: Enhance graduate and professional education and research]
   a) **Strategy**: Finish Graduate and Professional Centers of Excellence Review.
      (1) **Outcome**: Use findings of Graduate and Professional Centers of Excellence Review to determine ongoing and additional support for interdisciplinary academic programs
      (2) **Outcome**: Through the Interdisciplinary Council, review existing policies and procedures to remove barriers inhibiting Centers of Excellence Interdisciplinary Program development and to recommend revisions to provide incentives for Center of Excellence Interdisciplinary Program development (includes review of promotion and tenure processes, University Curriculum Council approval processes, etc.).

b) **Strategy**: Implement a Graduate College
   (1) **Outcome**: Improved visibility of graduate programs
   (2) **Outcome**: Improved graduate student profile
   (3) **Outcome**: Increased graduate applications by 2 percentage points each year for five years
   (4) **Outcome**: Expedited processing of graduate applications

c) **Strategy**: Continue GERB process for Future Growth and Stipend Enhancement investments
   (1) **Outcome**: Increased enrollments in targeted areas

d) **Strategy**: Provide additional or reallocated tuition waivers for Centers of Excellence programs
   (1) **Outcome**: Increased enrollments in targeted areas
   (2) **Outcome**: Improved graduate student profile

e) **Strategy**: Increase faculty lines to targeted graduate and professional programs emerging from the Centers of Excellence process
   (1) **Outcome**: Increased enrollments in targeted areas
   (2) **Outcome**: Improved graduate student profile
   (3) **Outcome**: Improved placement of graduate students

5) **OBJECTIVE**: Invest in financial support for graduate students. [Goal: Enhance graduate and professional education and research]
   a) **Strategy**: Colleges to reallocate graduate stipends/tuition waivers to targeted areas
      (1) **Outcome**: Increased support for graduate students in targeted areas
      (2) **Outcome**: Increased enrollments in targeted areas

b) **Strategy**: Rebalance split between tuition and general fee
   (1) **Outcome**: Reduce general fee costs to graduate students by $300,000.

6) **OBJECTIVE**: Strengthen research and creative activity in targeted areas. [Goal: Enhance graduate and professional education and research]
a) **Strategy:** Implement GERB recommendations for investments in areas of research and creative activity including Centers and Institutes and the promotion of interdisciplinary work
   (1) **Outcome:** Improved graduate student profile in targeted areas
   (2) **Outcome:** Improved placement of graduate students from targeted areas
   (3) **Outcome:** Improvement in faculty recruitment in targeted areas
   (4) **Outcome:** Increased grant and contract external funding in targeted areas

b) **Strategy:** When Centers of Excellence Review is complete align GERB process with recommendations of Centers of Excellence Review to determine ongoing and additional support for research and creative activity in Centers and Institutes and in interdisciplinary work
   (1) **Outcome:** Improved graduate student profile in targeted areas
   (2) **Outcome:** Improved placement of graduate students from targeted areas
   (3) **Outcome:** Improved faculty recruitment in targeted areas
   (4) **Outcome:** Allocation of faculty lines
   (5) **Outcome:** Improvement in faculty recruitment in targeted areas
   (6) **Outcome:** Increased grant and contract external funding in targeted areas

c) **Strategy:** Review funding for faculty research/creative activity start-up and create guidelines for the establishment of base funding for start-up
   (1) **Outcome:** Increased grant and contract external funding for research
   (2) **Outcome:** Improved faculty recruitment and retention

7) **OBJECTIVE:** Provide a dependable and secure network and systems infrastructure capable of ensuring effective information technology security practices and academic support. [Goal: Fortify and align infrastructure to enhance the academic missions of instruction, research, and service]
   a) **Strategy:** Design and implement a modern 10Gb Core Network Infrastructure
      (1) **Outcome:** Ensure 75% of all network hardware is six years old or less within 10 years

b) **Strategy:** Establish a scalable and secure computer server and storage infrastructure
   (1) **Outcome:** Reduce storage environment to one OS and server environment to 30Ss within 7 years

c) **Strategy:** Provide appropriate backup and disaster recovery on critical services
   (1) **Outcome:** Ensure all critical systems are on a scheduled DR program within 3 years

d) **Strategy:** Develop and implement appropriate IT security policies and procedures
   (1) **Outcome:** Classify and appropriately protect all data within 3 years

e) **Strategy:** Establish Identity Management (IdM) framework for secure and seamless protection of identities
   (1) **Outcome:** Migrate all identity systems to one encrypted secure architecture within 5 years

f) **Strategy:** Implement ITIL Service Model (Single Point of Contact)
   (1) **Outcome:** Improve customer satisfaction rating by 5% each year

g) **Strategy:** Establish IT “Campus Zone” Model for university-wide support
   (1) **Outcome:** Standardize all IT service providers onto central tracking system within 5 years

h) **Strategy:** Maintain technology-enhanced classrooms across campus
8) **OBJECTIVE:** Utilize technology to enhance the academic mission of instruction, research and service.  
   **Goal:** Fortify and align infrastructure to enhance the academic missions of instruction, research, and service.
   a) **Strategy:** Maintain and enhance up-to-date course management systems and services
      (1) **Outcome:** Improve faculty/student satisfaction rating by 3% each year
   b) **Strategy:** Acquire and implement a fully-integrated student information system
      (1) **Outcome:** Web-enabled recruiting, admissions, registration, bursaring, class scheduling, and BI warehousing systems

9) **OBJECTIVE:** Create and implement a strategic enrollment management plan.  
   **Recruit and retain talented and diverse students, faculty, and staff**
   a) **Strategy:** Recruit a Vice Provost for Enrollment Management
      (1) **Outcome:** Increase ACT composite mean scores of incoming freshman class by one-tenth (.1) of a point each year for next five years.
      (2) **Outcome:** Effective leveraging of financial aid resources
      (3) **Outcome:** Increase out-of-state students in incoming freshman class by two (2) percentage points each year for the next five years
      (4) **Outcome:** Increase multicultural diversity of incoming freshman by two (2) percentage points each year for next five years
      (5) **Outcome:** Increase multicultural diversity of incoming graduate students by two (2) percentage points each year for the next five years
      (6) **Outcome:** Increase the number of incoming freshmen from Ohio's Appalachian counties by two (2) percentage points each year for the next five years.
      (7) **Outcome:** Increase international students in incoming freshman class by two (2) percentage points each year for the next five years
      (8) **Outcome:** Increase international graduate students in entering class by two (2) percentage points each year for the next five years
      (9) **Outcome:** Increase transfer students by two (2) percentage points each year for the next five years
      (10) **Outcome:** Decrease the acceptance rate of admitted students in incoming freshman class by one (1) percentage point each year for the next five year
   b) **Strategy:** Strategically expand enrollment in areas that meet state, regional, and national needs.
   c) **Strategy:** Create and implement a student recruitment marketing campaign.
      (1) **Outcome:** Develop a new set of materials for recruiting undergraduates (including on-line and printed pieces). These materials to be used in high schools and mailed to prospects.

10) **OBJECTIVE:** Strategically support international programs and research.  
    **Recruit and retain talented and diverse students, faculty, and staff**
    a) **Strategy:** Create an International House – one-stop services for international students and faculty and for domestic students seeking assistance about international academic opportunities.
       (1) **Outcome:** Improved recruitment and retention of international students (See 9.a.6 & 7--increase undergraduate and graduate international students by two (2) percentage points each year for next five years)
       (2) **Outcome:** Improved recruitment and retention of international faculty
       (3) **Outcome:** Increase rate of participation in Education Abroad and Fulbright Scholars Program
b) **Strategy**: Target recruitment for international students and faculty in programs emerging from Centers of Excellence processes

c) **Strategy**: Target recruitment for international students and faculty in programs emerging from GERB processes

d) **Strategy**: Provide funding for international recruitment and retention efforts at both the undergraduate and the graduate level.
   (1) **Outcome**: Improved recruitment and retention of international students (See 9.a.6 & 7--increase undergraduate and graduate international students by two (2) percentage points each year for next five years)

e) **Strategy**: Provide funding for international student travel to and from Port Columbus Airport
   (1) **Outcome**: Improved recruitment and retention of international students (See 9.a.6 & 7--increase undergraduate and graduate international students by two (2) percentage points each year for next five years)

11) **OBJECTIVE**: Clearly communicate our distinctive identity as an institution to all stakeholders, and using strategic communications (e.g. advertising, news media relations, print and electronic publications) and external relation practices (e.g. community affairs and government relations) to effectively position the university. [Goal: **Enhance prominence within Ohio, the nation, and the world**]
   a) **Strategy**: Undertake an Academic Marketing Campaign a.k.a. “branding and positioning”
      (1) **Outcome**: Tell the story of Ohio University’s academic excellence and build the University’s brand to prospective students, parents, guidance counselors, alumni, and other influencers.
   b) **Strategy**: Develop strategic community relations and government affairs

12) **OBJECTIVE**: Establish a stronger financial, legal, and compliance infrastructure [Goal: **Fortify and align infrastructure to enhance the academic missions of instruction, research, and service**]
   a) **Strategy**: Improve the balance sheet and overall financial strength of the university.
      (1) **Outcome**: Within five years, move our Primary Reserve Ratio to at least the mean of state universities
      (2) **Outcome**: Within five years, move our Net Income Ratio to at least the mean of state universities
   b) **Strategy**: Improve the financial controls and risk management environments.
      (1) **Outcome**: Establish a University Code of Ethics understood and practiced by all employees
      (2) **Outcome**: Internal audit findings are promptly addressed
      (3) **Outcome**: The control climate survey is regularly used as a measure of progress
   c) **Strategy**: Ensure legal regulatory and ethical compliance.
      (1) **Outcome**: Financial and research conflicts of interest identified

13) **OBJECTIVE**: Increase annual philanthropic support from $15 M to $30 M and develop a major comprehensive campaign [Goal: **Fortify and align infrastructure to enhance the academic missions of instruction, research, and service**]
   a) **Strategy**: Working with academic leaders establish fundraising goals and criteria for development professionals
      (1) **Outcome**: Increase the level of face-to-face solicitation of prospects by 25%
(2) **Outcome:** Increase frontline fundraising staff, adding a minimum of 7 fulltime positions

b) **Strategy:** Increase Advancement staffing and continue implementation of agree upon external assessment
   (1) **Outcome:** Staffing phase-in completed by FY 2009

c) **Strategy:** Enlist and engage a great number of volunteers in fundraising and recruitment functions
   (1) **Outcome:** Increase the involvement of leadership volunteers in fundraising by a factor of 10 to 100
   (2) **Outcome:** Create a fundraising "sales force" within the Ohio University Foundation Board of Trustees
   (3) **Outcome:** Establish an Ohio University Foundation orientation which includes a significant role in fundraising

d) **Strategy:** Cultivate and engage “family and friends” of the university
   (1) **Outcome:** Enlist the support of top benefactors in securing access and introduction to like-minded individuals, corporations, or foundations.

e) **Strategy:** Select counsel for major comprehensive campaign
   (1) **Outcome:** Campaign counsel engaged in FY 2009

f) **Strategy:** Define operational plan for the implementation of a comprehensive campaign
   (1) **Outcome:** Determine staffing, funding, goal and timeline
   (2) **Outcome:** Electronic wealth/demographic screening of the database to be completed by December 2008

g) **Strategy:** Identify and recruit Board and top level volunteers capable of leading the campaign and making transformational gifts
   (1) **Outcome:** Volunteer leadership engaged and integrated into the fundraising enterprise starting FY 2008 and extending through the campaign

h) **Strategy:** Seek principal gifts from top level prospects
   (1) **Outcome:** Principal lead gifts secured by 2012 to meet the 50% requirement

14) **OBJECTIVE:** Enhance positive engagement and cultural enrichment in campus and community life. [Goal: Enrich the environment for students, faculty, staff and the region]

a) **Strategy:** Provide additional funds for student programming

b) **Strategy:** Foster leadership development
   (1) **Outcome:** Expand LeaderShape program to offer second annual session and increase student participation in LeaderShape by 100 percentage points over the next five years.
   (2) **Outcome:** Appoint a director to develop and implement a comprehensive approach to student leadership development

c) **Strategy:** Instill a sense of personal and civic responsibility
   (1) **Outcome:** Establish clear cut expectations for all students
   (2) **Outcome:** Increase involvement in initiatives that relate to expectations

d) **Strategy:** Support programs for students that target the development of citizenship and exposure to a wide range of cultures
   (1) **Outcome:** Increase degree to which expectations are communicated in recruiting, in pre-college, within academic units, and within Student Affairs programming
(2) **Outcome**: Increase number of graduating students who choose to undertake opportunities such as Teach for America, Peace Corps, or Fulbright Scholarships
(3) **Outcome**: Increase rate of participation in Study Abroad programs

c) **Strategy**: Improve the integration of academic units and academic support units
   (1) **Outcome**: Coordinate Student Affairs and academic programming to promote the development of a robust intellectual environment
   (2) **Outcome**: Increase the number of projects and programs that are jointly developed
   (3) **Outcome**: Establish greater faculty ties with Student Affairs via joint planning

f) **Strategy**: Enhance students’ out-of-class experience
   (1) **Outcome**: Attract the most highly qualified students to resident assistant positions by improving resident assistant compensation
   (2) **Outcome**: Improve satisfaction rate of residence hall students by 1 percentage point each year for the next five years

g) **Strategy**: Establish ongoing funding for Arts for OHIO
   (1) **Outcome**: Demonstrate significant student attendance at Arts for OHIO events and integration into the curriculum
   (2) **Outcome**: Improve the quality and diversity of cultural opportunities for the campus, community, and region

15) **OBJECTIVE**: Improve health and safety. [Goal: Enrich the environment for students, faculty, staff and the region]

a) **Strategy**: Expand voluntary participation in education and counseling interventions aimed at reducing risk or harm
   (1) **Outcome**: Increase participation in research-based alcohol interventions (CHOICES, Prime for Life, BASICS, and similar programs) by 2 percentage points each year for the next five years

b) **Strategy**: Reduce the incidence of high risk drinking and drug use through continued refinement of discipline, law enforcement, education, programming, and communication efforts
   (1) **Outcome**: Reduce the self-reported rate of binge drinking by 1 percentage point each year for the next five years.
   (2) **Outcome**: Reduce the rate of drug-related judicial referrals by 2 percentage points each year for the next five years.

c) **Strategy**: Develop and implement a coordinated protocol for responding to difficult student behavior/mental health cases not well-suited for judicial process (i.e. suicide attempts, eating disorders, etc.)
   (1) **Outcome**: Address fifteen (15) difficult student behavior/mental health cases through the protocol in Year One. Increase cases addressed by 100 percentage points over Years Two through Five.

d) **Strategy**: Improve access to health services for students through Student Health Services and Counseling and Psychological Services at Hudson Health Center
   (1) **Outcome**: Diminish average “time to next available regular appointment” for psychologists and psychiatrists
   (2) **Outcome**: Improve Student Health Service (method of measurement and rate of improvement to be determined—dependent on report from consultant).
c) **Strategy**: Hire a risk manager for the campus to actively assess risk in all forms and to mitigate the university's risk through proper transfer strategies, e.g., insurance
   (1) **Outcome**: Protect the university's human, physical, and financial resources from unnecessarily erosion by unplanned or unexpected events.
   (2) **Outcome**: Complete an organizational risk assessment within two years.

f) **Strategy**: Improve employee safety
   (1) **Outcome**: Reduce incidents and costs related to employee injuries
   (2) **Outcome**: Reduce university workers' compensation costs
   (3) **Outcome**: Reduce time lost to injuries

**g) Strategy**: Develop emergency readiness and business continuity plans for every department
   (1) **Outcome**: All employees are aware of actions that need to be taken to minimize the disruption of services in an emergency for the utmost protection of life and property. Complete fifty (50) additional operating unit plans each year.
   (2) **Outcome**: Maintain an effective Critical Incident Response Team. Complete a formal team exercise annually.

16) **OBJECTIVE**: Create and implement a strategic and comprehensive human resources management plan. [Goal: Recruit and retain talented and diverse students, faculty, and staff]
   a) **Strategy**: Continue commitment to moving faculty salaries to next quartile
      (1) **Outcome**: Improvements in faculty recruitment and retention

    b) **Strategy**: Review administrative and classified compensation plans to ensure an appropriate tie to market
       (1) **Outcome**: Development of a strategic compensation philosophy including pay for performance and employee recognition while completing a review of compensation plans for legal compliance. Success will be initially measured by completion of the project and secondarily by the incorporation of the new strategic philosophy in all compensation plans.
       (2) **Outcome**: Bring salaries of our librarians to equitable Association of Research Libraries (ARL) levels. Success will be measured by closing the gap.
       (3) **Outcome**: Appropriate alignment of all administrative and classified salaries with market. Success will be measured by annual reviews of progress.

    c) **Strategy**: Facilitate professional development for faculty and staff
       (1) **Outcome**: Develop priority programs to respond to faculty needs in Faculty Commons
          (a) Improved faculty recruitment and retention
          (b) Improvements in program and course assessment processes
          (c) Increases in faculty grants and contracts in pedagogy
          (d) Improvements in quality of on-line course offerings
          (e) Increased enrollments in on-line course offerings (net revenue estimates included in Outreach addendum)
       (2) **Outcome**: Enhance classified professional development program targeting skill building for increased productivity and to support succession planning via the plan developed by UHR and Classified Senate. Success will be measured by the extent to which development programs link to the strategic plan, support both succession planning and organizational development, and by employee evaluations of the quality of the programs.
       (3) **Outcome**: Build expertise in grant writing, sponsored program fundamentals, intellectual property protection, entrepreneurship, ethics, and export control
(4) **Outcome:** Develop the Center for Organizational Development and Effectiveness offerings to match identified needs to take full advantage of our current investment

d) **Strategy:** Enhance the employment services in University Human Resources
(1) **Outcome:** Provide efficient processes for on-boarding and off-boarding employees, using a shared services center for all transactional steps
(2) **Outcome:** Provide analytical support to planning unit heads on projected turnover, and availability of talent in critical areas.

e) **Strategy:** Develop capacity to assist with faculty employee relations
(1) **Outcome:** UHR provides expert advice and administrative support for academic leadership in working on academic employee relations issues. Satisfaction of academic leadership with service provided will be the measure of success.

17) **OBJECTIVE:** Increase the efficiency and quality of academic support units through assessment, improved productivity, strengthened customer service, and strategic cost reductions. [**Goal:** Fortify and align infrastructure to enhance the academic missions of instruction, research, and service]

a) **Strategy:** Prioritize services provided by academic support units and invest in necessary infrastructure
(1) **Outcome:** The findings of the Academic Support Unit Review will provide information on centrality to mission and operational efficiency to Budget Planning Council, planning unit heads, and executive leadership. Progress will be evaluated by implementation of the plan and completion of program reviews for all units within a five year cycle.
(2) **Outcome:** Utilize the Academic Quality Improvement Program (AQIP) process to complete specific improvement projects.

b) **Strategy:** Through Academic Support Unit Review develop and implement a Baldridge-based unit assessment process that results in a standard format for evaluating the centrality and effectiveness of every support unit
(1) **Outcome:** Academic support units adopt a continuous improvement and customer-focused style while reducing costs whenever possible
(2) **Outcome:** More effective and efficient data collection to support assessment by coordinating all non-academic survey work through Institutional Research. Progress will be measured by the rate of development of a standard database that provides for longitudinal analysis of progress in quality and cost of academic support units.

c) **Strategy:** Target the professional and organizational development offerings of Center for Organizational Development and Effectiveness where there is a clear return on the investment already made
(1) **Outcome:** Drawing on the Five Year Vision Ohio Implementation Plan, regular surveys of academic and administrative leadership, and measurement of prior programs. CODE will add value to the organization in terms of reduced risk through increased compliance and support of succession planning, and reduced costs through increased productivity. Success will be measured by customer satisfaction surveys and the extent to which programming is linked to the requirements of the strategic plan.

18) **OBJECTIVE:** Improve campus-wide issues of accessibility, sustainability, classroom quality, and critical facility needs consistent with the 10 Year Capital Plan and basic renovation plans. [**Goal:** Enrich the environment for students, faculty, staff and the region]

a) **Strategy:** Incorporate improved accessibility into the Ten Year Capital and basic renovation plans and departmental operating budgets for both General Fund and Auxiliary facilities
(1) **Outcome:** Reduced exposure to complaints filed under Americans with Disabilities Act
b) **Strategy:** Promote sustainability and the continued “greening” of all campuses

1. **Outcome:** Fully fund the Office of Sustainability. Success will be measured by the reduction of the university’s purchased utilities, the reduction of our carbon footprint, and the change from a campus culture of consumption to one of conservation.

2. **Outcome:** Develop recycling/reuse programs that conserve resources and also produce a net return to the university. Success will be measured by the reduction in refuse tonnage sent to landfills and by the operation of the program within defined budgets.

3. **Outcome:** Develop construction and maintenance standards that support the President’s Climate Commitment and the State’s energy use standards. Progress will be measured in terms of the impact of standards on operational costs and purchase utility costs.

4. **Outcome:** Reduce energy consumption per square foot by 5% per year

5. **Outcome:** Reduce Ohio University’s carbon footprint and develop a phased plan toward climate neutrality.

c) **Strategy:** Develop a campus culture of conservation

1. **Outcome:** Incorporate “sustainability” into the curriculum. Progress will be measured by percentage of classes incorporating some aspect of sustainability.

2. **Outcome:** Ensure that all members of the campus community understand their energy choice options and the consequences of their actions. Progress will be measured by the impact on purchased utilities and the participation rate in planned events by the Office of Sustainability.

3. **Outcome:** Central scheduling of all campus activities to conserve energy with the initial focus being evenings, weekends, and breaks between academic quarters. Progress will be measured by the reduction in occupied space resulting in lower purchased utility costs.

19) **OBJECTIVE:** Enhance service to the region and promote economic development through partnerships and technology commercialization [Goals: Enrich the environment for students, faculty, staff, and the region & Enhance prominence within Ohio, the nation, and the world]

a) **Strategy:** Provide entrepreneurial and operational assistance to businesses

1. **Outcome:** Number of businesses assisted in the region

2. **Outcome:** Number of business startups

3. **Outcome:** Number of jobs created or retained

b) **Strategy:** Support a research and technology park

1. **Outcome:** New jobs, diversification of economy through higher paying jobs

2. **Outcome:** New business attraction and retention of current businesses through expansion opportunities

c) **Strategy:** Expand workforce training and development program

1. **Outcome:** Number of workforce training programs

2. **Outcome:** Number of people placed in jobs

3. **Outcome:** Initiate and strengthen partnerships with other higher education institutions in the region

d) **Strategy:** Encourage faculty, staff, and students to commercialize university technology and intellectual property

1. **Outcome:** Increase the number of startup companies

2. **Outcome:** Increase the number of jobs and higher paying jobs

3. **Outcome:** Increase student retention
c) **Strategy:** Encourage active participation in state and national organizations to increase exposure of university research and intellectual property  
(1) **Outcome:** Increased Ohio University reputation  
(2) **Outcome:** Increased licensing and research opportunities

d) **Strategy:** Encourage research and licensing of intellectual property to private industries with preference to Ohio companies  
(1) **Outcome:** Companies invited to university for technology showcases  
(2) **Outcome:** Outreach to Ohio-based companies

e) **Strategy:** Begin planning for the formation of a research foundation  
(1) **Outcome:** Identify legal, structural, and resource issues associated with the formation of a research foundation

f) **Strategy:** Augment health and wellness services to the region  
(1) **Outcome:** Expand access in the region to medical care and health and wellness education.

20) **OBJECTIVE:** Encourage faculty, students, and staff to aspire to national leadership in advancing knowledge and practices in their fields of expertise and facilitate notable student, faculty, and staff achievements and their recognition  
**[Goal: Enhance prominence within Ohio, the nation, and the world]**  
a) **Strategy:** Develop the appropriate expertise, resources, and facilities to provide the information and assistance needed to encourage national leadership and support notable achievements and their recognition.  
(1) **Outcome:** Establish a campus culture that supports, facilitates, and recognizes the efforts of students, faculty, and staff who accept the challenges of national leadership and the pursuit of notable achievements.  
(2) **Outcome:** Demonstrate steady and successful participation in opportunities overseen by the Office of Nationally Competitive Awards, the Center for Teaching and Learning, the Office of International Affairs, and the Center for Organization Development and Effectiveness.

21) **OBJECTIVE:** Further integrate intercollegiate athletics in general campus activities.  
**[Goal: Enrich the environment for students, faculty, staff and the region]**  
a) **Strategy:** Expand faculty involvement in the student athlete experience

b) **Strategy:** Dedicate resources to improve the Division I A athletic experience for all students.

c) **Strategy:** Expand the role of the Student Athlete Advisory Committee  
(1) **Outcomes:** ICA will be wholly embedded in the mission of Ohio University and will make positive contributions to the undergraduate and graduate student experience

PART II—STRATEGIES PROPOSED FOR NEW INVESTMENT DURING YEAR ONE

1. **Strategy:** Continue commitment to moving faculty salaries to the next quartile.  
2. **Strategy:** Expand availability of learning communities including regional campuses.  
3. **Strategy:** Improve academic advising.
4. **Strategy**: Increase undergraduate involvement in research, applied projects, and service learning opportunities at the local, regional, national, and international level. [1(c)]

5. **Strategy**: Increase faculty lines in targeted undergraduate areas. [2(c)]

6. **Strategy**: As a targeted program, offer a B.S.N. (Bachelor of Science in Nursing) on the Athens campus beginning Fall 2008 with 100 students per year to respond to needs in the region and generate additional revenue. [2(d)]

7. **Strategy**: Provide additional instructional resources for General Education courses. [3(a)]

8. **Strategy**: Implement an assessment plan for General Education. [3(b)]

9. **Strategy**: Continue GERB process for Future Growth and Stipend Enhancement. [4(c)]

10. **Strategy**: Rebalance the split between tuition and general fee [reduce general fee costs to graduate students by $3 million]. [5(b)]

11. **Strategy**: Implement GERB recommendations for investments in areas of research and creative activity including Centers and Institutes and the promotion of interdisciplinary work. [6(a)]

12. **Strategies**: Pursue selected priority strategies for providing a dependable and secure network and systems infrastructure. [7(a-c)]

13. **Strategy**: Recruit a Vice Provost for Enrollment Management. [9(a)]

14. **Strategy**: Create and implement a student recruitment marketing campaign. [9(c)]

15. **Strategy**: Provide funding for international recruitment and retention efforts at both the undergraduate and the graduate level. [10(d)]

16. **Strategy**: Provide funding for international student travel to and from Port Columbus airport. [10(e)]

17. **Strategy**: Undertake an academic marketing campaign. [11(a)]

18. **Strategies**: Pursue selected priority strategies for increasing philanthropic support. [13]

19. **Strategy**: Enhance students’ out-of-class experience. [14(f)]

20. **Strategy**: Establish ongoing funding for Arts for OHIO. [14(g)]

21. **Strategy**: Review administrative and classified compensation plans to ensure an appropriate tie to market. [16(b)]

**PART III—FIRST-ORDER STRATEGIES TO BE PRIORITIZED WITHIN EXISTING RESOURCES DURING YEAR ONE**

1. **Strategy**: Finish Graduate and Professional Centers of Excellence Review. [4(a)]

2. **Strategy**: Initiate Undergraduate Centers of Excellence Review. [2(a)]

3. **Strategy**: Through the Academic Support Unit Review develop and implement a Baldridge-based unit assessment process that results in a standard format for evaluating the centrality and effectiveness of every support unit. [17(b)]

4. **Strategy**: Improve the balance sheet and overall financial strength of the university. [12(a)]

5. **Strategy**: Improve the financial controls and risk management environments. [12(c)]

6. **Strategy**: Ensure legal and regulatory compliance. [12(c)]

7. **Strategy**: Review funding for faculty research/creative activity start-up and create guidelines for the establishment of base funding for start-up. [6(c)]

8. **Strategy**: Implement the Graduate College. [4(b)]

9. **Strategy**: Facilitate professional development for faculty and staff. [16(c)]

10. **Strategy**: Support programs that target the development of citizenship and exposure to a wide range of cultures. [14(d)]

11. **Strategy**: Improve integration of academic units and academic support units. [14(e)]

12. **Strategy**: Promote sustainability and the continued “greening” of all campuses. [18(b)]
13. **Strategy**: Create an International House—one-stop services for international students and faculty, and for domestic students seeking assistance about international academic opportunities. [10(a)]
APPENDIX I  
STATISTICS FOR FUNDING FYVOIP—YEARS TWO THROUGH SIX

1. Revenue Generation
   a. Strategic enrollment growth
   b. Tuition and fees strategies
   c. Tuition discounting
   d. Entrepreneurial “related” and “unrelated” business ventures
   e. Private fund raising
   f. International program opportunities
   g. Other

2. Productivity and efficiency driven cost reduction strategies, opportunities, and tools
   a. Shared services
      i. Budget & finance transaction processing
      ii. HR transaction processing
      iii. Information Technology
      iv. Budget and HR knowledge support
      v. Communication and Marketing
      vi. Student Advising
      vii. Integrated Student registration and financial services
      viii. Student records management
      ix. Placement and internship functions
      x. Other
   b. Strategic Procurement
   c. Energy management
   d. Healthcare
      i. Cost containment
      ii. Cost allocation
   e. Safety and risk management
      i. Direct costs related to employee injuries
      ii. Worker’s compensation
      iii. Settlements
   f. Space management
   g. Strategic outsourcing
   h. Strategic partnering (internal and external)
   i. ERIP and other early retirement strategies
   j. Overload and extra compensation
   k. Centralized position control
   l. Other

3. Academic and Support Unit Program Prioritization and other tools for strategic reallocation
   a. Graduate and research centers of excellence process
   b. Undergraduate program prioritization process
   c. Support unit program prioritization process
   d. Support unit assessment process
   e. RCB driven rebasing of planning units
   f. Performance budgeting
## OU-COM and VISION OHIO: TOP PRIORITY INITIATIVES
### A FIVE YEAR IMPLEMENTATION PLAN
#### WORKING DRAFT

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Strategies</th>
<th>Outcomes</th>
<th>Estimated Investments</th>
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<tbody>
<tr>
<td>I. Strengthen OU-COM Medical Education and Research</td>
<td>1. Validate curricula and take steps to address any identified weaknesses.</td>
<td>a. Compare content to internal and external standards, and track student performance on objective assessments, and address any weaknesses.</td>
<td>• Benmarks will be set and the curriculum evaluated against standards for curriculum content, learning processes, and outcomes, and any deficiencies will be addressed by focused curriculum development projects over a five-year period.</td>
<td>$1.36M over 5 years</td>
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<td>b. Evaluate the learning process by examining the proportion of active, integrative learning activities, and student and faculty satisfaction, and address any weaknesses.</td>
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<td>c. Evaluate curriculum outcomes against internal and external criteria, and address any weaknesses.</td>
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<td>2. Find ways to increase the efficiency of teaching in both curricula while maintaining overall quality.</td>
<td>a. Analyze costs of the two OU-COM curricula, including faculty workload, and identify areas of possible cost savings.</td>
<td>• Curricular costs will be analyzed and compared, with areas of costs savings that do not compromise quality identified and implemented over a five-year period.</td>
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<td>3. Provide dynamic curricula open to new developments in medicine and in society, and open to questioning by students, faculty, and staff.</td>
<td>a. Increase the presence of multicultural issues, patient safety, evidence-based medicine, human sexuality, and other current social and medical topics in the curricula, based on input from students, faculty, and staff.</td>
<td>• Develop and implement focused curriculum development projects continuously over a five-year period.</td>
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II. Enhance Centers for Osteopathic Research and Education (CORE)

1. Promote excellence and innovation in predoctoral and graduate osteopathic medical education.
   a. Analyze the current research design thread in the curricula, compare it to standards, and increase its quality and integration into the curricula.
   b. Recruit and retain skilled and dedicated clinical preceptors for our trainees.
   c. Optimize the integration and cost-effectiveness of the OU-COM and CORE hospital relationship.
      a. Analyze the current research design thread in the curricula, compare it to standards, and increase its quality and integration into the curricula.
      b. Promote structured, consistent learning experiences and uniform learning outcomes in required rotations.
      c. 80% or more of CORE member hospitals' medical education units will participate in recruitment workshops provided by OU-COM's Admissions office.

2. Work with the CORE member hospitals to recruit and retain OU-COM students and affiliated COM students in CORE GME programs in Ohio.
   a. 80% or more of CORE member hospitals will participate in recruitment workshops provided by OU-COM's Admissions office.
   b. Increase the visibility of CORE hospital programs on the Athens campus.
   c. Implement New Innovations software features and enhancements sufficiently to

3. Optimize the integration and cost-effectiveness of the OU-COM and CORE hospital relationship.
   a. Implement New Innovations software features and enhancements sufficiently to

a. Develop and implement focused research design curriculum development projects over a five-year period.

b. Pay and support predoctoral clinical preceptors. All CORE GME program directors will have paid, protected teaching time provided by their hospital sponsors, implemented over a five-year period.

Cl. 80% or more of CORE member hospitals' medical education units will participate in recruitment workshops provided by OU-COM's Admissions office.

b. Increase the visibility of CORE hospital programs on the Athens campus.

a. Implement New Innovations software features and enhancements sufficiently to

TOTAL: $1.36M

• $2.0M to $6.0M over 2 years
4. Develop and expand education programs in strategic areas.

- Develop and expand education programs in strategic areas.

III. Improve Faculty, Staff, and Student Quality and Diversity

1. Support faculty succession planning within academic departments to maintain sufficient Group 1 faculty in appropriate disciplines to carry out the College's academic mission.
   - a. Negotiate departmental staffing with chairs.
   - b. Identify faculty champions; develop key curricular topics, objectives, materials, and assessment methods; develop implementation strategies.
   - c. Over a five-year period, rotations will be developed or supplemented concerning:
      - Rural and small-community medicine
      - Practice management
      - Managed health care
      - Patient safety
      - Risk management
      - EBM (Evidence-Based Medicine)
   - Total: $2.0M - $6.0M

2. Maintain appropriate compensation for faculty and staff.
   - a. Conduct market-based review of salaries for faculty and staff on a regular basis.
   - b. Maintain salaries and benefits that are consistent with the external market and internally consistent within OU-COM.
   - c. The composition of each incoming class should reflect no less than 15% URM (under-represented minority) and 15% economically disadvantaged enrollment. The College will move toward a composition of 20% URM enrollment over a period of five years.
   - Total: $1.94M over 5 years

3. Recruit underrepresented minority and socioeconomically diverse students, faculty, and staff.
   - a. Continue and strengthen student recruitment pipeline programs and faculty diversity recruitment efforts.
   - b. Within five years, all academic departments will maintain at least two tenure-track faculty members who are receiving faculty development in administrative skills.
   - Total: $1.94M over 5 years

IV. Enrich Environment

1. Cultivate an environment of professionalism at OU-COM.
   - a. Promote professionalism as part of the College's core values and expectations of students.
   - b. Maintain salaries and benefits that are consistent with the external market and internally consistent within OU-COM.
   - c. The composition of each incoming class should reflect no less than 15% URM (under-represented minority) and 15% economically disadvantaged enrollment. The College will move toward a composition of 20% URM enrollment over a period of five years.
   - Total: $1.94M over 5 years

   - d. Within two years, student and faculty knowledge of and commitment to standards of
   - Total: $40K over 5 years
2. Provide appropriate support services for osteopathic medical students.

3. Continue to foster growth and leadership opportunities for our students and graduates through special fellowships, international programs, and the like.

4. Provide a safe, secure learning and research environment for students, faculty, and staff.

   a. Maintain and strengthen programs in student affairs, financial aid, student academic assistance, mentoring, and health care.

   a. Document and standardize the quality of student experiences; track and identify the effects of special programs experiences on students' careers after graduation.

   b. Provide every OU-COM student with the educational opportunity to work with the uninsured and underserved residents of SE Ohio.

   a. Secure OU-COM facilities using current technologies and appropriate policies and identification systems for students, faculty, and staff.

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3. Work at the state level to secure additional base and one-time-only funding for OU-COM.
4. Develop an OU-COM facilities planning, construction, and renovation cycle that implements OU-COM programmatic priorities.
5. Strengthen the CORE System.

a. Enhance current efforts by the Dean and other OU-COM senior officers to secure additional state funding.

b. Work with partners to build a new clinic facility. Continue and strengthen the annual facilities planning process.

c. Promote CORE membership for multiple-hospital Ohio health care systems.

b. Increase the geographic diversity of the CORE System in Ohio.

c. Plan, design and implement appropriate network technologies including hardware and telecommunications infrastructure for medical education, research and direct services.

- Achieve increased state funding for medical education.
- Obtain partner commitments and funding for a new clinic building within one year.
- Assist clinical faculty in transitioning to the new clinical facility.

- $1.5M over 5 years
- $500K
- $350K over five years
- 100% compatibility with educational partners for technical and legal compliance
- Reduce hardware footprint by 75% and implement "green IT" solutions to reduce operating cost
- Implement virtualization technology where appropriate
- Continue migration to blade servers to reduce server inventory
- Migrate storage and data management to comprehensive
7. Ensure effective information technology security practices.
   a. Work collaboratively with university Office of Information Technology (OIT) to enhance appropriate information technology (IT) security policies and procedures that serve both the university and college's unique requirements
   b. Maintain a scalable and secure computer server and storage infrastructure.
   c. Complete an annual review process for continued quality improvement (CQI).

8. Maintain a collegial relationship with faculty and staff and offer consultation on technology issues.
   a. Enhance knowledge in support of medical education, research and healthcare delivery
   b. Maintain and develop appropriate educational facilities to meet the demands of a dynamic data lifecycle tools

   • Implement a CQI program to include: security and privacy policies & procedures, backup and disaster recovery, Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA) and other appropriate state and federal requirements
   • Maintain or exceed established best practices for data and network management
   • Maintain and enhance current OU-COM data protection
   • Protect and maintain current OU-COM partners’ data
   • $50K over five years
   • $35K over five years

   • Improve understanding of needs and issues concerning medical informatics, educational technology and business solutions
   • Work collaboratively with curriculum directors and deans to ensure appropriate development of educational technologies to meet the mission and goals of OU-COM’s academic program
   • $125K over three years
   • Deploy and evaluate electronic testing per curriculum guidelines
9. Utilize technology to enhance the academic mission of instruction, research and service.

a. Investigate and recommend appropriate electronic testing solutions

b. Continue external funding for Health information Technology (HIT) initiatives supporting academic and service missions

c. Achieve regional, state and national recognition as HIT leader, especially in rural health and the Appalachian region.

- Submit two (2) National Institutes of Health (NIH) or National Science Foundation (NSF) grants and three (3) additional state/federal program grants

- $50K over five years

- Continue to develop annual rural health conference

- Continue to develop southeast Ohio Regional Health Information Organizational (RHIO)

- TOTAL: $2.61M

6. Enhance Local, Regional and National Prominence

1. Fortify the SE Ohio healthcare delivery system.

a. Maintain the viability, improve the effectiveness, and expand the clinical services of the practice plan by forming strong partnerships with other healthcare agencies and funders.

b. Continue to provide medical care to those unable to pay through the free clinic, the family practice residency program, and other programs.

- Increase the quality and availability of medical services to the Athens community and OU staff and students.

- $1.5M (listed under Section V.4)

- Within two years, form partnerships with at least two additional health care systems.

- Increase the annual level of medical care provided to those unable to pay.

- $200K over 5 years

- $2.0M over 5 years
4. Increase internal and external research funding.

   a. Provide funding and faculty release time for drug discovery and research commercialization projects.
      • Within five years, conduct three new projects related to drug discovery and research commercialization.
      • $500K over 5 years

   b. Continue and strengthen current programs that support applications for research funding.
      • Increase external research funding by 5% per year for five years.

   b. Develop and recruit more research-active faculty.
      • Recruit additional faculty dedicated to research over the next five years.
      • Complete and equip new research facility (ARC)

TOTAL: $4.7M

Summary of Estimated Investments

1. Strengthen OU-COM Medical Education and Research $1.36M
2. Enhance CORE Graduate Medical Education $2.0M to $6.0M
3. Improve Faculty, Staff, and Student Quality and Diversity $1.94M
4. Enrich Environment $40K
5. Fortify Infrastructure $2.61M
6. Enhance Local, Regional, and National Prominence $4.7M

TOTAL: $12.65M (to 16.65M)
PRESIDENT’S REPORT

Ohio University Board of Trustees

February 8, 2008
During Recent Winter Break, Executive Staff and Deans Undertook a Strategic Ordering Process. This process incorporated feedback and recommendations gathered during the Fall Quarter.

Revised Draft Five Year Plan Incorporates Many of the Suggestions, Concerns, and Ideas from All Constituencies.

Five Year Plan Focuses on Our Academic Strengths and Academic Initiatives.

Five Year Plan Restructured to Reflect the Top Strategic Objectives.
Revised Vision Ohio Goals

Strengthen Undergraduate Education
Enhance Graduate and Professional Education and Research
Recruit and Retain Talented and Diverse Students, Faculty, and Staff
Enrich the Environment for Students, Faculty, Staff, and the Region
Fortify and Align Infrastructure to Enhance the Academic Missions of Instruction, Research, and Service
Enhance Prominence within Ohio, the Nation, and the World
Strategic Areas Deemed Highest Priority

Strengthening Undergraduate Education

Making Targeted Investments in Graduate Education and Research

Enhancing the Recruitment and Retention of Students
Prioritized Implementation Objectives

Improve Retention Rate, Engagement, and Graduation Rate of Undergraduate Students (Goal 1)

Invest in Targeted Undergraduate Programs (Goal 1)

Improve the Quality of the General Education Program (Goal 1)
Prioritized Objectives (cont’d)

Increase Strategic Investment in Targeted Graduate and Professional Programs (Goal 2)

Invest in Financial Support for Graduate Students (Goal 2)

Strengthen Research and Creative Activity in Targeted Areas (Goal 2)
Prioritized Objectives (cont’d)

Provide a Dependable and Secure Network and Systems Infrastructure Capable of Ensuring Effective Information Technology Security Practices and Academic Support (Goal 5)

Utilize Technology to Enhance the Academic Mission of Instruction, Research, and Service (Goal 5)

Create and Implement a Strategic Enrollment Management Plan (Goal 3)
Prioritized Objectives (cont’d)

Strategically Support International Programs and Research (Goal 3)

Clearly Communicate our Distinctive Identity as an Institution to All Stakeholders, and Use Strategic Communications and External Relation Practices to Effectively Position the University (Goal 6)

Establish a Stronger Financial, Legal, and Compliance Infrastructure (Goal 5)
Prioritized Objectives (cont’d)

Increase Annual Philanthropic Support from $15 Million to $30 Million and Develop a Major Comprehensive Campaign (Goal 5)

Enhance Positive Engagement and Cultural Enrichment in Campus and Community Life (Goal 4)

Improve Health and Safety (Goal 4)

Create and Implement a Strategic and Comprehensive Human Resources Management Plan (Goal 3)
Prioritized Objectives (cont’d)

Increase the Efficiency and Quality of Academic Support Units Through Assessment, Improved Productivity, Strengthened Customer Service, and Strategic Cost Reductions (Goal 5)

Improve Campus-wide Issues of Accessibility, Sustainability, Classroom Quality, and Critical Facility Needs Consistent with the 10 Year Capital Plan and Basic Renovation Plans (Goal 4)

Enhance Service to the Region and Promote Economic Development Through Partnerships and Technology Commercialization (Goal 4)
Encourage Faculty, Students, and Staff to Aspire to National Leadership in Advancing Knowledge and Practices in Their Fields of Expertise and Facilitate Notable Student, Faculty, and Staff Achievements and Their Recognition (Goal 6)

Further Integrate Intercollegiate Athletics in General Campus Activities (Goal 4)
First Year Funding Strategies

- To Focus on Revenue-Generation Strategies First and Foremost

- To Minimize Budget Reallocations, i.e. Budget Cuts, as a Strategy to Fund Strategic Priorities
Potential Resources and Cost Savings

- Funding for First-Year Strategic Initiatives will Come from Institutional Reserves ($1.7 Million) and Carryforward Accounts ($3 Million to $4 Million)
- Several First-year Strategic Priorities have Revenue Generation Potential that can Fund Strategic Investments for Future Years
- Efficiency and Productivity Driven Cost Reductions Include Shared Services and Strategic Procurement
- Future Reallocations that Must Occur will be Based on Academic Program Prioritization and Strategic Priorities in Other Units Across Campus
Next Steps

- Executive Staff, Deans, Vision Ohio Executive Steering Committee, and the Budget Planning Council will be the Key Groups Working on the Five Year Plan
- Groups to Focus on Developing Final Plan for 2008-09 Academic Year
- Final Plan for 2008-09 Academic Year will be Presented to Trustees at April 18th Board Meeting
- Planning to Begin on Years Two through Five of the Plan this Month
- Draft Plan will be Presented at June 27th Board Meeting
Board of Trustees

Ohio University

Appendix C
Executive Vice President and Provost

Ohio University Board of Trustees
February 8, 2008
Vision Ohio Made Manifest
Update

Strategic initiatives in Vision Ohio Plan

- Enhance student recruitment and retention
- Make targeted investments in graduate education and research
- Strengthen undergraduate education
- Recruit and retain outstanding faculty and staff
- Develop partnerships and outreach programs
Vision Ohio Made Manifest
Update

Update on observable changes in each area made manifest from the Vision Ohio Plan
Enhance recruitment and retention

• Established goal of recruiting and retaining a talented and diverse student population
• Enrollment management assigned to Provost’s Office in 2004

Enhance recruitment

• Since 2004, three areas of focus
  • Increase overall number of applications
  • Improve academic profile of entering class
  • Increase diversity of entering class
Vision Ohio Made Manifest
Update

Enhance recruitment—current successes

- Fall 2008 class:
  - 12,545 applications, 9% increase over 2007
  - 355 more applicants in top 26-35 ACT range
  - 21% increase in multicultural applications
  - 9% increase in out-of-state applications
  - 97% increase in international applications
Vision Ohio Made Manifest
Update

Enhance recruitment—current successes

• “The Promise” ads aired in central and southern Ohio
• 1634 airings in 12 other markets around country
• Viewed by more than 3 million people total

(Courtesy of alumnus Perry Sook)
Vision Ohio Made Manifest Update

Enhance recruitment-future challenges

• Ohio high school graduates peak this year
• Over next five years 9% reduction in number of high school graduates
• Strategies to remain competitive:
  – Continue marketing campaign
  – Offer new high-demand programs, e.g., Nursing
  – Continue to pursue out-of-state and international students
Vision Ohio Made Manifest
Update

Enhance retention:
• 7 new university-wide retention initiatives which have been in place for a year or less plus a number of college or intercollegiate retention efforts.

Seeing some early but encouraging signs of progress:
• Fall to Winter data show 75 fewer students on academic probation
• University College’s first year probation rate dropped from 14.6% to 8.7%
• Based on the Fall to Winter data, on-target to meet the Vision Ohio 1% improved first-year student retention goal for 2007-2008
Vision Ohio Made Manifest Update

Enhance retention-strategic investments

FYVOIP proposes to:

- Continue expansion of learning communities
- Improve academic advising
- Expand resources for UG research, creative activity, and service/applied learning
- Increase faculty lines in targeted areas
- Increase instructional resources for General Education
- Implement General Education Assessment Plan
- Fund airport transportation for international students
- Improve Resident Assistant program
- Continue funding for Arts for Ohio University
Vision Ohio Made Manifest Update

Make targeted investments in graduate education and research

- GERB Awards
  - Creative Writing
  - Nanoscience
- Centers of Excellence Review of Graduate and Professional Education (underway)
- Future Growth Awards targeting partnerships with regional campuses (underway)
Vision Ohio Made Manifest

Update

Strengthen undergraduate education

- Centers of Excellence Review of Undergraduate Programs (planned)
- Provost Undergraduate Research Fund – increase from 83 to 139 proposals
- Marshall Scholar – Bob Arnold, only scholar selected from a university in Ohio
- Fulbright Awards – strongest showing ever in proportion of finalists (17 of 22 applicants) at Ohio University
Vision Ohio Made Manifest
Update

Recruit and retain outstanding faculty and staff

• Dean of Libraries Scott Seaman
• Faculty Research and Creative Activity Awards
  Patrick Kreiser, Business
  Matthew Friday, Fine Arts
  Devika Chawla, Communication
  Guofang Wan, Education
  Janet Yates, Engineering
• Faculty Commons and Teaching and Learning Center
  • First General Education Learning Outcomes workshop – 60 faculty participated
Vision Ohio Made Manifest Update

Develop partnerships and outreach programs

• American Hydrogen Corporation – Gerardine Botte
• Columbus State MOU
• Washington State MOU
• Hocking College MOU
Date: January 18, 2008

To: Roderick J. McDavis, President

From: Kathy A. Krendl, Executive Vice President and Provost

Subject: Bachelor of Science in Neuroscience

This memorandum is written to express my support for the creation of a Bachelor of Sciences (BS) degree in Neuroscience. This degree will be offered through the Honors Tutorial College with faculty from the College of Arts and Sciences serving as the tutors for the program. High achieving students who pursue this degree will be able to work independently with faculty in an emerging discipline.

The neuroscience discipline is considered one of the fastest growing and most fascinating areas of modern biology. Students who complete this degree will have the option of pursuing career opportunities in research, clinical medicine or psychology. The rapid emergence of this discipline will required highly trained scientists who have knowledge of many natural science disciplines such as biology, chemistry, physics and mathematics. Completion of the neuroscience degree will provide such training. The interdisciplinary nature of this program also fits very nicely into the goals of the institutional strategic plan.

I am therefore pleased to provide my full support for the creation of the Bachelor of Science in Neuroscience degree program within the Honors Tutorial College.
NEW PROGRAM PROPOSAL

Undergraduate

Program Title: B.S. in Neuroscience

Degree to be Conferred: B.S.

Administrative Unit Proposing Program: Biological Sciences

Date of Submission: March 28, 2007

Brief Summary of Proposed Program:

The Biological Sciences Department is proposing a new program of study in neuroscience. The degree will feature four tracks or concentrations: molecular/cellular; systems/quantitative; cognitive; and neuroethology. While housed in the Biological Sciences Department, the program is interdisciplinary in nature, and will involve faculty from five Arts and Sciences departments: Biological Sciences, Mathematics, Philosophy, Physics, and Psychology. The program will be a tutorial degree for students in the Honors Tutorial College.

A new prefix, NEUR, is requested for the proposed new courses for this program.

Signatures:

Department/School Curriculum Chair*

Department/School Chair*

College Curriculum Chair

College Dean

Approved by:

University Curriculum Council Program Chair

University Curriculum Council Chair

*Where the proposal originates within a department or school

**Interdisciplinary Certificate Programs should append memos of approval
I) Introductory Descriptive Statement

The Honors Tutorial College in seeking to propose an HTC Neuroscience program is responding to the growing importance of the interdisciplinary field of neuroscience. Important scientific advances are taking place in this area and the HTC Neuroscience program is an opportunity for Ohio University to begin offering a degree in a field for which there is increasing demand on the part of prospective high-ability undergraduates. Universities that HTC competes with for students such as Brown University and the University of Virginia offer a B.S. degree in neuroscience.

The size will remain modest so that there are sufficient numbers of faculty to undertake tutorials. Faculty who will serve as tutors will be drawn from 5 Arts & Sciences departments (Biology, Psychology, Physics & Astronomy, Mathematics, and Philosophy). The HTC Neuroscience program will have four tracks (or specializations) which is something not found in most universities that offer an undergraduate degree in neuroscience. As with all HTC degrees, the degree in neuroscience is intended to be an undergraduate research degree. Consequently, the curriculum and the type of work done with faculty members put a strong emphasis on research.

The financial requirements to undertake this program are modest particularly when viewed against the value that HTC neuroscience students will bring to the university. Given the demand for the program that already exists implementing as soon as possible so that we may begin recruiting for AY2007-2008 makes sense.

II) The Need for the Program

1) What is the local, regional, and national demand for graduates of the proposed program?

a) Neuroscience and Society

The human brain is the most fascinating and complex machine in the known universe and understanding how it works is one of science's greatest challenges. Francis Crick, Nobel prize-winning molecular biologist, once stated that "Consciousness is the major unsolved problem in Biology". Furthermore, it has been estimated that over half of the American population will have their quality of life seriously compromised by a neurological disorder as they age, making understanding the brain a major medical priority as well.

However, the relevance and importance of Neuroscience to our everyday lives is not restricted to the realms of academic science and medicine. Popular interest in this subject is growing rapidly as new discoveries change the way we view virtually every aspect of our behavior, society and culture, including religion. Two recent comments by New York Times columnist David Brooks illustrate the growing relevance of Neuroscience to modern life. On March 2, 2006, his advice to college bound students on the most important courses to take was:

"Take a course in neuroscience. In the next 50 years, half the explanations you hear for human behavior are going to involve brain structure and function. You've got to know which are serious and which are cockamamie."

2
Then on May 25, 2006, he wrote:

"Let me tell you why I, a scientific imbecile, have spent several weeks trying to understand the amygdala and the orbitofrontal cortex. The problem is this: How does government provide millions of kids with the stable, loving structures they are not getting sufficiently at home? If there's one thing that leaps out of all the brain literature, it is that, as Daniel J. Siegel puts it, "emotion serves as a central organizing process within the brain." Kids learn from people they love. If we want young people to develop the social and self-regulating skills they need to thrive, we need to establish stable long-term relationships between love-hungry children and love-providing adults. That's why I'm grappling with these books on psychology and brain function. I started out on this wonk odyssey in the company of economic data, but the closer you get to the core issue, the further you venture into the primitive realm of love."

As these comments suggest, increased understanding of brain function will not only change the way we think about individual behavior, but also have a significant impact on social institutions, economics, education, politics, and culture. It is thus important, even essential, that a modern education include a healthy dose of Neuroscience. This is clearly reflected in the growth of Neuroscience as an undergraduate specialization in recent years. According to the Association of Neuroscience Departments and Programs (ANDP), "Neuroscience, as an interdisciplinary program of study at the undergraduate level, is growing at an accelerated rate. More and more concentrations are being developed in the nation's colleges and universities as we enter the 21st century. For instance, the number of undergraduate programs affiliated with the Association of Neuroscience Departments and Programs (ANDP) rose from 15 in 1988 to 30 in 1994 and to a high of 47 in 2000. This is probably an underestimation because there are an undisclosed number of undergraduate neuroscience programs not affiliated with ANDP." (The Neuroscientist, 7: 202-206 (2001)).

For a more thorough illustration of the impact of Neuroscience on society, visit our website at http://www.ohio.edu/neuro and select "Neuroscience in the News".

b. Integration of Biology with Quantitative Sciences.

An additional need, one that is uniquely addressed by our proposal, is for the integration of mathematical and physical sciences into Biology in general and Neuroscience in particular.

"Dramatic advances in biological understanding, coupled with equally dramatic advances in experimental techniques and computational analyses, are transforming the science of biology. The emergence of new frontiers of research in functional genomics, molecular evolution, intracellular and dynamic imaging, systems neuroscience, complex diseases, and the systems-level integration of signal transduction and regulatory mechanisms require an ever-larger fraction of biologists to confront deeply quantitative issues that connect to ideas from the more mathematical sciences. At the same time, increasing numbers of physical scientists and engineers are recognizing that exciting frontiers of their own disciplines lie in the study of biological phenomena. Characteristic of this new intellectual landscape is the need for strong interaction across traditional disciplinary boundaries. Biology curricula at our colleges and universities have not kept pace with these developments (1). Even though most biology students take several years of prerequisite courses in mathematics and the physical sciences, these students have too little education and experience in quantitative thinking and computation to prepare them to participate in the new world of quantitative biology. At the same time, advanced physical science students who become interested in biological phenomena can find it surprisingly difficult to master the complex and apparently unconnected information that is the working knowledge of every biologist. These barriers to communication between disciplines become significant early, such that advanced undergraduates in the different disciplines already speak noticeably different languages. Effective solutions to this problem will require collaboration between university faculty in biology and traditionally mathematical sciences." (Science, 303, 788-790, 2003)

According to a recent report by the National Research Council (NRC), "Biological research is already highly interdisciplinary, but undergraduate education is not,"
12/29/2006

says Lubert Stryer of Stanford University in Palo Alto, California. "And the gap is increasing." The NRC panel, funded by the National Institutes of Health and the Howard Hughes Medical Institute (HHMI), found that undergraduate biology education also needs a more rigorous curriculum. To improve quantitative skills, faculty members should include more concepts from math and physical sciences in biology classes. (Science, 297, 1789, 2002)

The Neuroscience major we are proposing is unique in two ways. First, it is a tutorial based program that gives students the flexibility necessary to pursue a genuinely interdisciplinary course of study. Second, it includes a computational/quantitative track that specifically integrates mathematics and physics with the biological aspects of Neuroscience. These features uniquely prepare students to succeed in this highly interdisciplinary field.

2) What other schools within Ohio offer the same or a similar program?

According to ANDP listings, four schools in Ohio currently offer undergraduate training in Neuroscience; two (Baldwin-Wallace College and John Carroll University) in the form of concentrations within the traditional disciplines of Psychology, Biology or Chemistry, one (Oberlin College) through a Neuroscience department, and one (Muskingham College) as an interdisciplinary degree. All four are private institutions. Two other schools that are not listed by the ANDP, Bowling Green State University and Ohio Wesleyan University, offer a Neuroscience degree jointly administered by Psychology and Biology departments. These 6 programs vary in size, from <10 to 60 students, but information about enrollment trends in these programs is not available. None of these programs are tutorial based, and none have a significant quantitative or computational component.

3) How does the proposed program address goals outlined in Vision Ohio?

The undergraduate goals for Vision Ohio are:

a) Establish a common intellectual experience for all first-year students that leads to a common set of fundamental intellectual skills. This includes the creation of an inquiry-based core curriculum that serves as the foundation of the academic mission.

b) Support high quality undergraduate programs that serve the needs of the region, state, and nation.

c) Provide abundant opportunities for students to learn beyond the classroom and to develop the ability to work collaboratively.

d) Inculcate among students a sense of personal responsibility, acquaint students with the values associated with the public good, and foster the acquisition of intercultural fluency.

The proposed Neuroscience curriculum addresses these goals by:

a) combining key ideas and concepts from Biology, Psychology, Philosophy, Math and Physics within the framework of a flexible, tutorial based curriculum to create a comprehensive, interdisciplinary foundation for all students, regardless of background, interested in modern Neuroscience;
b) creating a curriculum that will appeal to the brightest and most capable students and prepare them to be leaders in an emerging interdisciplinary field;

4) What Ohio University program comes closest to duplicating the proposed program?
   (a) More generally, what duplication exists between the proposed program and other Ohio University programs?
   (b) Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?

There is no program that comes close to duplicating the one proposed here. This is because of a) the flexibility of the tutorial system in the HTC, which is the only way to develop a truly interdisciplinary program tailored to the interests of students, and b) the unique integration of mathematics and physical sciences with ideas and concepts from Biology, Psychology and Philosophy. The constraints and requirements of traditional majors make it impossible for students to pursue a truly interdisciplinary course of study within a 4 year time frame.

5) List departments or other academic units at Ohio University and elsewhere that received this proposal or earlier versions of this proposal.

Departments that have received and reviewed this proposal are; Biology, Psychology, Philosophy, Mathematics, and Physics and Astronomy.

6) From what geographic area do you anticipate that students to the program will be drawn?

We anticipate that students will be drawn initially from Ohio and surrounding states, but that the unique features of the program will quickly acquire a reputation that will attract applicants nationwide.

7) How many students do you anticipate will enroll in the program in each of its first four years?

We have the capacity to matriculate 3-6 students per year into the program, and we expect to achieve this capacity by the second year. The majority of these students will be "new" students, attracted specifically to Neuroscience and to the flexibility and interdisciplinary nature of the tutorial program. Such students are very unlikely to be interested in Ohio University in the absence of this program.

III) Curriculum

1) List all courses that will be required, electives permitted, "field" requirements, the number of hours required for completion of the program, the sequencing of courses over the typical student's career, and the policy proposed on accepting transfer of credit from other institutions or other programs at Ohio University. Indicate which of the courses are newly proposed.
The following grids list the course requirements, electives, number of hours needed for completion, and the sequencing of courses for each of the four proposed neuroscience tracks: Molecular, Cellular; Systems, Quantitative; Cognitive; and Neuroethology. Also included are descriptions for each of the four tracks.

In terms of the transfer policy, the same policy will be pursued which is used for established HTC programs. The Assistant Dean of HTC will work with the appropriate Director(s) of Studies to equate prior coursework.
April 3, 2007

To Whom It May Concern:

Please accept this letter as a full and complete endorsement of the Honors Tutorial College in relation to the establishment of an HTC Neuroscience Program in the Department of Biological Sciences. I have worked with Dean Ogles, the chairs of the involved departments, and individual faculty members on the creation of this program. It is a program that is in demand among prospective students who apply to the Honors Tutorial College and will increase the attention paid to interdisciplinarity within the College of Arts and Sciences.

Sincerely,

Ann Fisher, J.D., Ph.D.
Dean
Board of Trustees

Ohio University

Appendix E
Date: January 18, 2008

To: Roderick J. McDavis, President

From: Kathy A. Krendl, Executive Vice President and Provost

Subject: Graduate Certificate in Environmental Sustainability

This memorandum is written to express my support for the creation of a graduate certificate program in Environmental Sustainability. This interdisciplinary program will be offered through the College of Arts and Sciences.

Through an interdisciplinary approach, this program is designed to provide graduate students the multidisciplinary skills and global awareness to analyze the impact of personal and consumer choices on the environment. The creation of this program will be a collaboration between Ohio University and Ohio State University and has been funded by a grant from the National Science Foundation. Development of the certificate will involve several academic units across campus including the Colleges of Arts and Sciences, Health and Human Services and the Russ College of Engineering and Technology. Completion of the certificate will be of great benefit to many of our graduate students, and its interdisciplinary approach fits very well with one of the main goals of the Vision Ohio strategic plan.

I am therefore pleased to provide my full support for the creation of the graduate certificate in Environmental Sustainability.
NEW PROGRAM PROPOSAL

Program Title: Environmental Sustainability

Degree to be Conferred: Graduate Certificate

Administrative Unit Proposing Program: Master of Science in Environmental Studies

Date of Submission: March 28, 2007 (resubmission)

Brief Summary of Proposed Program:
This certificate is intended for all graduate majors and will provide graduate students the necessary multidisciplinary skills and global awareness needed to understand the broader impacts of personal and societal consumer choices on the environment. The program consists of courses from multiple departments in the general topics of economy, society, environment, and technology. In addition, students will enhance their problem solving skills through the required practical experience component of the certificate.

Signatures:

[Signature]  3/20/07  Date
Department/School Curriculum Chair*

[Signature]  3/20/07  Date
Department/School Chair*

[Signature]  MAY 7, 2007  Date
College Curriculum Chair

[Signature]  MAY 7, 2007  Date
College Dean

Approved by:

[Signature]  11/8/08  Date
University Curriculum Council Program Chair

[Signature]  1/5/08  Date
University Curriculum Council Chair

[Signature]  1/3/08  Date
Provost

*Where the proposal originates within a department or school
**Interdisciplinary Certificate Programs should append memos of approval

April 2006
Graduate Certificate in Environmental Sustainability

In 2005, the Ohio State University completed the first part of a multi-phase, National Science Foundation (NSF)-funded project called: *A Multi-scale Bayesian Framework for Life Cycle Inventory of Industrial Materials—The Case of Transportation Fuels*. One component of this work is to develop graduate curricula in environmental sustainability. Existing graduate programs across the globe were examined to begin developing a framework for creating such a program. In 2006, Ohio State received additional NSF funding to continue this work and Ohio University was invited to participate in the educational component of the project. This proposal for a graduate certificate in environmental sustainability arises from the collaboration between Ohio State and Ohio University.

Environmental sustainability has been defined a variety of ways, however, the first phase of the research identified an emergent general consensus emerging that in order to understand sustainability, one must have a background that includes environmental, economic and social issues. The outline below addresses the findings of the first phase of the research and proposes a graduate certificate in environmental sustainability at Ohio University.

1. Approved graduate program sponsoring certificate:
   A. Master of Science in Environmental Studies
2. Need and demand for certificate program
   A. Sustainability is a concept that is applicable across many disciplines including environmental studies, business, economics, engineering, chemistry, geography, sociology, anthropology, political science, and biological sciences. The need for graduate studies in sustainability is based on numerous global issues including:
      i. The pressure to address energy consumption issues, including alternative fuels;
      ii. The need for societal awareness of the environmental impacts of personal consumer choices;
      iii. New business models that are incorporating environmental auditing in management and production decisions; and
iv. The emergence of new approaches to land use planning and construction that includes green building design to reduce adverse environmental and health effects of housing.

B. An additional component of the OSU-OU collaboration is a survey of undergraduate students to measure knowledge (literacy) and opinions about environmental issues. In order to complete this component, an on-line survey is currently being conducted using a metric previously tested and implemented. More than 700 undergraduates in Health 202 and Junior English classes have responded to the survey. These are students in all majors at the university. There are several items in the survey related to interest in sustainability education and the preliminary responses to specific questions related to this certificate proposal are noted below. Although the respondents are undergraduates, they appear to recognize the importance of obtaining a background in sustainability as a means to enhance their planned careers.

<table>
<thead>
<tr>
<th>Survey question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very</td>
</tr>
<tr>
<td>Do you think that there is currently a demand for you to obtain skills or understanding of sustainability for your major?</td>
<td>20.5%</td>
</tr>
<tr>
<td>Do you think there will be increasing demand for you to obtain skills and understanding in sustainability in your professional field in the next 5-10 years?</td>
<td>27.0%</td>
</tr>
</tbody>
</table>
3. Statement of educational objectives

A. The purpose of the sustainability certificate is to provide graduate students the necessary multidisciplinary skills and global awareness needed to understand the broader impacts of personal consumer choices on the environment. The specific objectives include:

i. Exposing graduate students from many disciplines to the economic, societal, and environmental effects of consumer choice;

ii. Enhancing the graduate degree of the student by incorporating problem-solving and critical thinking skills into the certificate program;

iii. Improving student understanding of basic concepts of sustainability as they relate to their degree program; and

iv. Providing opportunities for working professionals (i.e. teachers and business leaders) to enhance their professional careers.

4. Curriculum

A. The basis of the certificate program is to address a comprehensive study of environmental sustainability including the four areas of: 1) economy, 2) society, 3) environment and 4) technology. Students will be required to take 5 classes to complete the certificate; the total number of credit hours for the certificate will be 20-24. To accomplish this, the certificate curriculum will use a combination of existing and new courses.

B. New courses. Two new courses will be created: 1) Concepts in Sustainability and 2) Sustainability Problem Solving; these courses will be required by all students completing the certificate.

i. Concepts in Sustainability (ES 560)\(^1\) will be the introductory course designed to expose students to the basics of sustainability. The course will include theoretical discourse as well as sustainability topics in economics, society, and environment. It is expected that this course will be team taught by interested and qualified faculty across campus (5 credits).

\(^1\) This course would be double listed to provide opportunities for growth in the undergraduate environmental studies curriculum. A new course proposal form has been submitted to the curriculum committee simultaneously with this proposal.
ii. **Sustainability Problem Solving (ES 692)** is the practical experience course in which students will complete a problem solving project related to a sustainability issue in their respective major. For example, students completing a Masters in Business Administration could select a problem related to business and Environmental Studies students could address an environmental problem. (2 credits)

C. Existing courses are categorized in one of the four subject areas; economy, society, environment and technology. Students will be required to select one elective in each of four categories, for a total of 4 electives. At least 2 electives must external to the student’s major and no more than 2 from a single department.

   i. Possible existing courses related to economic issues:
   1. ECON 513 (5) — Economics of the Environment
   2. ECON 514 (5) — Natural Resource Economics
   3. ECON 525 (5) — Public Policy Economics
   4. ECON 531 (5) — Economics of Transportation
   5. ECON 535 (5) — Economics of Energy
   6. ECON 550 (5) — Economics Development
   7. GEOG 529 (5) — World Economic Geography
   8. GEOG 531 (5) — Geography of Africa

ii. Possible existing courses related to societal issues:
   1. AAS 530 (5) — Social Theories of underdevelopment
   2. POLS 557 (5) — National Security
   3. POLS 650 (5) — Seminar in International Relations
   4. POLS 541 (5) — African Politics
   5. SOC 532 (5) — Political Sociology
   6. GEOG 547 (5) — Natural Resource Conservation
   7. HIST 533 (5) — Oil and World Power
   8. GEOG 556 (5) — City and the Environment
   9. GEOG 533 (5) — Appalachia: Land and People
   10. GEOG 544 (5) — Agricultural Ecosystems

\(^2\) A newly created ES 692 (ES Internship) would be used for this course.
iii. Possible existing courses related to environmental issues:

1. BIOS 529 (5) — Marine Biology
2. BIOS 581 (4) — Animal Conservation Biology
3. GEOG 517 (5) — Landscape Ecology
4. GEOG 521 (5) — Population Geography
5. GEOG 540 (5) — Environmental Impact Analysis
6. ANTH 578 (5) — Human Ecology
7. GEOG 553 (5) — Environmental Planning
8. PBIO 537 (4) — Ecosystem Ecology
9. GEOL 529 (5) — Contaminant Geochemistry
10. GEOL 532 (5) — Origin and Classification of Soils
11. GEOL 553 (5) — Physical Limnology
12. GEOL 527 (5) — Water Geochemistry
13. GEOL 571 (5) — Advanced Environmental Geology
14. GEOL 580 (5) — Principles of Hydrogeology
15. POLS 525 (5) — Environmental and Natural Resources Politics

iv. Possible existing courses related to technological issues:

1. CHE 560 (4) — Atmospheric Pollution Control
2. CE 554 (3) — Green Engineering
3. TCOM 566 (5) — Technology, Communication and Culture
4. TCOM 665 (5) — Communication and Development
5. CE 561 (3) — Environmental Analysis of Transportation Systems
6. GEOG 540 (5) — Environmental Impact Analysis
7. GEOG 558 (5) — Environmental Risk Assessment
8. ME 535 (3) — Energy Engineering and Management
9. ME 523 (3) — Fuel Cell Design
10. ME 522 (3) — Stirling Cycle Machine Analysis

D. In order to ensure the interdisciplinary nature of the certificate, students will be required to select courses outside of their major field of study. For example, students who are majoring in Geography will be required to select courses in other departments. Course selection will be monitored by the certificate
coordinator who will be the Director of Environmental Studies or his or her designee. Students must meet with coordinator for permission to enroll in the certificate and to develop a curriculum plan.

5. Justification for the number of credit hours

The number of credit hours will vary depending on the electives chosen by the student. This number of credit hours allows students to complete the certificate while fulfilling requirements for another graduate degree.

6. Entrance, performance and exit standards

Students will be accepted in two categories: those who have been admitted to an advanced degree program at Ohio University and those who possess a bachelor’s or advanced degree but are not currently in a degree program at OU.

A. Students not currently enrolled must fulfill the following requirements:
   i. Earned bachelor's degree or advanced degree from an accredited college or university.
   ii. Minimum undergraduate GPA of 3.0 in the last 90 quarter hours or 60 semester hours (undergraduate) or an earned graduate or professional degree.

B. This certificate is not available for students enrolled in the Master of Science in Environmental Studies because this is an interdisciplinary program and MSES students could earn the certificate without additional coursework.

C. Students must earn a C+ or better in the required and elective courses in the certificate to remain in the program.

D. Students will earn the Certificate in Environmental Sustainability upon completion of all of the required and elective courses and submittal of the problem-solving case study linked to the capstone course.

7. Faculty expertise

The existing faculty at OU, in particular those affiliated with the MSES program and CE3 (Consortium for Energy, Economics, and the Environment), are well qualified to participate in this certificate endeavor.

8. New resources needed
Since most of the courses required for the certificate exist, no additional faculty or infrastructure resources will be required to initiate the certificate. However, if the certificate becomes a popular option, it may be necessary to identify a part-time coordinator of the program.

9. Relation to other programs

While many of the graduate programs at OU have flexible requirements allowing students and faculty to agree upon a curriculum, some programs do have more specific requirements. Appendix A depicts how the certificate would affect students earning Master's degrees in Geography, Applied Economics, and Mechanical Engineering. In most cases the additional courses required to complete the certificate would range from a minimum of 2 to a maximum of 4.
Board of Trustees
Ohio University

Appendix F
Date: January 18, 2008

To: Roderick J. McDavis, President

From: Kathy A. Krendl, Executive Vice President and Provost

Subject: Undergraduate Certificate in Jewish Studies

This memorandum is written to express my support for the creation of an undergraduate certificate program in Jewish Studies. This interdisciplinary program will be offered through the College of Arts and Sciences and will involve three departments (History, Classics and World Religions and Political Science) within the humanities and social sciences disciplines.

The program is designed to appeal to undergraduate students who wish to deepen their knowledge of Jewish history, culture and literature. The creation of the program should support scholarship opportunities in Jewish heritage and culture, and may contribute to attracting a more diverse student, faculty and staff population. The fact that the program is interdisciplinary in nature and promotes cultural diversity fits the goals of the Vision Ohio institutional strategic plan.

I am therefore pleased to provide my full support for the creation of the undergraduate certificate in Jewish Studies.
NEW PROGRAM PROPOSAL

_x_ Undergraduate  _Masters  _Ph.D.  _xx_Certificate**

Program Title: Certificate in Jewish Studies
Degree to be Conferred:
Administrative Unit Proposing Program: History
Date of Submission: 9/11/07

Brief Summary of Proposed Program:

A Jewish Studies Certificate at Ohio University will provide undergraduate students with an opportunity to deepen their knowledge about Jewish history, culture, and literature. It will allow opportunities for faculty members to pursue scholarship in Jewish fields and will enhance Ohio University as a draw for prospective students, faculty and administration. Initially, The Jewish Studies Certificate will bring together a number of disciplines in the College of Arts and Sciences (History, Classics and World Religions, and Political Science).

Signatures:

Department/School Curriculum Chair*

Date

Department/School Chair*

Date

College Curriculum Chair

Date

College Dean

Date

Approved by:

University Curriculum Council Program Chair

Date

University Curriculum Council Chair

Date

* If the proposal originates within a department or school
* Interdisciplinary Certificate Programs should append memos of approval

PASSED

April 2006
Certificate in Jewish Studies

1) Students will take 24 hours of courses
2) At least four hours of the listed courses would be taken in each department offering courses.
3) Courses from Classics and World Religions Department
   a. CLWR 301 Old Testament [REQUIRED]
   b. CLWR 361 American Religions
   c. CLAS 253 Alexander the Great and the Hellenistic World
   d. CLAR 213 Near Eastern and Egyptian Archaeology
   e. CLAS Pagan to Christian in Late Antiquity
4) Courses from History Department
   a. HIST 329A Ancient Near East
   b. HIST 328A Jewish History to 1500 [REQUIRED]
   c. HIST 337C Survey of Middle East History since 1800
   d. HIST 313 History of Jews in the United States
   e. HIST 353C History of the Crusades
   f. HIST 377 Holocaust
5) Courses from Political Science Department
   a. POLS 150 Current World Problems
   b. POLS 250 Introduction to International Relations
   c. POLS 458 Introduction to War and Its Causes
6) Other courses—faculty in other disciplines (English, Theater and others) are working on courses that will be included in the certificate program in the future. For example, English Department courses on Contemporary Israeli Literature, Jewish American Literature, and New York City in 20th Century African American and Jewish American Literature classes will be offered in the 2008-09 and 09-10 school years. Professors in the English Department will be submitting New Course Forms to the Curriculum Committees in the 2007-08 academic year with the hopes of including their courses in the Jewish Studies Certificate Program. In addition, Political Science is working on courses on Diaspora Politics and Middle Eastern Politics.
7) Introductory course—History 269U Introduction to Jewish History and Civilization is being developed as an introduction to this program. In the future we hope to submit this course as a permanent addition to the curriculum and the certificate.
   In addition, the College of Arts and Sciences has been awarded a Jewish Studies expansion grant from the Schusterman Foundation and the Foundation for Jewish Culture, based in New York City. The grant supports the hiring of a post-doctoral scholar for two years with expertise in Jewish Studies. It is worth $80,000 over two years.
8) Need for the program—A Jewish Studies Certificate at Ohio University will provide undergraduate students with an opportunity to deepen their knowledge about Jewish history, culture, and literature. It will allow opportunities for faculty members to pursue scholarship in Jewish fields and will enhance Ohio University as a draw for prospective students, faculty and administration. Initially, The
Jewish Studies Certificate will bring together a number of disciplines in the College of Arts and Sciences (History, Classics and World Religions, and Political Science). In time, we anticipate adding other classes from Political Science, Philosophy, English, Sociology, as well as from the Schools of Theatre and Music in the College of Fine Arts. We anticipate adding these classes over the next 2 years, as funding is secured from outside sources.

Ohio University students are underserved at the academic level regarding Jewish courses. In a given academic year, there are only 2-3 course offerings focused on Jewish topics, and some courses are only offered on an occasional basis. There is evidence that students are impacted by this lack of academic offerings and could be drawn in by a stronger program.

9) Faculty and instruction—
The following individuals were involved in drawing up this program and/or teach current or prospective courses..

Caryn Asleson, Assistant Dean of Arts & Sciences
Marvin Fletcher, Professor of History (History 269U and 313)
Norman Goda, Chair & Professor of History (History 377)
Kevin Haworth, Visiting Assistant Professor/Special Programs Coordinator of English
Bruce Hoffman, Assistant Professor of Sociology
Rabbi Danielle Leshaw, Executive Director of Hillel at Ohio University
Jackie Maxwell, Assistant Professor of History & Classics (History 269U and 328A)
Miriam Shadis, Assistant Professor of History (History 269U and 353C)
Amrijit Singh, Langston Hughes Professor of English
Jordan Schildcrout, Assistant Professor of Theater
Myra Waterbury, Assistant Professor of Political Science
Patricia Weitsman, Professor of Political Science
Sholeh Quinn, Associate Professor of History (History 337C)

10) Letters of support from History, Classics and World Religions and Political Science Departments
To whom it may concern,  

September 11, 2007

This brief letter signals our enthusiastic support for the formation of a Jewish Studies certificate at Ohio University. In consultation with the proposal's authors, we have assessed the importance and impact of the program and consider it to be a significant contribution to the mission of the university. The certificate program creates the possibility of an important new educational venture with a minimal impact on existing programs.

Sincerely yours,

John Gilliom
Chair
Classics and World Religions
Comments on the proposed certificate program for Jewish Studies
Sept. 6, 2007

The Department of Classics and World Religions supports the interdisciplinary certificate program in Jewish Studies, and looks forward to the role that Classics and World Religion courses will play in the program.

As to the courses in CLWR that count toward the certificate, we plan on teaching CLWR 301 Old Testament, and CLAR 213 Near Eastern and Egyptian Archaeology every year, and CLAS 255 Pagan to Christian in Late Antiquity every year except 2007-08. At our present level of staffing, we are offering CLWR 361 American Religions, and CLAS 253 Alexander the Great and the Hellenistic World every other year. Ruth Palmer has taught HIST 329A Ancient Egypt and Mesopotamia once already, in Winter 2006, and is willing to do it again.

At present however the Jewish Studies certificate proposal does not indicate how the program will be administered, and who will be the director of the program. We suggest that the proposal include some information on what the mechanism will be for deciding what courses will be added?

Of particular importance to the program is the fact that George Weckman will retire fully at the end of Spring 2009. We will seek to replace him with an Old Testament scholar with competence in New Testament. This person is expected to develop courses in new directions which will almost certainly have a positive impact upon the Jewish Studies program.

T.H. Carpenter
Chair, Department of Classics and World Religions

T.H. Carpenter
Charles J. Ping Professor of Humanities and Professor of Classics
Chair, Department of Classics and World Religions
Ellis 210D
Ohio University
Athens, Ohio 45701
Tel. (740) 597-2106
FAX (740) 597-2146
18 September 2007

To Whom It May Concern:

I support the creation of the Jewish Studies Certificate program, to be housed in the Department of History beginning this Winter Quarter. The Department of History will administer the program, which we find to be very worthwhile and sound from the pedagogical standpoint.

Norman J.W. Goda
Professor and Chair
Date: January 18, 2008

To: Roderick J. McDavis, President

From: Kathy A. Krendl, Executive Vice President and Provost

Subject: Undergraduate Certificate in Construction Management

This memorandum is written to express my support for the creation of an undergraduate certificate program in Construction Management. This certificate program will be offered to civil and possibly other engineering disciplines within the Russ College of Engineering and Technology who have career interests within the construction industry.

The certificate program is designed to add a construction engineering component to the existing Civil Engineering degree and strengthen the student's knowledge in managerial areas relevant to construction. Students who pursue the certificate will complete a series of courses in engineering, business and economics that will strengthen their knowledge and skills in the construction management field. By completing the certificate program, these students will have demonstrated their preparation in construction management and will improve their employability with construction firms and private contractors. In addition, the National Council of Engineers for Engineering and Surveying will soon add a section on construction engineering to the Civil Engineering Professional Licensing Examination. Completion of the Construction Management Certificate should help prepare Civil Engineering students to perform well on this section of the examination.

I see this program as a strong addition to the curriculum of the Russ College of Engineering and Technology, and I am therefore pleased to provide my full support for the creation of this undergraduate certificate.
NEW PROGRAM PROPOSAL

_X_ Undergraduate  _Masters  _Ph.D.  _X_Certificate**

Program Title: Construction Management Certificate Program
Degree to be Conferred: Construction Management Certificate
Administrative Unit Proposing Program: Department of Civil Engineering
Date of Submission: May 16, 2007

Brief Summary of Proposed Program:

The Construction Management (CM) Certificate program is designed to recognize students for selecting an emphasis in CM within the Civil Engineering (CE) major or as an interdisciplinary program. The certificate requires 30 hours of approved coursework in the CE department, the College of Business, and/or Tier III General Education courses. The National Council of Engineers for Engineering and Surveying (NCEES) has added a construction engineering component to the Professional Engineers licensing examination that will require CE students to be proficient in this area and former students who did not take construction engineering courses could obtain the certificate before taking the PE examination. Students outside of the CE or CEM disciplines could obtain the certificate in order to work in the construction industry.

Signatures:
1. David J. Maloney
   Department/School Curriculum Chair
   5/30/07

2. David M. Novak
   Department/School Curriculum Chair
   5/30/07

3. David W. Jacobs
   College Curriculum Chair
   9/14/07

Date
4. David W. Jacobs
   College Dean
   9/18/07

Approved by:
1. Robert L. Slavik
   University Curriculum Council Program Chair
   11/13/07

Date

2. Robert L. Slavik
   University Curriculum Council Chair
   1/23/08

Date

Where the proposal originates within a department or school interdisciplinary Certificate Programs should append memos of approval

April 2006
1. Description

The Construction Management (CM) undergraduate certificate program is designed to recognize students for selecting an emphasis in Construction Engineering and Management within the Civil Engineering (CE) major or as an interdisciplinary program. The certificate would be composed of an interdisciplinary set of courses that would strengthen the emphasis in the CEM area. The certificate may be earned by completing a minimum of 30 hours of approved coursework. The course load is equivalent to earning a minor, while many of the required and elective courses satisfy General Education and Russ College of Engineering requirements. The main purpose of the CEM certificate is to supplement the major of Civil Engineering in managerial areas that are relevant to the requirements of the construction industry.

2. Justification

The practice of construction engineering and management in the United States increasingly demands professional engineers who are capable of solving technical, managerial, social, and leadership problems that are as challenging as those faced in any other discipline. The Civil Engineering program at Ohio University prepares students to face these challenges but it would also be beneficial for graduates who select an emphasis in CEM to be able to earn a certificate that would demonstrate their preparation in this area that would be recognized by members of construction firms. Construction engineering and management graduates are currently being hired by contractors in all of the areas of construction including residential, commercial, industrial, highway, and heavy construction. They are also in demand by design-build firms and by large owners who have in-house construction programs.

According to the National Council of Engineers for Engineering and Surveying (NCEES) the civil engineering professional licensing examination (PE) will be adding a new section on construction engineering in April of 2008 that will be one-fifth of the
professional engineers written examination. With this new licensing requirement the importance of emphasizing construction engineering in civil engineering programs is increasing throughout the United State. Most civil engineering programs are adding requirements for additional coursework in the area of construction engineering and management in order to prepare students for the CEM section of the PE examination.

The implementation of a CM certificate in the Department of Civil Engineering at Ohio University would help to recruit high school students and other students with an interest in CEM. The early interest of students in CEM may be negated if students are not able to find a suitable engineering program and then end up selecting a construction technology program rather than a civil engineering program. Construction technology programs may not satisfy the professional requirements of potential employers or project stakeholders, and graduates of technology programs are not eligible to take the professional engineers licensing examination. The strengths of the Civil Engineering program at Ohio University, which are demonstrated by the numerous achievements of the Ohio Research Institute for Transportation and the Environment (ORITE), contribute to the development of the emphasis in CEM because of its interactions with state and national agencies, research innovations, and recognition by other universities.

The CM certificate would benefit students majoring in other disciplines if they are interested in pursuing positions that are related to the engineering and construction industry. Employees of construction firms that have undergraduate degrees in majors other than civil engineering would benefit from the certificate program as it would help prepare them to advance to a higher level within the construction profession.

Civil Engineering professionals would benefit from the CM certificate program if they have already obtained their undergraduate degree but they are interested in preparing for the Professional Engineering licensing examination with the new construction engineering requirements that will be implemented in April of 2008.

A CEM Advisory Board, whose members represent a broad spectrum of firms in the construction industry, was established in 2002 to support and assist the CEM focus. The Board is active in raising funds for the program, establishing links with the industry, advising on course content, and providing students with experience in the CEM area through cooperative education and internships. Some of the construction firms involved

The CEM Advisory Board meets two times per year with faculty members, and students, from the Department of Civil Engineering at Ohio University. In the spring 2004 meeting the Advisory Board members supported the request for an undergraduate CM certificate.

3. Proposed Curriculum

The CM certificate will be earned by completing a minimum of 30 hours of approved coursework. A list of required courses, elective courses, and courses that must be selected from a particular group of courses is provided below.

**CM Core Courses (18 hours):**

- CE 316 (3) Con. Engineering and Management
- CE 317 (3) Con. Equipment and Methods
- CE 416 (3) Construction Estimating
- CE 417 (3) Construction Scheduling
- CE 418 (3) Construction Project Development
- CE 419 (3) Construction Law and Contracts

A maximum of six (6) hours of the total 18 hours of CM core courses could be selected from the following list of civil engineering courses:

- CE 437 (3) Timber Design
- CE 439 (3) Computer Aided Structural Design
- CE 463 (3) Traffic Engineering
- CE 438 (3) Prestressed Concrete
- CE 383 (3) Principals of Pavement Design

**Business and Economics (8 hours):**

- MGT 202 (4) Management
- ECON 103 (4) Principles of Microeconomics
Organizational Aspects (4 hours) - one of the civil engineering capstone courses or one Tier III course as listed below (4 hours):

- CE 491A (4) Senior Design: Land Development
- CE 491B (4) Senior Design: Environmental/Water Resources
- CE 491C (4) Senior Design: Structures & Foundations
- CE 491D (4) Senior Design: Special Project

OR

Tier III Courses:

- T3 432A (4) Seminar in Negotiation and Conflict Resolution
- T432D (4) Global Business Culture
- T432F - Transforming Leadership (4 units)

4. Faculty and Instruction

Dr. Janet K. Yates is the CEM faculty member in the Department of Civil Engineering. She was previously the Program Coordinator for the Construction Engineering Program at San Jose State University that had one of the largest graduate programs in CEM in the United States. She will be teaching two CEM courses each quarter. The instruction load for the undergraduate CM certificate program will be supplemented by the following faculty members:

Core Requirements:  Dr. Janet K. Yates, Construction Engineering and Management
focus area
(A second faculty member in Construction Engineering and
Management or Adjunct Professors)
Dr. Deborah McAvoy. Transportation focus area, construction
experience
Dr. James Thompson, Structural focus area, construction
experience

Other Civil Engineering Courses:  Civil Engineering Faculty. Since the courses are CE
elective courses additional students may take these courses.

Management and Economics: These are current Tier II courses. No additional sections
or support letters are required for these courses.
Organizational Aspects: A Tier III course is a required General Education course and is acceptable for this program. No additional sections or support letters are required for these courses.

5. Support Letters

No letters of support are required since requirements are satisfied within the Civil Engineering curriculum and General Education curriculum.
6. Signature Page

Gayle Mitchell
Curriculum Committee Chair
Department of Civil Engineering

Ken Sampson
Associate Dean for Academics
Curriculum Committee Chair
Russ College of Engineering and Technology

Dennis Irwin
Dean
Russ College of Engineering and Technology

UCC Programs Committee

UCC
Date: January 18, 2008

To: Roderick J. McDavis, President

From: Kathy A. Krendl, Executive Vice President and Provost

Subject: Name Change for the School of Telecommunications

This memorandum is written to express my support for a change in the name of the School of Telecommunications to the **School of Media Arts and Studies**.

The director and faculty are requesting the name change to clarify the educational focus and mission of the school. The term "telecommunications" has historically implied a discipline rooted in telephone and computer data networks. However, the focus of the school has shifted from broadcast to content production for entertainment media in television, radio, animation and games. The suggested name change would provide a more accurate description of the program as well as position it more effectively in a highly competitive environment.

It should be noted that the name change has the support of the dean of the Scripps College of Communication, the other school directors within the college and the University Curriculum Council.

I am therefore pleased to provide my full support for this suggested name change.
RENAMEING
of the
School of Telecommunications
to the
School of Media Arts and Studies

Submitted by the Scripps College of Communication

Recommended for approval:

[Signatures and dates]

Approved:

[Signature and date]

[Seal and date]
Proposed

- The School of Telecommunications will become the School of Media Arts and Studies.
- The School's classes will have the prefix MDIA.
- The baccalaureate degree will continue to be Bachelor of Science in Communication; The Master of Arts in Telecommunications will become a Master of Arts in Media Arts and Studies; The Ph.D. will continue to be in Mass Communication. Major codes remain the same.

Rationale

The School of Telecommunications has long been engaged with preparing future media professionals and scholars. Many of our students are involved with content production for entertainment media (e.g., television, music recording, radio, animation, and games), while others concentrate on developing skills to effectively manage and lead in the media industries, and still others focus on research and critical analysis of the social, historical, and economic effects of media. A strength of the School is that we provide both depth and breadth in media education, allowing students to focus on specific areas of interest while also gaining broader skills characteristic of a liberal arts education.

Three developments in recent years have prompted the need for a name change in the School:

- The meaning of "telecommunications" has shifted significantly within our discipline. Increasingly, prospective students and members of the Academy assume that we focus on computer programming or engage in preparing students for careers dealing with telephone and computer data networks. (As a result, for example, we commonly receive graduate applications from engineering students.) This mismatch creates difficulties for recruiting prospective students—and the "right" students—and often causes confusion among potential employers in the media marketplace. This effectively diminishes our position as a program of national prominence.
- The focus of our program has shifted from a broadcast emphasis (which prompted many schools/departments like ours to choose "telecommunications" in the late 1970s/early 1980s) to a more dynamic platform that includes broadcasting, but increasingly incorporates the study, management, and production of recorded music, interactive games, and documentaries. Our new Digital Media: Special Effects, Games, and Animation undergraduate sequence illustrates our gravitation to a broader platform.
- The approved change of the School of Communication Systems Management to Information and Telecommunication Systems compels our School to select a new name that clearly conveys our area of focus and distinction within the Scripps College of Communication.

Careful discussion and intensive deliberation by faculty over an 18-month period led to a 27-1 endorsement for the name "School of Media Arts and Studies." We believe this name best captures the broad strengths of our program in terms of undergraduate and graduate education. "Media" provide clarity to our overall focus and will remain a relevant, timeless descriptor.
regardless of future changes to the media landscape. "Arts" does not imply "art" but rather the processes of media in a range of areas within popular culture and collaborative entertainment industries. In this sense, "Arts and Studies" closely aligns with the liberal arts tradition that we believe is critical to fostering long-term personal and professional growth within dynamic media industries where technologies, business practices, and audience/buyer tastes are in constant flux.

We believe the "School of Media Arts and Studies" clarifies and encapsulates the School's mission for the approximately 700 undergraduate and graduate students who prepare for media-related careers. For the reasons stated above, the faculty respectfully submits this request to change the name of the school from Telecommunications to the School of Media Arts and Studies.
Letters of Support
for
Renaming
of the

School of Telecommunications
to the

School of Media Arts and Studies

• Thomas Hodson, Director, E.W. Scripps School of Journalism
• Carolyn Lewis, Director, WOUB Center for Public Media
• Terry Eiler, Director, School of Visual Communication
• Claudia Hale, Director, School of Communication Studies
• Phillip Campbell, Director, J. Warren McClure School of Information
  & Telecommunication Systems
School of Telecommunications
Proposed School Name Change

The faculty of the School of Telecommunications recommends the following name change to better reflect the content of its undergraduate and graduate curricula:

"The School of Media Arts and Studies"

Careful discussion and intensive deliberation by faculty over an 18-month period led to a 27-1 endorsement for "Media Arts and Studies." This name change will clarify the School's mission for approximately 700 undergraduate and graduate students who prepare for media-related careers through a liberal arts focus. The proposed name will also enhance undergraduate and graduate recruitment, assist graduates in gaining employment, and accurately convey our area of focus within the Scripps College of Communication.

The baccalaureate degree offered through the School would continue to be a Bachelor of Science in Communication (BSC). The Master of Arts in Telecommunications would become a Master of Arts in Media Arts and Studies. The Ph.D. would continue to be in Mass Communication.

My signature below indicates my support for this proposal.

[Signature]

Date

3-29-07

E.W. Scripps School of Journalism
School/Department
School of Telecommunications
Proposed School Name Change

The faculty of the School of Telecommunications recommends the following name change to better reflect the content of its undergraduate and graduate curricula:

“The School of Media Arts and Studies”

Careful discussion and intensive deliberation by faculty over an 18-month period led to a 27-1 endorsement for “Media Arts and Studies.” This name change will clarify the School’s mission for approximately 700 undergraduate and graduate students who prepare for media-related careers through a liberal arts focus. The proposed name will also enhance undergraduate and graduate recruitment, assist graduates in gaining employment, and accurately convey our area of focus within the Scripps College of Communication.

The baccalaureate degree offered through the School would continue to be a Bachelor of Science in Communication (BSC). The Master of Arts in Telecommunications would become a Master of Arts in Media Arts and Studies. The Ph.D. would continue to be in Mass Communication.

My signature below indicates my support for this proposal.

Amy E. Edin
3/29/07
Date

School of Visual Communication
School/Department
School of Telecommunications
Proposed School Name Change

The faculty of the School of Telecommunications recommends the following name change to better reflect the content of its undergraduate and graduate curricula:

"The School of Media Arts and Studies"

Careful discussion and intensive deliberation by faculty over an 18-month period led to a 27-1 endorsement for "Media Arts and Studies." This name change will clarify the School's mission for approximately 700 undergraduate and graduate students who prepare for media-related careers through a liberal arts focus. The proposed name will also enhance undergraduate and graduate recruitment, assist graduates in gaining employment, and accurately convey our area of focus within the Scripps College of Communication.

The baccalaureate degree offered through the School would continue to be a Bachelor of Science in Communication (BSC). The Master of Arts in Telecommunications would become a Master of Arts in Media Arts and Studies. The Ph.D. would continue to be in Mass Communication.

My signature below indicates my support for this proposal.

[Signature]

Date: 5/29/07

School/Department

COMMUNICATION STUDIES
School of Telecommunications
Proposed School Name Change

The faculty of the School of Telecommunications recommends the following name change to better reflect the content of its undergraduate and graduate curricula:

“The School of Media Arts and Studies”

Careful discussion and intensive deliberation by faculty over an 18-month period led to a 27-1 endorsement for “Media Arts and Studies.” This name change will clarify the School’s mission for approximately 700 undergraduate and graduate students who prepare for media-related careers through a liberal arts focus. The proposed name will also enhance undergraduate and graduate recruitment, assist graduates in gaining employment, and accurately convey our area of focus within the Scripps College of Communication.

The baccalaureate degree offered through the School would continue to be a Bachelor of Science in Communication (BSC). The Master of Arts in Telecommunications would become a Master of Arts in Media Arts and Studies. The Ph.D. would continue to be in Mass Communication.

My signature below indicates my support for this proposal.

[Signature]

[Date]

Information & Telecom Systems
School/Department
School of Telecommunications
Proposed School Name Change

The faculty of the School of Telecommunications recommends the following name change to better reflect the content of its undergraduate and graduate curricula:

"The School of Media Arts and Studies"

Careful discussion and intensive deliberation by faculty over an 18-month period led to a 27-1 endorsement for "Media Arts and Studies." This name change will clarify the School’s mission for approximately 700 undergraduate and graduate students who prepare for media-related careers through a liberal arts focus. The proposed name will also enhance undergraduate and graduate recruitment, assist graduates in gaining employment, and accurately convey our area of focus within the Scripps College of Communication.

The baccalaureate degree offered through the School would continue to be a Bachelor of Science in Communication (BSC). The Master of Arts in Telecommunications would become a Master of Arts in Media Arts and Studies. The Ph.D. would continue to be in Mass Communication.

My signature below indicates my support for this proposal.

[Signature]
March 29, 2007
Date

[Signature]
School/Department
Board of Trustees
Ohio University

Appendix I
DATE: January 17, 2008

TO: Roderick McDavis, President

FROM: Kathy Krendl, Executive Vice President and Provost

SUBJECT: Program Reviews

Please find attached summaries of the seven-year academic program reviews completed recently by the University Curriculum Council. These reviews provide a useful self-examination of our programs.
ACADEMIC PROGRAM REVIEW

Name of Program: Department of Classics and World Religions

Program Type (check all that apply):

- [ ] undergraduate certificate
- [X] bachelor’s degree
- [ ] graduate certificate
- [ ] master’s degree
- [ ] associate degree
- [ ] doctoral degree

Date last review was accepted by Board of Trustees: 1999

Report prepared by: Jeff Connor (Mathematics) and Christopher Hayes (Music)

External Reviewer: Susan Martin, University of Tennessee, Knoxville

Draft completed and sent to chair and dean*:

Review Committee Chair: [Signature] 8/21/2007

Seen by and returned:

Program Chair: [Signature] 9/5/2007

Dean of college: [Signature] 9/6/2007

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

Approved by UCC Chair: [Signature] 11/12/2007

* The word “DRAFT” must appear on each page of the review until it has been formally approved by the University Curriculum Council.
University Curriculum Committee  
Department of Classics and World Religions  
Seven Year Review  
1997-2006

The Department of Classics and World Religions resides in the College of Arts and Sciences and offers undergraduate majors in Greek, Latin, Greek and Latin, Classical Civilizations, and World Religions. These programs help prepare students for academic and non-academic careers. During the review period, the Department’s teaching mission has expanded from a fairly narrow focus on the culture and society of the Greco-Roman world to a broader conception of what comprises classical civilizations both within and outside the Mediterranean basis. The Department supports general education through its course offerings, and the Southeast Asia and African Studies program through course offerings, advising, and other work. The faculty engages in research and scholarship and has either attained or is gaining national and international prominence in their specialties. On the whole, the Department is fundamentally sound.

Commendations

During the review period the Department was able to expand the scope of its mission. This was the result of a thoughtful review process which also has laid the foundation for the infusion of the World Religions faculty. The Department is to be commended for:

- Developing a broader mission for the Department of Classics at the start of the review period, and then the continued refinement of this mission after the merger with the World Religions faculty.
- A well-thought-out and coherent curriculum that supports both the program’s majors and general education.
- Collaborations with other programs and the leadership role its faculty members have played in the College and University.
- The level of scholarship, and grant support for its activities.

Concerns and Recommendations

The Department may be expanding its mission faster than it may find the resources to meet its mission. Two pending full retirements threaten to reduce the Department’s range of course offerings. Also, planned new course offerings may place a heavy load on the faculty and put scholarship at risk. It is recommended that the Department:

- Develop a long range plan that balances teaching and scholarship, and identifies the essential aspects of its mission.
- Develop a plan to establish long term relationships with its graduates.
- Create a mentoring and support system for junior faculty.

Prepared by Jeff Connor, Department of Mathematics (connor@math.ohiou.edu) and Christopher Hayes, Department of Music (hayessel@ohio.edu). The outside reviewer was Susan Martin, Professor of Classics and Senior Vice Provost, University of Tennessee, Knoxville.
Program Review

During the review period, the Department of Classics underwent a significant transformation leading to the creation of the Department of Classics and World Religion (CL/WR). In that time, there were significant changes in faculty, curriculum, and mission of the Department. Until the last half of the 1990's the Department was primarily a service department with a small number of faculty teaching courses in Greek, Latin and Classics in Translation. The Classics Department added the Charles J. Ping Professor of Humanities to its faculty in 1997. In 2003 the Religion faculty of the Philosophy Department was transferred to the Classics Department, and the Department became the Department of Classics and World Religion. The Department's teaching mission has grown from instruction in the culture and society of the ancient Mediterranean to one that includes helping students know themselves better through an understanding of a variety of classical civilizations. The Department now offers programs of study in Classical Civilizations, World Religions, Greek, and Latin. During the review period the Department also increased its productivity in research and scholarship.

Faculty Profile

The faculty of the Department of Classics and World Religions consists of eight group I faculty (1 Distinguished Professor, 6 Associate Professors, 3 Assistant Professors), two early retirees, one instructor, one adjunct faculty-member, and a joint appointment with the Department of History. The range of faculty specializations allows CL/WR to offer courses necessary for its programs of study. Coursework covers topics in Greek and Roman culture (which includes language, literature, architecture and history), and Western Asian, and West African religions.

Programmatic Practices

The normal teaching load is considered to be six courses per year; independent studies, honors college tutorials, and the like are off-load. The Department advises 30 majors and 30 College of Arts and Sciences undecided majors. Advising duties are shared unequally, with the senior faculty taking a larger share of the load.

Research and scholarly activity is supported in a variety of ways. Start-up funds are negotiated at the time of hire. Travel funds are provided, especially for junior faculty. The Department arranges for junior faculty members to have a term off midway through their probationary period. Also, senior faculty members have taken on heavy teaching loads in order to allow junior faculty the time needed to develop their individual research and scholarship program.
Service is valued as a foundation for meaningful participation in University and Departmental governance. CI/WR supports all forms of service and, for the most part, faculty members take on service obligations based on their own interests. The Department expects less service from untenured faculty, whilst recognizing the value of institutional service in familiarizing junior faculty with the university as a whole. CI/WR faculty have served on, and played a leadership role, on a number of College and University committees. Faculty members have also served the profession through reviewing grants, articles, and books; serving as reviewers for external programs; consulting; and serving on professional committees.

The Department also participates in a number of interdisciplinary activities. World Religion faculty support the Southeast Asia and African Studies programs through their course offerings, help advise students, sit on thesis committees, and other support work. Faculty members have taught courses for History and cooperated with Modern Language and History to develop courses for the CI/WR study abroad program. The Difficult Dialogues program “reflects CI/WR’s collaboration with the African-American Studies Program.” (CI/WR self study, p. 23)

The evaluation of teaching, service and research is done in a two-step process. In the past the initial evaluation was done by the Chair, and then reviewed, and possibly modified by the faculty as a whole. Starting in January 2006 the initial review is done by the Chair and a committee and then these recommendations are reviewed and modified by the Department using a process incorporating a secret ballot.

When possible, the Department has worked to build a diverse faculty by aggressive recruiting. During the most recent search for a group I faculty member, of the 39 applications, eight applications were female, three were African or of African descent, and, overall, 21 were international.

The Department of Classics and World Religion has broadened its mission and curriculum significantly over the review period. One outcome of a year-long Departmental seminar in 1997-1998 was the creation of five new courses in the Classical Humanities and the formal requirements of the Classical Civilizations major were revised to reflect the humanistic aims of these courses. The addition of Religions faculty in 2003 led to the creation of the World Religions major. Classical studies and the study of religions share several common features. In particular, the Department of Classics and World Religions continue(s) to focus on ancient Mediterranean cultures, with a particular interest in indigenous religions, which include the traditional cults of ancient Greece and Rome as well as the Abrahamic religions. Now we include the study of cultures that embrace Buddhism, Hinduism and Islam outside of the Mediterranean basin. Our approach in each case includes three basic components: the study of language, arts, and material culture. Our fundamental mission is to provide undergraduates the opportunity to study cultures and religions from a neutral, academic perspective, and thereby to explore basic humanistic issues. (CI/WR Mission Statement)
The Department now offers majors in Greek, Latin, Greek and Latin, Classical Civilizations, and World Religions. In 2001-2002, the Department added an Honors Tutorial program to its regular course offerings. The Department has also organized two overseas study trips.

The Department's course offerings serve the university as a whole. During the fall quarters from 1999 to 2005, non-majors accounted for between 92.2% and 95.1% of credits taught by the Department. The Greek and Latin language course can be used to meet the College of Arts and Sciences language requirement; the Department offers 25 courses satisfying Tier 2 requirements; a junior composition course; and a Tier 3 course. Grant support has played a significant role in curriculum development. An 1804 grant led to the creation of five new courses and a Ford Foundation “Difficult Dialogues” grant will lead to the creation of two or three new courses. The Department is also developing a general education course for a new Arts and Sciences core program, which it plans to offer twice a year.

Teaching

The Department values high quality teaching. During the review period faculty members won four teaching awards. The faculty has developed innovative uses of instructional technology. In one course, students prepare for class by viewing lecture modules on-line, which allows the instructor to use class time to meet with small groups for discussion. A faculty member has also developed instructional software in ancient Greek which can be used to facilitate the reading of selected texts. Additionally, faculty members have begun to use available instructional software such as PowerPoint and Blackboard and have used the Ohio Learning Network to broadcast a course to a regional campus.

The internal assessment of teaching effectiveness has been primarily through grades; however, the effectiveness of the curriculum may also be implied in the post BA experiences of CL/WR majors. Of the 39 recent graduates, 5 are in law school and 16 in graduate programs. Others have pursued a variety of other careers in the United States and abroad.

Research

On the whole, the CL/WR faculty is active in its discipline and has gained or is progressing towards international and national prominence. During the review period the faculty produced “two books, 19 peer-reviewed articles, six solicited articles, 10 popular articles, and 19 book reviews. They have given 56 conference papers and 31 public lectures.” (CL/WR self study, page 12.) There are a numbers of works ‘in the pipeline’. The faculty has sought and received internal and external grant support for its teaching and research activity; this includes over $380,000 in grants supporting teaching and research, which includes a $220,000 grant from the Ford Foundation. Faculty members
have also been successful in securing $2,272,525 in external funding in support of the Southeast Asia Studies Program and *L'année philologique*.

**Students**

The number of majors has steadily increased from 12 in 1999 to 29 majors and 26 minors in fall, 2007. Students typically decide to major in CL/WR after they arrive at Ohio University; and in a typical year, only one or two incoming students choose to major in CL/WR. The majors’ standardized test scores (ACT, SAT) are higher than the average for Ohio University. The Department has had four to five Honors Tutorial College students per year and typically offers between 17 and 22 tutorials a year. During the review period the faculty supervised 18 senior theses.

**Adequacy of Resources**

The Department appears to have barely adequate resources. There is currently room to house the faculty, computers have been replaced every third year, and the current office staff is sufficient for the Department’s needs. However, the situation could change quickly. One early retiree retired in 2006, and another is scheduled to retire in 2009. Both of these faculty members teach more than the traditionally required two courses for an early retiree. In addition to reducing the Department’s overall teaching capacity, their departures will leave unmet programmatic needs. Given the Department’s deepening role in general education, the Department will face staffing shortages in the near future. It is also worth noting that the Department’s operating budget has remained constant $13,100 since 2000-2001 and is at the same level it was prior to the merge with the World Religions faculty. Also, the loss of Ellis’s information technology person has made the Department “keenly aware” (CL/WR self study, page 28) of the need for technical support.

**Commendations**

The Department of Classics and World Religions is to be commended for

- Its vision in developing a broader mission for the Department of Classics at the start of the review period and then the continued refinement of this mission after the merger with the World Religions faculty.
- The smooth merger with the World Religions faculty.
- A well thought-out and coherent curriculum that supports both the programs majors and general education.
Its collaborations with other programs and the leadership role its faculty members have played in the College and University.

The level of scholarship and grant support for its activities.

Concerns and Recommendations

At the same time that the Department is to be commended for its clear mission, there is a concern that it is taking on tasks faster than it can acquire the means to meet them. Staffing the planned new course offerings may come with a cost to scholarship. Any further loss of faculty or resources will have a significant impact on the Department’s ability to fulfill its mission. It is worth noting that the early retirees have taught more than the traditional standard load and that senior faculty members have taken on heavy teaching loads in the past. Heavy teaching loads may have reduced the research productivity of the senior faculty.

The external reviewer suggests, and we endorse, developing a long range plan that addresses balancing teaching and scholarship. While it is important to provide junior faculty the opportunity to establish their scholarship programs, this should not come at the cost of the senior faculty’s scholarship. If the University is not forthcoming with the resources needed to support the Department’s mission, it may need to decide which aspects of its mission are the most essential in order to make the most effective use of the resources which are available to it.

We also endorse the external reviewer’s recommendation to develop a plan for maintaining long term relationships with its graduates. While there may be a small initial payoff, this could be of immense benefit in the future.

It could also be beneficial to develop a mentoring and support system for junior faculty. The Department currently enjoys a clear sense of mission and the junior faculty feel supported by the Department. However, given the diverse areas covered by the Department, it may be important for at least one senior faculty member to be well-acquainted with a probationary faculty member’s teaching and scholarship when the time comes for promotion and tenure and annual evaluations.
Introduction

The external evaluation of the department took place on November 9-10. The evaluator had the opportunity to meet with the tenured and tenure-track faculty currently on campus. Meetings were also arranged with students and the support staff of the department and with Vice Provost Tuck. There was consultation with the Dean by phone both before and after the campus visit.

General Observations

The faculty of the Department of Classics and World Religion make exemplary contributions to the missions of the university and college in several key areas. The faculty provide high quality instruction in core Liberal Arts subject areas both to departmental majors and to an increasing number of students across the university. Before enumerating their key contributions, it is important to survey briefly the recent history of the department and to acknowledge the positive engagement and commitment of the individual faculty members to the department and the university.

The department has grown significantly during the review period. Building upon the foundational work of Professors Hays and Andrews, the classics faculty has, through opportunity and good planning, been able to expand the numbers of faculty significantly. The integration of the classics and world religions faculty has been remarkably successful, not a small achievement to anyone familiar with the difficulties inherent in such mergers. The department has worked hard to identify a unified mission for the department and to find ways to collaborate to support the mission. Faculty members deserve commendation for the constructive and positive work environment they maintain. All faculty members, unequivocally, praised the department as a collective and colleagues individually as collegial and professional. They share a remarkable commitment to the mission of the department and to working together.

In terms of the quality and innovation in teaching, research productivity, success in obtaining external funding, and service, the OU faculty shows a pattern of increasing quality and quantity.

Undergraduate Education

The department’s faculty provide an outstanding education to the students majoring in its programs. The faculty also contribute significantly to the overall goals of the university with regard to undergraduate education. The curricula of the department offer rigorous training to undergraduates and opportunities for students to participate in research as they work on senior thesis projects. The growth of the department since the 1990s has brought faculty who are active in research and scholarly activity. The quality
and commitment of the faculty have enabled the department to attract high quality
students to an array of courses that is diverse and appealing. The faculty integrate their
teaching activity well with departments such as History and Anthropology. They also are
recognized as fine, and in some cases inspirational, teachers. The students who met with
the evaluator were eloquent in their praise of the faculty and the quality of the course
offerings.

The number of majors reported for the program — in the range of 20-30 — is quite
respectable for a department of that size. It is not hard to imagine an increase in students
majoring in the department’s courses as a result of faculty participation in programs
targeted at the first-year student population. In addition, there is potential for growth in
the world religions area where courses are appealing and well subscribed. The
department also offers attractive study-abroad options. The department should always be
looking for ways to recruit more students, but they have performed admirably in this area
up until now.

Faculty members in CLWR are active in high-profile intensive experiences for
students including the Liberal Arts Core Curriculum pilot program and the Honors
Tutorial College. In fall, 2007, department faculty will be inaugurating the project
funded by the Ford Foundation’s “Difficult Dialogues” grant. Each of these last three
endeavors relate directly to the goals of the college and the university. The College of
Arts and Sciences promotes and supports the centrality of the liberal arts to a university
education and to the life of the institution. The university has explicit goals with respect
to undergraduate education and also in terms of recruitment and retention of high quality
students. The kinds of initiatives mentioned above require expert and committed faculty
who are willing to invest substantial amounts of time since each requires close interaction
of faculty with students. It is a testimony to the quality and industry of the CLWR
faculty that they are leaders in these academically focused initiatives. The faculty make a
contribution to high quality education at OU far beyond their number.

The Ford Foundation grant deserves special recognition because it exemplifies the
commitment of the department to excellence in undergraduate education as well as a
willingness to undertake interdisciplinary work across the areas represented in the newly
configured department. This project raises the profile of Ohio University nationally,
fosters interdisciplinarity in the undergraduate experience, and contributes to the mission
of the university to cultivate and broaden students’ sense of citizenship. It should also be
noted that the grant provides funds for programming, but not for released time from
teaching, or so the department believes.

Research

Several members of the CLWR faculty are either already nationally and
internationally recognized for scholarly achievement or are progressing successfully
towards that goal. Several have published books recently and others are moving quickly
towards publication. Their accomplishment is especially noteworthy given the breadth of
department’s commitment to undergraduate teaching and the lack of a graduate program.
The department as a whole has embraced the ideal of teacher-scholar; the faculty draw upon their research to enrich the experience of their undergraduates and to engage them in research in senior theses. The challenge for the department is to find ways to encourage and support research across the department and to balance this goal against the heavy teaching and service responsibilities the faculty carry. Several faculty have been successful in obtaining external funding for research and others should be encouraged to follow this model.

Graduate Education

The World Religions faculty participate in the Southeast Asian Studies and African Studies areas studies programs at the graduate and undergraduate levels and participate on thesis and dissertations. Further possibilities for collaboration should be explored by the faculty. In planning any proposal for a graduate program, the department should assess carefully the need for the program, the likely audience, and cost in terms of time and other resources.

Service

The members of the CLWR faculty are good university citizens and participate in an array of useful service activities. They have one special relationship, that with the Ping Center, which brings high profile opportunities to serve the larger profession in important ways.

Recommendations

Balancing teaching and research. A significant challenge facing the department is finding the appropriate balance between teaching and research. CLWR faculty are distinguished for dedicated teaching and a willingness to work very hard to serve their students and the general university population. With the Ford Foundation grant and the college core curriculum initiatives, the faculty are about to take on even more work. At the same time, the faculty are increasingly interested in research and publication. In order to help junior colleagues earn tenure, the senior faculty are taking on more teaching. The mission of Ohio University places a high value on both teaching and research. Accordingly, the department should work on achieving a better balance as between these two activities across the department. If the department accepts the proposition that all faculty will need some time for research in order to make reasonable professional progress consistent with the mission of the university, it will be critical to explore strategies to make this happen. Developing a plan of this sort will also give you the ammunition you might need to request further staffing or resources. Here are a few suggestions:

- Developing a master teaching schedule for the next five years. The department should try to flesh out a plan of courses starting from tabula rasa and beginning by scheduling what must be taught. Further scheduling of courses should be done with a goal of freeing up some faculty time for research at regular intervals.
Using other strategies for freeing up time for faculty. Not all will be appropriate to this department, but common techniques are load shifting among and between faculty over a period of years to bank courses; looking hard at the number of courses offered each quarter and deciding if you really need them; using the chair's discretion to reduce load as necessary; not requiring multiple preparations in any given quarter; finding ways to help faculty use the sabbatical system.

Planning faculty development. Each faculty member should have a plan for his or her professional development and should discuss this with the chair each year. The plan should include goals for research as well as for teaching and service. A clear goal of the departmental scheduling plan should be to help all faculty accomplish their research goals.

Alumni relations and development. Given the strong likelihood that there is a solid base of enthusiastic graduates of this department, it would be worthwhile for the department to remain in contact with and cultivate alumni/ae. With the assistance of university development officers, the department might wish to consider developing a newsletter and using it as a tool to raise funds to support specific initiatives -- a lecture series, scholarships, prizes, awards, etc.

Mentoring of junior faculty. Although the department does not have a formal mentoring system for probationary faculty, those faculty seem to have a clear sense that the department is invested in their success and regarded their colleagues as working to further their development. It might be worthwhile to think about implementing a formal mentoring program as the department experiences turnover.

Study Abroad. The department has attractive study-abroad options. Within the context of the planning exercise recommended above, these programs should be reconsidered in light of the requirement of faculty effort they require. No change is necessarily recommended, but it might be a good idea going forward to consider different models in addition to those currently in place.

Susan D. Martin
Professor of Classics
Senior Vice Provost
University of Tennessee,
Knoxville
To: Review Committee, University Curriculum Council  
From: William M. Owens, Department of Classics and World Religions  
Re: Departmental Review, Fall 1997 – Spring 2006  
Internal and External Reviewer Reports

The Department of Classics and World Religions is grateful to Professors Jeff Connor and Chris Hayes, of the internal review committee, and Susan Martin, Professor in the Department of Classics and Associate Vice Chancellor for Academic Affairs at the University of Tennessee, who served as external reviewer in this process. The Department feels that internal and external reviewers alike have (a) recognized areas in which the department is worthy of commendation and (b) identified important issues that we should address in the next few years.

Briefly, we appreciate the reviewers' recognition of:
• The successful merger of the Classics and World Religions programs during the review period.
• The growth in the Department’s mission, number of students, and contribution to general education in the College and University.
• The department’s continuing strong record in teaching and commitment to students.
• The department’s growing strength in research.

Briefly again, we share the advice and concern of our reviewers regarding:
• The challenge of securing resources adequate to our mission.
• The need to balance teaching and research for both junior and senior faculty.
• The advisability of developing a formal mentoring system for junior faculty.
• The advisability of reaching out to our graduates as a potential source for external support.

Sincerely,

William M. Owens,
Department of Classics and World Religions
Date: September 5, 2007

To: Unit Review Committee

From: Benjamin Ogles, Dean, College of Arts and Sciences

Subject: Seven-year Review of Classics and World Religions

The College of Arts and Sciences wishes to thank the review committee for its recent evaluation of the Department of Classics and World Religions. We agree with your findings that "... the Department is fundamentally sound."

As you point out, during the last nine years the department has been extremely active in transforming itself from a unit that serviced the college’s two-year language requirement by offering courses in Latin and Greek, to a department that encompasses a broader liberal arts perspective. In elaborating its Guiding Principles for the university’s strategic plan, Vision Ohio underscores the principle that, “Strong undergraduate programs, with a liberal arts core, are a vital and necessary foundation.” The College of Arts and Sciences is committed to this principle and affirmed that commitment in its 2006 Academic Plan by stating that “no ... university can lay claim to greatness without strength in the core liberal arts and sciences disciplines.”

By developing solid curricula in Classics and Classical Archaeology, the department contributed to our undergraduates’ understanding of the underpinnings of Western heritage. In 2003, the department further expanded its definition of the classical world when the Religions faculty of the Philosophy Department became members of the newly configured Classics and World Religions Department. This no-cost merger came at a time when the study of world religions took on new importance in society, sparking students’ need to understand today’s diversity of belief that ranges from the extremes of fanatical religious fervor to fanatical neo-atheism. The need to understand the role of religion in today’s world explains the popularity of the department’s new Difficult Dialogues program in which 200 of the university’s most academically prepared freshmen are taking part. Backed by dollars from the Ford Foundation, this program serves as testimony to the department’s successful curricular innovation. The success of the program underscores how a small, but collegial
and hard-working department, plays an important role in contributing to a liberal arts foundation for all Ohio students.

Curricular innovation takes time and commitment. We appreciate that the department will require the support of the college in supplying faculty with the backing they need to continue in developing a focused plan for their unit while allowing them to reach the scholarship goals they have set for themselves. Of course, budget limitations will remain the most serious obstacle to rapid response, but the college remains committed to helping the department achieve focused priorities.

Thank you again for your incisive review. If you should have any questions, please let me know.

cc: Tom Carpenter, Chair, Department of Classics and World Religions
ACADEMIC PROGRAM REVIEW

Name of Program: Department of African American Studies

Program Type (check all that apply):

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

Date last review was accepted by Board of Trustees: August 22, 2002/February 1993

Report prepared by: Susan Sarnoff & Travis Gatling

External Reviewer: William Nelson; OSU

Draft completed and sent to chair and dean:

Review Committee Chair: [Signature] 11/17/02

Seen by and returned:

Program chair: [Signature] [Date]

Dean of college: [Signature] [Date]

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

Approved by UCC chair: [Signature] 11/3/07

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

Commendations
The Department of African American Studies has a strong faculty who are not only committed to their students but to students of color across campus and to communities of color throughout the region. The department has a focused curriculum, university alumni committed to the department as a center of multicultural activity on campus, and a focused departmental research agenda that is well-supported by the African American Research and Service Institute. The department seems well-positioned to add a graduate program if it can obtain adequate faculty and concrete resources.

Concerns
The inadequacy of the department's physical resources, along with its limited support staff and budget, make it difficult to attract and retain faculty. In addition, the department is performing services for the campus, as a center for students of color, that go unrecognized and unrewarded in the university structure. The department is positioning itself to be more attractive to majors, minors and eventually, graduate students, but such positioning must also rely on a fair allocation of resources to the unit. The department should expand means my which students learn about the program and jobs available to majors.

Recommendations
It is recommended that the university provide to the department of African American Studies:
* at least two additional faculty lines, at least one of which is a senior position;
* space renovation and reallocation;
* additional budget for faculty travel, additional graduate assistants and work study students, and an additional administrative assistant;
* upgraded copying and printing equipment;
* recognition, in the form of budget and or additional faculty and staff, to reflect the department's unique role as a center for students of color.

It is recommended that the department:
* develop and provide materials to incomings students, especially undeclared majors and transfer students, on the major and minor;
* develop and provide materials to majors and minors on the job market for graduates.

This information will be vital preparation to developing a graduate program.
Background
This review covers the past four years of the operation of the Department of African American Studies. In 2002, Department Chair Vibert Cambridge sought, and obtained, permission to submit a prospective report on changes he planned to make in the department, rather than the standard review.

The Department of African American Studies has a strong history as one of the first such departments in the United States, having begun in the early 1970s. From its onset through the present, the department has served as a center for African American and other students of color, and faculty have served as unofficial recruiters, advisors and advocates for students of color. What made that department strong at its onset, however, a strong faculty that began the program, also became its greatest weakness, as that group of faculty stayed with the program, making replacement hires unnecessary, and all reached retirement age at approximately the same time. In addition, at the point in the department’s history when it was maturing and best positioned to grow, university funding was poor, and the program experienced a series of flat budgets that made growth impossible.

As the university repositioned itself to focus greater attention on research, scholarship and graduate programs, the department was unable to align itself with the university’s new priorities because external funding for African American Studies programs was meager, and internal funding was not forthcoming. This led to faculty demoralization and the relative inertia that inevitably results from a lack of new blood in a unit. Although Dr. Cambridge has made significant improvements since becoming department chair, his efforts prove outstanding when recognized in the context of the history of the department of which he took charge.

General Program Summary
The Department of African American Studies has relatively few majors and minors, but offers service courses that are taken by a high proportion of students across campus. The department’s role in a university with a primarily Caucasian and relatively isolated and provincial student body is critical as a means of helping these students understand diversity. The department also serves as an oasis to students of color across campus, as well as (and probably more than any other department on campus) a resource to people of color in the surrounding community.

Faculty Profile
Currently, the department has ten faculty members. However, only six of these faculty members serve the department full-time; one is an early retiree, one holds a 2/3 position and two others hold 1/3 positions in the department, giving the department less than eight FTE faculty members. The Department has successfully recruited at least one faculty member in each sub-area of its curriculum, and all but one of these faculty members is a Group I. The department has also recruited two senior faculty members who have joint appointments in two departments. It would benefit the department to add at least one more senior level hire (associate or full professor with tenure), or alternately, to be able to bring in Visiting Professors to assist the junior level faculty members with their research and publication, particularly given their diverse areas
of expertise, which make collaboration among them, as well as mentorship by existing senior faculty, difficult.

**Programmatic Practices**

Faculty members in the department teach at all course levels, focusing on their specializations in either Humanities or the Social Sciences. Although the department does not offer a master’s degree, some of the interdisciplinary courses taught by department faculty, particularly those in History and Social and Family Life, are graduate-level courses. The bulk of teaching falls to Group IV faculty, who teach seven courses per year, to free Group I pre-tenure faculty to teach five courses and have adequate time for research, scholarship and service.

Dr. Cambridge has recently implemented a committee structure in the department that involves all faculty in curriculum development and mentorship. The department also developed an instrument to evaluate faculty for merit pay increases.

**Curriculum**

The department’s curriculum reflects two overarching disciplinary areas: Social Sciences and Humanities. The Social Science area is further divided into:

- African American Social and Family Life;
- Public Policy and Social Change;
- Pre-Law, focusing on Constitutional Law and Social Justice;

while the Humanities area is further divided into:

- African American History and the History of the African Diaspora in the Americas;
- African American Literature and the Literature of the African Diaspora in the Americas;
- Africana Cinema and Visual Aesthetics.

**Teaching**

The department taught 10,566.88 weighted student credit hours, all but 2% at the undergraduate level. Dr. Cambridge developed an innovative Introduction to African American Studies course that is taught online over the summer, which requires weekly readings, interviews and written assignments. Students in this and other departmental courses create posters on African American culture that form the focus of the Library’s exhibit for African American History Month. Dr. Karen Kornweibel offers a course on Carribean culture that is part of the Study Abroad program. Dr. Patricia Gunn developed a course that is part of a Ford Foundation grant on Difficult Dialogues, which focuses on race, religion and law. Dr. Joan Weston mentors Templeton and King/Chavez/Parks scholars. Faculty also serve on thesis and dissertation committees in a variety of units. Dr. Robin Jenkins won a Graduate Teaching Award at Carnegie Mellon University when she was a doctoral student there.
Research

In 2003, the department initiated the African American Research and Service Institute. The research foci of the institute are:

- the African American presence in the rural Ohio River Valley from the period of the Underground Railroad to the present;
- the African Diasporas in the Americas;
- Constitutional Law and Social Justice;
- the Sociology of Entertainment.

The Research and Service Institute employs a doctoral candidate, Deanda Johnson, as its director, and produces a print and e-journal, *Black Praxis* and presents annual conference on various aspects of music and other entertainment forms. It has begun an extensive, multiphased research project on the history of the rural Ohio River Valley, incorporating oral history interviews, review of primary source documents and documentation of relevant artifacts, which is primarily supported by the US Department of Agriculture.

The Department also hosts an annual event, initially called Campus and Community Day, which has over the last two years grown to a multi-day activity. C & C Day brings multicultural families who have traced ancestors to the Ohio River Valley (many of whom live a considerable distance from the university) as well as faculty and students together to learn about the personal histories and view the family artifacts of people and families that history books rarely reflect. Most recently, the event has added an event eve lecture, a performance in the historically multicultural community of Chesterhill, Ohio and other performances held on campus. Although C & C Day is not a research event of the department, because it reflects the research of community members and others, and inspired the oral history project, it serves as a powerful demonstration of the importance of research to non-academics, particularly those whose history has been largely overlooked.

From 2003-2006, faculty in the department produced three journal articles, four books, two book chapters, one research report, one creative project, edited three journal issues and conducted nineteen conference presentations. Over the same period, the department received more than $170,000 in grant funding from internal and external funding sources.

Students

Although the department had only 5 majors and 14 minors in 2005-06, that number reflects a substantial increase over the past, and a steady climb since 2001-02. Enrollment of non-majors and non-minors in departmental courses similarly increased from 5,454 in 2001-2002 to 6,090 in 2005-06.

It is interesting to note that all majors were transfers; no students identified African American Studies as their major at the point of applying to OU. This suggests that students are not aware of the program when they begin, but learn of it, and select it, later in their educational careers. Discussions with students, who reflected majors, minors and non-majors and non-minors, as well as a mix of racial background, found that few were aware of employment opportunities for which the program would prepare them.
Alumni Profile

Due to the low number of majors and minors it is difficult to point to outstanding alumni. However, the department and the Lindley Cultural Center are the foci of Black Alumni Reunions, reiterating the importance of the department to students of color from across campus, regardless of major.

Adequacy of Resources

The biggest problem the department currently faces is the inadequacy of its resources. Housed in Lindley Hall, a historic campus building with historic ventilation and heating systems, classrooms and offices are routinely too hot or too cold. It is common to see windows open in winter to allow excess heat to escape. In summer, faculty and students have to choose between heat and the noise of window air conditioners. The one positive, fairly generous-size departmental offices, has led to a denial of additional space for new faculty because the department has "adequate" square footage but, without a sizable renovation budget, that space cannot accommodate new hires. On the other hand, assigned classrooms are too small for the numbers of students who wish to enroll in department courses. Funds are also needed to repair water-damaged walls and worn flooring, as well as to replace and supplement old and shabby furniture.

Lacking a graduate program, the department also lacks graduate assistants to assist faculty with their research and scholarship. Currently, the only graduate assistants assigned to the department are used as graders for large section courses. Yet the department also has only one administrative assistant, usually no more than one work-study student, and insufficient equipment for printing and copying.

The department budget also allows very little funding for faculty travel. Facility improvement, staff and graduate and work-study student support and additional travel funds are needed to retain the current faculty and encourage new faculty to join the department.

Commendations

The Department of African American Studies has a strong faculty who are not only committed to their students but to students of color across campus and to communities of color throughout the region. The department has a focused curriculum, university alumni committed to the department as a center of multicultural activity on campus, and a focused departmental research agenda that is well-supported by the African American Research and Service Institute. The department seems well-positioned to add a graduate program if it can obtain adequate faculty and concrete resources.

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It is recommended that the university provide to the department of African American Studies:

* at least two additional faculty lines, at least one of which is a senior position;
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* recognition, in the form of budget and or additional faculty and staff, to reflect the department’s unique role as a center for students of color.

It is recommended that the department:

* develop and provide materials to incoming students, especially undeclared majors and transfer students, on the major and minor;
* develop and provide materials to majors and minors on the job market for graduates.

This information will be vital preparation to developing a graduate program.
EXTERNAL EVALUATION REPORT FOR THE
DEPARTMENT OF AFRICAN AMERICAN STUDIES
OHIO UNIVERSITY

EXTERNAL CONSULTANT:
William E. Nelson, Jr.
Research Professor of African American and African Studies
and Professor of Political Science
The Ohio State University

I. Introduction

I wish to thank Department Chair Vibert Cambridge, Dean Benjamin Ogles, Professor Susan Sarnoff, and other administrators, faculty, staff and students for inviting me to participate in the evaluation of the African American Studies Department at Ohio University. I deeply appreciate the warm reception I received from everyone with whom I came in contact. During my visit I was able to talk to key departmental personnel, as well as students and administrators representing important special interests and coordinating units on campus. I was very pleased to observe the genuine concern by a broad array of individuals for the promotion of positive and constructive academic programs on the campus of Ohio University. I clearly recognize that the external review constitutes one part of Ohio University’s academic review process. Within the context of the articulated goals of the general review process, I have attempted to conduct an in-depth, thorough examination of the African American Studies Department at Ohio University and provide detailed feedback on the department’s strengths and weaknesses. I endeavor in this report to provide information and offer recommendations to support the University’s stated commitment to improving the department’s excellence and visibility in teaching, learning, service, and public policy.

II. The Development of African American Studies in the United States

An examination of the historical background of African American Studies clearly shows that African American Studies is not a "new" field of academic inquiry. The analysis of Black life in the United States from an African-centered perspective is a complex and challenging enterprise that traces its roots to a host of nineteenth century scholars and activists, among them J. W. C. Pennington, William Walker, William Wells Brown, Anna Julia Cooper, Martin Delaney and George Washington Williams. In keeping with a well established African American ethnic tradition, African Americans in the post-emancipation years founded research institutes, elementary and high schools, and institutions of higher learning. The torch of Black intellectual life was carried into the twentieth century and institutionalized as a vibrant, creative and transformative force through the works of eminent scholars such as W.E.B. Du Bois, E. Franklin Frazier, Charles S. Johnson, Charles H. Wesley, Ida Wells Barnett, T. Thomas Fortune, Carter G. Woodson, John Hope Franklin, Lorenzo Turner, Benjamin Mayes, Dorothy Porter, Sadie T. Alexander, Robert Brisbane, John Blassingame, Vincent Harding, Jewel Prestage, and Samuel Du
Bois Cook. The founding by Woodson in 1916 of the Association for the Study of Negro Life and History represented a milestone in the advancement of American intellectual life. The publication of Woodson's seminal work, The Miseducation of the Negro, symbolized the determination by Black scholars to rewrite the critical pages of American history and apply the acute lens of Afrocentric analysis to hoary theories of human development and social democracy.

African American Studies formally penetrated the mainstream of the American Academy on the back of insurgency campaigns in the 1960s launched principally by Black students and their allies. The movement for African American Studies was one facet of a larger movement fueled by concerns for civil rights, social justice, women's rights, and an end to the Vietnam War. At the height of the African American Studies movement, more than 500 African American Studies programs were established on the campuses of American colleges and universities. These programs varied widely in scope, structure and quality. The most common variants were either comprehensive autonomous departments or non-autonomous coordinating units whose courses were taught primarily by faculty members lodged in traditional departments. There are currently between 43 and 50 degree granting departments and over 200 programs that are housed in units identified as Black Studies, African American Studies, Africana Studies, African World Studies, or African Diaspora Studies in colleges and universities in the United States. In 2000, colleges and universities granted 604 undergraduate degrees, 70 masters degrees, and 7 doctoral degrees in African American Studies.

Although African American Studies programs emerged on most campuses out of an environment of conflict, they have clearly established themselves, over time, as legitimate and productive components of the American intellectual community. African American Studies programs have stepped forward to fill the vacuum between the promises and realities of American higher education. They have affirmed the truth of the proposition that universities must be universal in mission and program implementation if they are to effectively and comprehensively address the needs and demands of a multiethnic, multiracial, multicultural society.

The interdisciplinary character of African American Studies has often complicated developmental efforts, particularly with respect to staffing and curriculum. The ontology of African American Studies questions many of the theories and methods associated with traditional disciplines, in part because much of the research examining peoples of African descent in these disciplines historically has embodied questionable assumptions and ignored the interdisciplinary nature of many important phenomena. In contrast, African American Studies attempts to integrate perspectives from different disciplines, reinterpret them from the vantage point of people of African descent, and generate new theories, data, and models that move beyond the explanatory powers of traditional disciplines. The perceptions, needs and expectations of traditional cooperating disciplines may not overlap significantly with those of African American Studies where interdisciplinary teaching and scholarship are valued.
The original focus of the African American Studies movement was the experiences of people of African descent in the United States. However, as African American Studies has evolved, the scope of the inquiry has expanded to encompass other components of the African Diaspora and the continent of Africa. While there is some overlap with traditional African Studies, African American Studies eschews existing disciplinary boundaries, and has a special interest in continuities among cultures of Africans in Africa and African-descended populations in the Diaspora. Currently, significant resources are being committed by funding agencies in the development of the sub-field of Caribbean Studies. This has been the least developed of the three geographic foci of the field.

While the first generation of African American Studies faculty were trained in other disciplines, the current generation is now being trained in Ph. D. level programs recently established at Temple University, The University of California-Berkeley, the University of Massachusetts-Amherst, Michigan State University, Harvard University and Northwestern University. Faculty trained in traditional departments who desire to affiliate with African American Studies departments may need to undertake formal or informal development efforts to maximize their capacity to make significant contributions to instruction in African American Studies. Several problems may arise in the case of joint appointments. These include divided loyalties, competing expectations of faculty, control over course offering, and faculty promotion and tenure.

As African American Studies evolves, it is imperative that professional scholars and graduate students develop a familiarity with the intellectual history of the field, contemporary schools of thought, and methodological options available for studying various social phenomena. Further refinements of methodological approaches in African American Studies require continuing enhancement of graduate training and targeted professional development for existing faculty/researchers. Both student and professional researchers must take up the challenge not only to contest conventional assumptions and experiment with unconventional methods of researching and interpreting the complex experiences of people of African descent throughout history and in all geographic spaces, but also to understand alternative approaches.

Traditionally the curricula of African American Studies programs have emphasized history, the liberal arts, humanities, and social sciences. As the discipline continues to evolve, there is growing recognition of the need to address public policy issues, and focus on applying African American Studies theories and intervention strategies to solve concrete problems facing people of African descent. To accomplish this objective, it will be necessary for the scope of instruction and skills development in African American Studies to be expanded to encompass policy-oriented studies. Among the most glaring weaknesses of African American Studies today is the heavy reliance on descriptive approaches that do not link research in African American Studies to the social, political, and cultural needs of the Black community and to policy oriented research emphasized by other disciplines such as Social Work, Sociology, Political Science, City and Regional Planning, and Public Administration. Clearly recognizing the centrality of such policy-oriented linkages, Ohio State University has established the African American and African Studies Community Extension Center, located in the heart of the Black
III. The Development of the African American Studies Department at Ohio University

The student movement for African American Studies found its most dynamic and inspirational expression on the campus of Ohio University in the founding of the Center for Afro-American Studies on April 25, 1969. African American Studies at Ohio University moved steadily up the administrative scale in 1976 with the transformation of the center into a department located in the College of the Arts and Sciences. Over the years the department has attempted to live up to its fundamental mission of advancing the study of the human condition across the African Diaspora. It has done so by crafting both a major and minor program, and recruiting a faculty that had grown to 10 full and part-time faculty by the Fall of 2006. The range and quality of activities presently pursued by the department symbolizes a robust pattern of operational growth and development. One of the key benchmarks of the department’s evolution was the establishment in 2003 of the African American Research and Service Institute. Developed as an integral part of the Department of African American Studies, the institute has conducted research in four functional areas: African American presence in the Ohio River Valley; the African Diaspora in the Americas; Constitutional Law and Social Justice; and the Sociology of Entertainment. Ms. Deanda Johnson was hired as the permanent director of the institute in 2005.

Under the administrative umbrella of the institute, the department has been actively involved in the sponsorship of annual conferences and symposia centering around a rich variety of domestic and international themes. An extension of the conference/symposia project has been the establishment of the e-journal called Praxis edited by Ms. Tracey Currie and Professor Vibert Cambridge. Another signature program of the department is the Alvin Adams Memorial Lecture Series. As a major complement to the lecture series, the department has launched the annual Community and Campus Day Initiative, a one day event organized in collaboration with the Multicultural Genealogical Center to build bridges between the University and surrounding multicultural communities. The department has also been involved in the forging of collaborative links with external and internal programming units such as the Department of Social work, the School of Film, the School of Telecommunications, the School of Interdisciplinary Arts, the United States Department of Agriculture, and the Ohio Department of Health.

Campus-wide programming efforts by the department have been extensive. These efforts have included a distance learning, on-line summer service course; the creation of Black history month posters for Ohio University libraries; a highly successful African study abroad program; the implementation of a problem based learning grant; the organization of a conference on Caribbean oral and aural culture; and the establishment of internships for pre-law students with firms in Washington, D.C.
Issues of Autonomy and Coordination

At Ohio University departmental status normally brings with it a high degree of operational autonomy. The fact that departments usually function with a high degree of operational independence constitutes the main rationale for the recommendation by the National Council for Black Studies that Black Studies programs seek, whenever possible, to obtain departmental status. Although it has departmental status, the African American Studies Department at Ohio University has had to sacrifice a great deal of its autonomy because of its low resource base. The plain truth of the matter is that for most of its existence, the African American Studies Department at Ohio University has operated without substantial resources. Until the opening years of the new century, the department operated with a maximum core faculty of five persons, four Group I tenured faculty and one Group IV faculty member. The department reached a critical juncture in its history in early 2000 when all four of its core tenured faculty reached retirement age and made strategic decisions to leave the ranks of the regular faculty. Professor Vibert Cambridge, whose home department was Telecommunications, accepted an appointment by the Dean as interim chair, with a mandate to rebuild the department through a vigorous search for new faculty. While new faculty hires and transfers have been brought on board, the size of the faculty is still not large enough (6 FTE, including the interim chair, in 2000-2003) to teach the basic courses needed to fulfill the requirements for the major and minor programs. The limited size of the core faculty has undermined departmental autonomy and made the department dependent on faculty members lodged in other departments to teach a significant portion of its curriculum. The existence of this coordinating model has placed the chair of the department at the disadvantage of having only a modest role in the selection of faculty members teaching courses in African American Studies. Because he does not operate as their line supervisor, Professor Cambridge has a limited role in the assessment of cooperating faculty for their merit raises, promotion, and tenure. The coordinating model has also undermined curriculum planning and program development. Inherent in the model are restrictions on the chair’s ability to exercise administrative control over the curriculum. Professor Cambridge, of necessity, has been compelled to bargain with chairs of cooperating units for the services of “outside” faculty members. Since the salaries and evaluations of these faculty are dictated by their roles in their home departments, they must give priority attention to their teaching responsibilities in these departments. It should be noted that a master plan to reinvigorate the department has been in place since 2001. While progress has been made in the recruitment of new faculty, this process has not produced the number of core faculty members needed to satisfy the department’s teaching, research, administrative, service and student advising demands. We should note a significant absence of Group I faculty to replace the several senior faculty that have recently retired (Although Dr. Francine Childs has formally retired, she maintains an active affiliation with the department, including the teaching of courses on a periodic basis).

An analysis of the developmental history of the Department of African American Studies suggests strongly that it has existed as a modest, under-funded, dependent academic unit struggling for the irreducible minimum resources it needs to remain viable. Over the years the department has experienced difficulty being competitive in the university
market place. The department has continuously functioned with meager, outmoded, office space, and limited staff. Copying services for the department are inadequate. Clerical services are available only to the chair. Student assistance is limited to one graduate student and three work-study students. Under these circumstances, the tasks of recruiting majors and minors, recruiting students for classes, and building university networks, represent formidable challenges. Operating with limited resources, the department has often been compelled to conduct its affairs on the periphery of university life. The barriers to engaging the cooperation of deans, chairs, and other leaders who might assist in moving the department’s agenda into the central core of university life, have been extraordinarily high.

RECOMMENDATION

The basic idea behind the original conception of African American Studies at Ohio University was the establishment of a department that would fill a critical void in the curriculum of the University through the construction of courses and related academic programs that would bring forth knowledge about the Black experience and encourage modes of thinking that would create avenues of social progress in the broader society. If these important goals are to be realized, the operational problems of the department of African American Studies must be solved. This will require the commitment of substantial funds for faculty recruitment and development so that the department can exercise total control over its courses and the delineation of faculty responsibilities, expectations, and benefits. In this context, it is extremely important that top administrators of the University warmly embrace a broad view of the department and make clear to the university community at-large that the department will, in the future, operate in a comprehensive rather than a diminished capacity. It is important that the department continue to establish cooperative relationships with other units across the campus. These relationships must be based on the concept of mutual respect and the sharing of resources, not external domination and the erosion of functional autonomy. African American Studies must serve as a leader in the ongoing efforts to open the doors of opportunity to minority citizens. In this regard, the department should be unflagging in its support for the minority recruitment efforts being promoted by university and minority level recruitment programs. I would single out in this context the immensely valuable role being played by the administrators of the Templeton/Blackburn and King, Chavez, Parks Scholarship Programs. African American Studies must extend its advocacy activities across the campus to embrace and protect these kind of minority advancement programs to assure the perpetuation of a primary constituency base for its courses and programs for many generations to come.

IV. Curriculum

At the present time the department only offers an undergraduate curriculum. Courses are offered under two tracks: social sciences and arts and humanities. The major program consists of 58 quarter hours; at least 28 of these hours must be in the focal areas of social science or arts and humanities. The minor program consists of a minimum of 28 hours in one of two options: the minor concentration or the interdisciplinary concentration.
Students in the department have the options of pursuing a double major, minors in other departments, or an undergraduate certificate. Deep ruptures in the undergraduate curriculum are made evident by the fact that from 2001 to 2006 the department was able to attract an average of 3 majors and 10 minors. The fact should also be noted that the absence of an extensive teaching staff has made it impossible to offer courses in sequence so that academic themes, components, or fields of concentration, can be developed within the curriculum.

RECOMMENDATION

During my visit, student majors registered dissatisfaction with the major program because staffing problems prevented the department from offering all the courses required for the major on a regular basis. This problem can be addressed through the hiring of additional full time faculty. A well coordinated undergraduate curriculum would require a core faculty group of at least 12 (FTE) faculty in African American Studies. This could be achieved through a staggered process of faculty hiring that would result in the employment of two new faculty each year over a three year period. A major publicity campaign should be waged to sell the major and minority programs to undergraduates.

As the program review document notes, most of the students presently taught by African American Studies come to the department from other home departments. African American Studies must seek to move beyond the offering of service courses to attract and hold a substantial base of its own students. The department’s success in boosting enrollment in its film studies courses represents a step in the right direction. Three film studies courses, AAS 150, Introduction to Black Media, AAS 352, Blacks in Contemporary Cinema, and AAS 353, Survey of Black Independent Cinema, have attracted record numbers of students to the department in recent quarters. Hopefully, the rising numbers in these courses can be a springboard to the opening up of the entire curriculum to students who desire to receive more intensive and specialized training in key dimensions of the Black experience. Clearly, major contacts should be made with academic counselors to make sure they are well informed of the department’s academic offerings and are playing constructive roles in the transmission of matriculation options in African American Studies available to students with whom they come in contact on a daily basis. The fact that the Colleges of Business and Communication are requiring that their students enroll in African American Studies courses is very encouraging. Major efforts should be made to bring other major programs on board such as the College of Engineering, the College of Health and Human Services, the College of Fine Arts, and the African Studies Program. African American studies must realize that it is involved in a major battle for the minds and souls of a new generation of scholar-activists. The success of its curriculum program will depend on its willingness to aggressively appeal to the intellectual and professional needs of its potential student clientele. A part of that appeal must involve periodic curriculum evaluation and revision. I strongly recommend that an assessment of the curriculum be done with an eye to achieving greater coordination of courses from lower level to upper level, and the addition of courses in key academic areas such as Political Science, Economics, Psychology and African Languages and Culture.
V. Budget

One of the most disquieting facets of my review was the knowledge I gained of the crisis status of the African American Studies budget. The primary investment the University is making to the department in the area of faculty salaries and benefits. Presently the department receives an annual operating allocation of $33,654.00. These funds are not sufficient to pay for essential items such as copy services, printing, telephones, and equipment replacement and repair, faculty and student research, and visiting outside lecturers. Annual allotments for faculty travel are low, roughly $600.00-$800.00 per faculty member. Fortunately, through its own initiatives, the department has raised outside funds from university and federal sources totaling over $750,000 since 2002. These outside funds have not had an appreciable effect on the department’s budget crisis since most of the funds are earmarked for specific projects. An item of critical importance as well is the fact that monies emanating from vacant faculty lines in African American Studies are automatically returned to the Dean’s Office, giving the dean the discretion to use the funds to expand the college’s free annual rate, or to fund faculty appointments in other departments in the college. The status of the African American Studies budget is an embarrassing situation for a premier American university often viewed by students as an oasis in Southeast Ohio.

RECOMMENDATION

It is absolutely certain that African American Studies cannot operate effectively with its current budget allocation. At the present time the department is in urgent need of office space. The offices assigned to the department in Lindley Hall are in various stages of disrepair. I was told that air conditions in class rooms and offices do not work. On the other hand, the heating system is so warm in the winter that professors have to ask students to open the windows. The department has literally run out of office space, making it difficult to house new faculty, or to provide offices for faculty members that are recently retired. Class room space is at a premium. I personally toured the class room assigned to the department in Lindley Hall. What I saw was a cramped room that could not conveniently accommodate small classes; missing from the room configuration was the technical hardware required to support power point or other forms of audio-visual presentations.

Even in the storm of state fiscal cutbacks for higher education, a first class public university must set aside special funds to support essential programs. In my view, African American Studies is not only essential, its potential impact is so great it should be given priority attention in University budget decision making. The University has already recognized the need to establish budget priorities by earmarking special allocations for selected target programs. It was precisely this kind of targeting that led to an agreement between African American Studies and the College of Fine Arts to hire a new faculty person to teach courses in the area of African American cinema. The consequences of this decision have been spectacular. My conversation with Dean Ogles illuminated a developing recognition by university officials that support for socially based academic programming should be given high priority within the University’s future
budget calculations and projections. How this will translate into dollars for African American Studies is unclear at this point. It is my hope that in the face of years of inaction on issues centering on racial reconstruction, and the continuing mobilization of bias against the interests of African American citizens in the state of Ohio, that the University will make an unswerving commitment to raise the visibility and impact of African American Studies on its campus by increasing significantly the operational capacity and resource base of the Department of African American Studies.

The University must be bold and innovative in its fundraising efforts. If an energetic campaign was mounted, significant support might be mobilized behind the goal of getting a line item in the state budget targeted for developmental activities in African American Studies. Consideration should be given to setting aside target funds for African American Studies in the University Capital Campaign. The University should also look closely at the program already in place to promote the targeted hiring of faculty. Funds from this program could be used to attract distinguished senior scholars to the faculty of African American Studies. Again, university-wide budget issues should not be a constraint in this recruitment process. The key issue is the human factor. Financial support for African American Studies represents a crucial test of the depth of the University’s commitment to the promotion of social, economic, and cultural progress for key segments of the American population that have been enduring victims of historic patterns of racial discrimination and oppression in our country.

VI. Faculty

Faculty members in African American Studies are highly qualified. Ninety percent of faculty members in the department hold Ph.D.s from distinguished universities. Professor Vibert Cambridge has done an outstanding job of spearheading the effort to recruit a talented group of teachers and scholars into the ranks of the core faculty. These individuals have contributed in significant ways to the fulfillment of the mission of the department, the college, and the university. Students that I talked to gave members of the faculty high marks for their teaching abilities and their willingness to expend considerable time as academic supervisors and advisers.

An analysis of the scholarly profile of the faculty suggests that scholarly productivity is a problem. Only Professor Cambridge appears to be well published. Other faculty members are fairly new academic professionals whose scholarly aspirations have not, at the present time, achieved appreciable results. Faculty members in African American Studies must make a strong commitment to share their research with their disciplinary colleagues through participation on conference panels, the publication of articles in refereed journals, and the publication of books by highly respected publishing houses. If the level of scholarly productivity by African American faculty members is not raised, the issue of tenure and promotion for junior faculty members will be a major problem for the department in the future. It is my understanding that the college is willing to play a critical intervening role in this process by providing opportunities for reduced teaching loads for junior faculty, summer stipends for faculty, and grants to subsidize faculty research. I encourage the continuation and expansion of these kind of policy relationships.
between the college and the department. In my opinion, it is also urgent that faculty members take advantage of the opportunities for creative research presented by the scholarly initiatives of the African American Research and Service Institute. I was very impressed with the results of the oral interview project that is now under way, a project that has produced, thus far, 52 interviews centering on the life experiences of citizens living in the Ohio River Valley. This kind of research underscores the unique capabilities of faculty members and students associated with the Department of African American Studies. The long term impact of this research is incalculable. It is very important that members of the department continue to step beyond the classroom to probe deeply into the environmental and social circumstances, and institutional networks, that fundamentally shape the lives of minority citizens in cities, towns, and rural areas in the state of Ohio.

RECOMMENDATION

If Ohio University has a serious interest in strengthening African American Studies, it must make a commitment to the hiring of a critical mass of African American Studies faculty over the next few years. By a critical mass I mean the establishment of at least six additional full time faculty lines (6 FTE) in African American Studies over the next three years. I reiterate that these should be full time Black Studies appointments; joint appointments might be established where such appointments appear to be beneficial to all interests involved. In every case the home department should be African American Studies. In my opinion, it is urgent that the preponderance of the new appointments be at the senior level. At the moment a disproportionate number of departmental faculty reside at the junior level. This kind of faculty distribution has consequences not only for the curriculum, but for the implementation of administrative responsibilities as well. The continuing struggle for academic security by junior faculty has meant that an undue burden of administrative productivity and student counseling has fallen on the shoulders of the senior faculty and the department chair. Balance and rationality in this area will require not only the acquisition of additional senior faculty, but the promotion of current junior faculty from level IV to level I status within the University’s structural hierarchy.

The objective of the proposals advanced above is to provide the African American Studies Department with the personnel it needs to establish a cohesive academic curriculum, and forge the broad programmatic linkages on campus it will need to establish itself permanently as a premier academic unit. These proposals are hardly unique; an African American Studies core faculty of 12 (FTE) would place Ohio University in the average range in terms of African American Studies faculty affiliated with major Black Studies programs across the country.

The recruitment of top flight African American Studies faculty to Ohio University must entail a serious commitment of resources for competitive salaries, research grants, staff, office space, T.A. support, and travel. In its search for African American Studies faculty, the University may wish to take advantage of the resources of a number of institutions, including the National Council for Black Studies, the Association for the Study of African American Life and History, the African Heritage Studies Association, the
Association of Social and Behavioral Scientists, the Association of Black Psychologists, the National Alliance of Black School Educators, the Joint Center for Political and Economic Studies, the National Conference of Black Political Scientists, the Black Congressional Caucus Foundation, and the Association of Black Women Historians. The University’s interest in recruiting strong African American Studies scholars should also be broadly disseminated through the communication networks of Black colleges and universities.

VII. Program Agenda and Research

The programming efforts of the African American Studies Department have been very impressive. The department has offered a number of well-organized, challenging courses. Annual enrollment in courses averages in the range of 2,000 students. Student feedback on classes suggests that students have learned a great deal from their professors and have developed a deep appreciation for the time, attention, and counseling they have received from departmental personnel. The department has been an effective service unit on campus; it has sponsored a range of workshops for students, sponsored a highly successful study abroad program under the direction of Professor Karen Kornweibel; and co-sponsored academic programs and cultural events designed to advance student knowledge and ethnic consciousness. The department should be especially congratulated for its successful sponsorship of the Alvin Adams Lecture Series Program.

RECOMMENDATION

In my opinion, the programming potential of the African American Studies Department is unlimited. The department took a major step in the escalation of its programming potential with the establishment of the African American Research and Service Institute. During my visit I was impressed with the programming initiatives and vision of the institute’s director Ms. Deanda Johnson. I fully expect that in the future the institute will be successful in obtaining research funding for the department, and in attracting post-doctoral research fellows who would spend a year at the institute working on relevant policy-related issues. As their research interests expand, members of the faculty should become extremely active in the pursuit of research grant support from foundations and the corporate community. The keys to the success of the African American Studies Department in these and other endeavors will be internal cooperation, careful planning, preparation and programming, and external support from the Dean’s Office and other key policy units on campus.

VIII. Community Outreach

The African American Studies Department at Ohio University has an excellent track record of community outreach. Its participation in the Annual Community Day Project, and extensive networking with the Multicultural Genealogical Center underscores the impressive efforts it has made to reach out to communities in the Ohio River Valley. While much has been accomplished, much more work in this area needs to be done. Avenues should be constructed to promote the involvement of faculty members and
students in the daily lives of minority citizens living in the Ohio Valley Region. Athens and surrounding communities represent important social laboratories where theories of democratic representation and community empowerment can be tested. Practical workshops on health, wellness, financial planning, business entrepreneurship, scientific farming, and family relations can be held in academic settings that are reassuring to community residents and enhance the reputation of the University as a crucial provider of human resources. In this process, African American Studies can serve as a broker for a multiplicity of university programs possessing material resources and pivotal expertise on social issues.

RECOMMENDATION

As a complement to its on-campus institute, the African American Studies Department should seriously consider the possibility or writing a proposal to establish a formal outreach center in the Ohio Valley Region. The Department of African American and African Studies at Ohio State has operated such a center since 1974. In 1986 Ohio State’s Community Extension Center moved into its own newly constructed building located in the heart of the east side Black community in Columbus. There is no reason why Ohio University cannot replicate, and improve upon, the experiences of Ohio State. The Department of African American Studies represents the perfect vehicle for the coordination and implementation of this kind of important linkage between the University and the community.

IX. Summary of Recommendations for Program Improvement

Departmental Autonomy and Control

African American Studies at Ohio University has the distinct advantage of being structurally encapsulated in a department model. In the past, the realization of key department objectives have been hampered by the absence of total departmental control over its curriculum offerings, and the professional responsibilities of its teaching faculty, especially members of the faculty holding primary appointments in other departments. The remedy for the resulting problems emanating from this situation is the expansion of the full time faculty in African American Studies so that the department can offer a full complement of its courses without dependence on help from cooperating external programs. Like other strong departments, African American Studies must be given the resources it needs to set its own programmatic agenda, and function as a free-standing, relatively autonomous, academic unit. In my view, a comprehensive department operating under its own momentum would serve as a crucial building block of the University’s efforts to expand minority representation and participation in university life. This “strong” model for African American Studies would be a valuable commodity in the University’s campaign to improve its image in minority communities across the state of Ohio. Most importantly, it would serve as a phenomenal educational resource for teaching, learning, and research about the struggles, sacrifices, and contributions of people of African descent.
Curriculum

The Department of African American Studies should take a hard look at the issue of curriculum reform. I would recommend the expansion of the curriculum to include courses in Political Science, Community Development, Economics, Psychology, African Languages and Methodology. The success of the courses in film studies underscores the value of the department engaging in collaborative teaching activities with other departments. In my view, it is essential that the overall curriculum be analyzed with an eye to making it more coherent and systematic from lower level courses to upper division courses. It is important that courses required for the major and minor be taught on a regular basis. I also suggest the development of a senior seminar to give seniors experience in research and the careful reading of critical texts.

Faculty Recruitment

The African American Studies Department should establish the goal of recruiting at least 6 (FTE) faculty members over the next three years. Ideally, the majority of the appointments should be at the senior level. I recommend that all appointments be one hundred percent time in African American Studies and that their tenure homes be in African American Studies. In my view, the building of a strong core faculty unit in African American Studies represents the pivotal key to its continuous growth and development as an academic program worthy of national and international recognition.

Increased Funding

The African American Studies Department cannot be expected to meet its programmatic objectives if it is not the recipient of adequate funding. Presently, budget issues are matters of pressing concern; these issues will grow increasingly more serious as the department’s faculty ranks grow and as the department takes on more campus and community responsibilities. In this regard we should note that the transfer of two faculty members from other departments without the allocation of complementary funding has placed a major stress on a departmental operating budget that has been insufficient to adequately serve the department’s needs for many years.

In the short term, the department needs increased funding for supplies, office space, telephones, copying, clerical assistance, faculty lines, student assistance, class room space, and major renovation of office facilities for faculty and administrators housed in Lindley Hall. In the long term, the department will require continuing major commitments of funds from the central administration to rapidly close the gap between its programming potential and its available resource base.

Research Support

Ohio University must strongly support the efforts on the part of African American Studies faculty and students to mount research projects designed to analyze policy issues affecting the social and economic status of the Black population in Ohio. Thus far these
research efforts have produced magnificent results. The emergence of Ohio University as a center of research on Black related issues, under the auspices of the Department of African American Studies, represents a landmark achievement, one that will continue for many decades to serve the interests of all the people of Ohio. It is urgent that the college and the central administration continue to give unswerving support to these valuable pioneering efforts.

Community Outreach

It is extremely important that the Department of African American Studies continue to build on the excellent track record of community service it has already established. The University must do everything possible to encourage, support, and facilitate community outreach activities by African American Studies faculty and students. One key step in this direction would be the construction of a community outreach center to coordinate linkages between the University and key multicultural communities in the Ohio River Valley.

From my perspective, it is extremely important that the department take advantage of the enormous leadership and programmatic resources existing across the state of Ohio. The program should make contact with prominent Black leaders in the state, such as State Senator Ray Miller, in an ongoing effort to obtain their involvement in the academic and community planning processes of the department and the broader university. A first step in this direction would be the establishment of an advisory committee composed of prominent professional and community leaders. These individuals could be of immense value in promoting both student and faculty recruitment. They would also be an important sounding board for ideas emerging out of the process of program evaluation and redevelopment. In my opinion, it will be very important that members of the advisory committee collectively and individually maintain clear lines of communication with the faculty and staff of the Department of African American Studies and with key individuals in the college and central administration. It is my view that if the fundamental programmatic objectives of the department are to be reached, input into the decision-making process must generate from internal and external sources.

X. Final Comments

Great universities are institutions of vision, purpose, and integrity. They take upon themselves the responsibility of finding raw human capital and transforming it into a product that has the capacity to tackle grave social problems such as sexism, racism, economic exploitation, and political oppression. The strength and effectiveness of the academic enterprise may be effectively measured by its adherence to a set of principles that extol both academic excellence and social responsibility. Principles are transformed into useful policies when the programs of the university are used to make the lives of all citizens more peaceful, fulfilling, and rewarding.

For too many years university policy decisions and policy priorities have reinforced the distribution of benefits away from minority communities. Through the work of the
Department of African American Studies, Ohio University has an opportunity to reverse the flow of history, and begin the long, arduous process of social reconstruction and political redemption for minority citizens whose paths to prosperity have been substantially undermined by negative, reactionary public policies steeped in racial bias and social class discrimination. The history of the Department of African American Studies at Ohio University has been a history of a struggle for survival and academic strength. Despite its low resource base, the department has offered quality services to a rich variety of students drawn from diverse racial and economic backgrounds. At the present time, the department is poised to move to higher levels of programmatic development. Obviously, it cannot make this journey alone. Future growth and development will require that key elements of the university engage in a process of partisan mutual adjustment. In realistic terms, this means that established departments, colleges, centers, and administrative offices must be willing to share resources, and develop cooperative networks in ways that lift African American Studies up and incorporate its programmatic efforts as a part of the University's universal mission, and plan of action for the achievement of human progress through the instrumentalities of higher education.

Key decision makers at Ohio University have an opportunity to break the cycle of racial domination and powerlessness. The Department of African American Studies represents a societal commitment, emanating from the civil rights struggles of the 1960s, to redistribute resources in ways that benefit communities whose social, economic, political and cultural development have been undermined by covert and overt practices of racial discrimination. The fundamental issue is nothing less than the salvation of the minds of our youth. African American Studies is not a program for Black people only; it represents a magnificent gift to the world. African American Studies provides an unrestrained opportunity to ponder issues of racism, sexism, imperialism and cultural domination in the context of the ongoing unvarnished search in the sacred domains of higher education for truth and enlightenment. Ohio University can certify its claims to greatness by embracing the moral imperative of lifting African American Studies out of the graveyard of resource insufficiency to the celestial shores of institutional strength and financial viability.

In my opinion, a truly “Great” university will find the resources to finance support for the critical research priorities of African American Studies faculty and students. The road to greatness would encompass, among other things, funding for the African American Research and Service Institute, through continuing allocations from the central budget, rather than soft monies raised through appeals for grants from external sources.

The job of teaching a new generation of students about the history, and heritage of African Americans and people of African descent in other parts of the African Diaspora, cannot be done in the absence of financial, political, and moral support. My visit to Ohio University convinces me that there are many people on campus that wish to see African American Studies reach the highest stage of programmatic and institutional development. The groundwork for the building of a world renowned Department of African American Studies at Ohio University has already been established thanks to the heroic efforts, and
indefatigable labor, of individuals like Professor Francine Childs, Professor Robert Rhodes, Professor Vattel Rose, Professor Lewis Randolph, Professor James Barnes, Professor James Upton, Professor Vibert Cambridge, Professor Joan Weston, Dr. Patricia Smith-Hunt, Mrs. Ada Woodson Adams, Mrs. Mildred Vore, Mrs. Marjorie Pidcock, and many other past and present faculty members, students, staff members and community supporters. What is needed to transform the vision into reality is support for African American Studies in every sector of the campus, especially the central administration. With the strength and resources that can be summoned by a cohesive, progressive, campus-wide coalition, I am confident that African American Studies on the campus of Ohio University can, within a few years, realize its awesome potential.
January 30, 2007

Laura A. Tuck  
Administrative Associate  
University Curriculum Council  
Pilcher House 202  
Ohio University  
Athens, OH 45701  

Dear Ms. Tuck:

The Department of African American Studies is appreciative of the reports prepared by the external and internal reviewers. We are particularly pleased that the reports were written in a spirit of support and respect and that the reviewers recognized our achievements and the work that we are currently doing.

We also appreciate that the reviewers have recognized the harsh conditions under which the department is operating. The Department of African American Studies is experiencing resource deficiencies in several areas—faculty, facilities, and budget. These deficiencies, if not addressed in a timely manner, will ultimately unravel the gains that have been made over the past seven years.

The Department of African American Studies is also appreciative of the external reviewer’s observations on the need to nurture the department’s autonomy and his call for the university to make substantial investments in the department.

The Department of African American Studies is concerned that the external reviewer is attempting to impose a particular view of African American Studies. One faculty member has commented that it appears as if the reviewer is attempting to recreate us in the image of Ohio State University. African American Studies is a dynamic interdisciplinary field, and the African American faculty at Ohio University is developing a program that is rigorous and reflective of the goals of Vision OHIO, especially commitment to research distinctiveness, national prominence, and community service.
The Department of African American Studies is concerned that the external reviewer failed to recognize the work that was already done on the development of a new curriculum. The department has already declared a commitment to a public policy track. The department is also concerned about the external reviewer's observations on faculty research and scholarly productivity. Several faculty members have indicated that they were not asked about their research agendas or scholarly output during their meeting with him. We feel that his conclusions are premature as all tenure-track faculty members in the department were hired over the past three years and, as such, are at the beginning of their academic careers. The department, with the support of the College of Arts and Sciences, is providing new faculty members with reduced teaching loads and other forms of support to encourage their research and scholarship. We anticipate stellar output from the new, well-trained faculty.

The Department of African American Studies is aware that the College of Arts and Sciences is proud of the department's achievements over the past seven years.

Sincerely,

Vibert C. Cambridge, Ph.D., Professor
Chair, Department of African American Studies

Cc: Ben Ogles, Ph.D., Dean, College of Arts and Sciences
Date: February 5, 2007

To: Unit Review Committee: Susan Sarnoff, Travis Gatling, William Nelson

From: Benjamin Ogles, Dean, College of Arts and Sciences

Re: Dean's Response to 7-Year Review of African American Studies

The College of Arts and Sciences would like to thank the Unit Review Committee for its thoughtful review of the African American Studies Department. The analysis and recommendations are helpful and will be carefully considered within the context of current college operations, the needs of other units, and budget constraints.

Seven years ago, we asked the university to postpone the regularly-scheduled review for the African American Studies Department. After a series of faculty retirements, the Department found itself at a time of transition where decisions on the future of the Department had to be made. The Department had two faculty members, one of whom was the chair, who had announced his impending retirement. At that time, the College of Arts and Sciences committed to support the re-growth and vitalization of the African American Studies Department. We are happy to see the clearly observable progress the department has made since that time. The Department now boasts eight faculty (five Group I/tenured or tenure track) and, through the leadership of Professor Vibert Cambridge, has taken real strides in growing the curriculum and reinstituting research and outreach activities, such as the creation of the African American Research and Service Institute, Campus and Community Day, a new study abroad program, conferences on topics of popular and academic interests, and the Ejournal, PRAXIS, to mention a few. We are proud of the Department's success.

We are well aware of the department's continuing space needs and their desire to increase their strength and independence through the addition of Group I faculty housed completely in the Department of African American Studies. Our college has a thorough process of vetting all staffing requests to ensure that our investment in long term faculty is carefully made. In addition, university-wide space assessment and ongoing planning processes will take the needs of African American Studies and those of other departments into consideration as university priorities for the next decade are developed. As dollars and space become available to the college separate from university-wide planning, we will
also investigate their best use in order to ensure that our investment in African American Studies is not wasted. Issues related to curriculum that are suggested in the review will be left to the department (with subsequent approval by college and university curricular councils).

If you should have any questions, please do not hesitate to contact us.

cc: Vibert Cambridge, Chair, African American Studies
ACADEMIC PROGRAM REVIEW

Name of Program: Military Science

Program Type (check all that apply):

X undergraduate certificate
__ graduate certificate
__ associate degree
__ bachelor's degree
__ master's degree
__ doctoral degree

Date last review was seen by Board of Trustees: ____________________________ (date)

Report prepared by: Allyn D. Reilly ____________________________ (date)

External Reviewer: Lieutenant Colonel Philip R. Tilly, U.S. Army

Draft completed and sent to chair and dean:

Reviewer: ____________________________ (signature) 6/26/07 (date)

Seen by and returned:

Program chair: ____________________________ (signature) ____________________________ (date)

Dean of college: ____________________________ (signature) ____________________________ (date)

Return draft and all comments to Review Committee

by: ____________________________ (date)

University Curriculum Council
Pilcher House 202

Approved by UCC chair: ____________________________ (signature) 6/26/08 (date)

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

The Military Science Program houses the Army Reserve Officers Training Corps at Ohio University. Six faculty, all assigned to the program on a rotating basis by the United States Army, serve the program. The purpose and objective of the program is to train future officers in the United States Army. The means toward this objective is to provide scholarships for students selected to enroll in the program, obligating them upon completion to a term of service in the Officer Corps of the Army.

In addition to those courses required by their majors, students enrolled in the program take courses in military leadership, history, and procedures; they are also enrolled in a rigorous physical training program. That the objectives of this program are met is measured by the achievement of Ohio University’s cadets in comparison to those from other universities. Nationally, the Ohio University Military Science program ranks in the top ten percent of 272 schools evaluated in the national junior year assessment of ROTC cadets. The physical fitness program of Ohio University’s cadets scores especially well, ranking second in the nation in 2005. The self-study points out that 50% of cadets sent for evaluation placed in the top 20% of 4,500 cadets across the country.

There are a few concerns: one is the transient nature of the faculty in the program, resulting in a perceived separation between the Military Science program and the University at large. A second concern is the overwhelming majority of Caucasian males in the cadet corps as well as the faculty.
1) General Program Information

The mission of the Military Science Program at Ohio University is to develop the leadership and management skills required of an officer in the United States Army. While there is no degree program in Military Science, students enrolled in the Army Reserve Officers Training Corps at Ohio University are trained in the skills necessary for them to fulfill the duties of a commissioned officer in the Army after graduation. The complete program encompasses four years, but students can join the program at any point in their time at Ohio University, as long as they have two years remaining. The Self-Study and the Catalog asserts that this two-year period can be tied to either undergraduate or graduate work, but there are no courses listed specifically in Military Science that are at the graduate level, meaning that graduate students in the program must take undergraduate courses. From the Catalog or the Army ROTC website, it is not at all clear how a graduate student can complete his or her degree in the chosen major and still fulfill the obligations of the ROTC program.

2) Faculty Profile

At the time of the Self-Study, six faculty members—two Non-commissioned officers and four officers—comprise the Military Science Department. All are at the Assistant Professor level except for the commanding officer, a Lieutenant Colonel who is at the rank of Professor. The faculty rotate in and out of active military service fairly frequently; the faculty member with the greatest longevity has been with the program only since 2004. As a result, it is understandable that the Military Science faculty do not generally become part of the University community as do those faculty in other departments and schools. All of the present faculty members are male, and none are minorities. It should be noted that all faculty and staff—with the exception of the Administrative Assistant—hold academic rank within the University, but derive pay and benefits from the U.S. Military.

3) Programmatic Practices

The Military Science program has a simple and clear objective: to recruit, train, and develop the next generation of Army Officer Leadership. There are two course tracks in the Military Science curriculum: cadets are divided into those enrolled in the Basic Course and those enrolled in the Advanced Course. The Basic Course comprises the first two years of instruction and the Advanced Course comprises the third and fourth years. The Basic Course may be taken without commitment and obligation for military service. There is, however, a contractual commitment on the part of those students who enroll in the Advanced Course.
The Basic Course curriculum in the freshman year consists of an introduction to leadership development, including survival training, navigation, and general military topics. In the sophomore year, Cadet Command classes cover more advanced topics in leadership, decision making and problem solving. Students in the Basic Course may also participate in Physical Training classes.

Admittance to the Advanced Course requires that students successfully complete the Basic Course, or have prior service in the Army, or have successfully completed the Leadership Training Course offered by the regular military at Fort Knox, KY. Between the Junior and Senior years, cadets attend the Leadership Development and Assessment Course, held for a month each summer. Ohio University’s cadet corps has consistently placed at or near the top in comparative ratings with over 250 other programs across the country in this course. Weekly leadership laboratory classes, along with Physical Training and other Military Science courses, comprise the third year of the program. Tactical and communication skills are stressed; the outside evaluator was very positive in his evaluation of this segment of the program.

In the fourth year, students concentrate on courses involving training, management, and planning, and the Uniform Code of Military Justice. They also learn leadership skills, writing skills, briefing techniques, organizational management, and study contemporary operational scenarios.

An important part of the Ohio University Army ROTC program is the Physical Training component of the program. Students participate in PT all four years of their training. While supervised by staff, the PT program is student-run. The outside evaluator praised this part of the program as especially effective, noting the fine facilities in the Convocation Center and the aptness of the riverbank setting for this facet of student training.

4) Program Goals and Curriculum

The clear mission of the program is to recruit, train, and develop the next generation of Army Officer Leadership. The overall mission is accomplished through recruiting Scholar/Athlete Leaders whose retention is based on rigorous mental and physical training.

As explained above, the curriculum is divided into two levels: the Basic Course, taught for the first two years, and the Advanced Course, which is more selective and competitive. An examination of the course offerings below makes clear the division:
Military Science Seven-Year Review—p. 4

DRAFT

Courses:

MSC 101 – Fundamental Military Leadership Concepts
MSC 102 – Fundamental Military Concepts and Basic Leadership I
MSC 103 – Basic Military Leadership II
MSC 110L – Leadership Laboratory

MSC 201 – Advanced Military Leadership
MSC 202 – Military Leadership, Tactics, and Officership
MSC 203A – Military Tactics and Officership II
MSC 210L – Leadership Laboratory
MSC 230 – Leaders Training Course

MSC 301 – Small Unit Leadership
MSC 302 – Small Unit Leadership and Operations
MSC 303 – Small Unit Operations
MSC 310A – Advanced Leadership Laboratory
MSC 310B – Advanced Leadership Laboratory
MSC 310C – Advanced Leadership Laboratory
MSC 330 – National Advanced Leadership Camp

MSC 401 – Military Leadership, Management, and Ethics
MSC 402 – Military Leadership, Management, Ethics, and Law
MSC 403 – Transition from Cadet to Lieutenant
MSC 410A – Advanced Leadership Laboratory
MSC 410B – Advanced Leadership Laboratory
MSC 410C – Advanced Leadership Laboratory
MSC 490 – Special Problems

5) Teaching:

The faculty for the program are all regular Army personnel, assigned for a few years at a time to teach in the Ohio University Military Science Program. All are Group IV, thus none are tenured. At this writing, all are Caucasian males, and none have been with the program longer than three years (the faculty with the greatest longevity were assigned in the Summer of 2004).
While all appear well qualified, highly competent, highly motivated, and are apparently (to judge from student response and from the outside Evaluator’s report) expert teachers, it is difficult to envision how the faculty can become part of the University community when the entire program is staffed by individuals who are present on campus for no longer than three or four years. Additionally, while one of the concerns expressed by the outside evaluator is a lack of diversity among the cadet corps (borne out by statistics in the self-study that tend to show a preponderance of Caucasian males), it is doubtful that much can be done in the recruitment of females and non-white males unless there is a corresponding change in the faculty assigned to the program. It should be noted, however, that in recent years a slightly greater percentage of females is present in the cadet corps.

7) Students and Alumni:

Information in the Self-Study shows that the cadet corps has ranged in number from 14 to 19 in recent years. In the time period 2000 to 2005, a total of 85 cadets have taken part in the program. Of the total of 85, 16 were female, comprising 19% of the total. Six of those 85 students were non-white, or 7%. The self-study points out that 75% of the contracted cadets have completed the program since 2000, and the average GPA is 3.0. All graduates completing the program serve in the United States Army.

9) Adequacy of Resources

While the classroom resources in Lindley Hall seem somewhat antiquated and cramped, the University appears to have adequate resources for an effective Army ROTC program. The availability of the Convocation Center facilities, combined with the outdoor space of the riverfront and the Ridges, enable adequate facilities for physical training essential to the program’s success.

10) Commendations:

The program is highly successful in what it sets out to do: train officers for the U. S. Army. Cadets in the Ohio University program score highly in comparative testing with their peers across the country.

11) Concerns:

As expressed above, there are two main concerns with the program: the first is the transient nature of faculty assignments to the program. While this may be the military way, it causes the very real possibility that faculty in the program do not understand
either the nature of the academy or the nature of the particular academic culture at Ohio University. While from the military point of view this may not be a liability, it very well may cause a misunderstanding of some students and the demands of student life, since all of the cadets are majors in other programs, coping with the demands of those programs. A second concern, also expressed by the external evaluator, is with the lack of diversity in the program. The overwhelming majority of cadets are white males; over the past five years, only 19% were female and only 7% were non-white. While the program is taking steps to overcome this concern, it is unclear from the self-study what steps are being taken and if the program has established benchmarks to measure its progress in this area.

12) Recommendations:

It is recommended that the program establish clear goals and objectives in recruiting from the population of females and minorities. It is further recommended that the Army re-evaluate its policy of rotating faculty in and out of academia every four years so that a more permanent group of faculty can establish relations with other academic programs and personnel at the university.
Program: Military Science

Date: February 15-16, 2006

COMMENDATIONS:

The Department continues to exercise initiative in expanding its program and enhancing its educational process. Currently, the department has established liaison with Hockings College and Rio Grande Community College to provide ROTC instruction and scholarships to eligible students. The department has capitalized on the Residential Learning Community Initiative, and is using this program to further enhance its recruiting efforts. The department is expanding its student base by offering scholarship opportunities for students in the Masters’ programs. Additionally, the program has achieved national recognition generated by its cadets’ performance at the Leadership Development and Assessment Course (LDAC) at Fort Lewis, WA.

AREAS OF CONCERN:

Lieutenant Colonel (LTC) Dave Chase and Master Sergeant (MSG) Raymond Hornung will both depart during the 2006 summer. They have developed a sound transition plan for the incoming leadership, but there will be a period of “changeover” which the university should initially expect. MSG Jovito Casanova will step up to take MSG Horning’s position from within the department, and this will ease the transition.

A second area is the absence of diversity within the department student body. This is not unique to OU and is not attributable to a lack of effort by the department, but rather a result of a competitive setting where the university President has embarked on a similar focus with his Urban Scholarship Program.

RECOMMENDATIONS:

Integrate OU recruiting initiatives with the ROTC recruiting efforts where possible, particularly where both are targeting minority students.

SUMMARY RATING

The Self Study is accurate; the areas inspected during this review were evaluated as surpassing normal expectations for a Military Science Department.
External Reviewer Program Review Summary – Military Science

Introduction

It is important to note that since the last review of the Military Science Department, our nation has experienced significant events which affect perceptions of military science study and service. The events of 9/11 and our current presence in Afghanistan, Iraq and northern Africa have brought the military into a much greater spotlight than 1999 during the last review. Despite these events and our subsequent posture of being a “nation at war”, the Military Science Department has continued to thrive and grow. Observations of the department occurred during a period from 15-16 February, 2006. One on one dialogues occurred with both staff and students.

The Military Science Department has a clear mission: To commission the future leaders of the US Army and make young people better citizens. They achieve this through five mission essential tasks: recruit, train, retain, care for, and commission. There is currently no university degree program in Military Science. Reserve Officer Training Corps (ROTC) cadets earn degrees in other academic disciplines, but may receive academic credit for their ROTC classes as electives or as part of their Performance Portfolio, if a Business Major (see 2005-206 Course Catalog, pg 112). Upon completion of the Military Science curriculum graduates earn a Presidential commission as a 2nd Lieutenant in either the Active Duty (AD) Army, the United States Army Reserves (USAR), or the Ohio National Guard (OHNG).

The staff of the Military Science Department is comprised of Active Duty, OHNG, contracted, and Active Guard / Reserve (AGR) officers and noncommissioned officers. There is one university employee, the secretary. The Department of the Army, Cadet Command, regularly assesses the staff and its curriculum. All Military Science textbooks, uniforms, equipment and training supplies are provided at no cost to the students. The staff of the department (save for the secretary, Neva Kemplin) receive all pay, insurance, retirement benefits, and housing allowances from sources external to the university. Additionally, the university shoulders no responsibility for the vehicles that support the program. This represents an annual savings to the university of approximately $600K annually. When coupled with Federal ROTC scholarships and OHNG tuition assistance, this totals over $800K yearly. These are rough estimates.

There are two main categories of students taking ROTC: Basic Course (BC) and Advanced Course (AC) cadets. The first two years of instruction comprise the BC, the later two, the AC. Many students take the BC without obligation or commitment for military service. Attendance and participation in the AC requires a contractual commitment on the part of the student.

Key to the health of this program has been its retention efforts. The staff is keenly aware of this quality in sustaining a healthy program and demonstrated this awareness in the classroom, in the field and during physical training (PT).
Evaluation of Review Directives (as specified in the 13 Dec, 2005, letter from Dr Tuck)

Review the Department’s Curriculum

1. Cadet Command recently published a newly revised curriculum that integrates recent operational experiences and lessons learned from Operation Iraqi Freedom and Operation Enduring Freedom. Additionally, the curriculum acknowledges the tremendous impact that public opinion has as affected by the media, and how soldiers are subsequently impacted. The Military Science Department has integrated this new curriculum into its classes. The four years of classes are designated Military Science I-IV.

2. The BC curriculum focuses on introduction and exposure to leadership development. The curriculum includes land navigation, general military topics (like customs and courtesies, heraldry) and survival training. Major Mark Dean teaches the freshmen class, or MS I. He is well suited for this given that he is an OU graduate, with a Masters Degree from Miami University in Political Science. His outgoing personality and familiarity with ROTC incentives (having previously been the enrollment and recruiting officer) posture him well to teach the introductory class.

3. MSG Casanova teaches MS II. While observing his class it was evident that he is very comfortable in front of students. On his own initiative, he has enhanced several Cadet Command (CC) classes with animated slides, color variations, and handouts. This is well beyond what CC has prescribed. He has a natural ability for engaging his students in classroom discussions about the military or any number of topics. His recent combat experience, coupled with his Associates Degree, postures him well to lead discussions about leadership under pressure, making decisions and solving problems. Additionally, cadets may participate in the Physical Training (PT) classes during the BC (this is addressed in more detail later).

4. MSG Hornung, with a degree in Human Resource Management, teaches the first year of the AC, or MS III. Cadets must successfully complete the first two years of ROTC, be prior service soldiers, or have successfully completed a training course at Fort Knox called the Leadership Training Course (LTC) in order to enter the AC. The instruction that MSG Hornung provides has enabled the cadets from OU to be ranked 2nd in the nation while competing with over 272 schools across America. This assessment resulted from their outstanding performance at LDAC, which all cadets attend during the summer between their junior and senior years. This second place ranking was attributable to their PT test scores. Also evaluated were their leadership skills, marksmanship, land navigation, demonstrated teamwork, reaction to changing mission requirements, receiving and issuing guidance, completing a combat water survival test, and patrolling. OU cadets continue to surpass the national, eastern region (comprised of approximately 132 schools), and 7th Brigade (comprised of 18 schools in OH and KY) performance averages. This past year OU cadets achieved the highest performance standards among the brigade schools in evaluated areas.
Leadership labs occur every Wednesday afternoon, often on the Ridges, where small-unit tactics, land navigation, and other skills are mastered. One leadership lab class was observed. Most noteworthy were the communication skills demonstrated by the cadets in receiving their operations orders then providing further guidance to their team. The cadet in charge of the group observed was confident, decisive, and firm in his leadership. This said, he was still receptive to the feedback received during the After-Action-Review (AAR) conducted after the mission culminated. This training was organized and supervised by the cadets themselves. They planned, resourced, rehearsed and supervised the execution of the instruction and training observed.

5. LTC Chase teaches the last year of instruction. LTC Chase holds an undergraduate degree in Political Science and three Masters Degrees (one in National Security and Strategic Studies from the Naval War College). The leadership displayed by the MS IV cadets validates the instruction that they have previously received and continue to receive under his guidance. The MS IV curriculum focuses more on junior officer skills than on the tactical skills learned in the MS III year. The last year concentrates on training-management and planning, the Uniform Code of Military Justice, working with the media, contemporary operational scenarios that challenge leadership skills, Army writing skills, briefing techniques, and running an organization.

6. The Physical Training (PT) program is animated, challenging, diverse, and exhilarating. The PT program is one essential ingredient contributing to the success of OU’s Military Science Department. Ping Hall, the Convocation (?), and the surrounding area provide outstanding facility support for a robust PT program. PT events in Ping Hall and the Convo(?) were observed, in addition to a run along the river. The cadets thoroughly enjoyed themselves, showed energy and esprit and were eager to compete among themselves. All these are signs of a very healthy organization and program. Most noteworthy was the fact that the cadets were running things, not the staff. Although the staff did participate in ALL facets of PT, their input was minimal. The cadets had a plan, were prepared to execute it, and did so effectively and on time. Ping Hall offers tremendous opportunities for team competitions and individual pursuits. OU has provided an excellent PT facility. The river setting is incredible.

7. The overall assessment is that the curriculum is adequately preparing cadets for LDAC and commissioning requirements. The staff’s efforts to creatively and effectively teach it, coupled with a very talented student body, are producing outstanding results.

Review Student Learning Outcomes

1. Retention within the Department of Military Science for cadets contracting into the program and remaining until commissioning surpasses that of the 7th Brigade average (comprised of 18 schools in OH and KY) with an overall retention rate of 85%.
2. Performance at LDAC by OU cadets, as previously discussed, is nationally ranked. Among the 3,838 cadets that Cadet Command rank-ordered this past year, OU’s highest ranked cadet was ranked 13th.

3. This past year, OU ROTC commissioned 15 cadets, with a mission to commission 12, thereby surpassing their stated requirement by 20%. The OU received the Brigade Stretch award for helping Brigade achieve their overall mission, while other schools failed in this regard.

4. In conversation with several cadets, the atmosphere within the department is best described as challenging, wholesome, and team-oriented. One young female freshmen cadet informed me that her grandmother being an OU alum was what initially led her to OU. Being an ROTC cadet was what was keeping her there. She spoke about how the cadets “looked after each other” and supported one another. It was clearly evident that she felt like part of a team.

5. In another conversation with a senior male cadet, he described his aspirations for serving well in the branch of his choice within the Army. He spoke about some of the academic challenges he encountered at OU, but how it had all proven “worth it” to be near graduation and receiving his commission. He spoke very confidently of his ability to go out and lead soldiers. He also appeared to be well-rounded and comfortable with himself. He was very articulate in his dialogue.

6. While attending MSG Casanova’s class, I asked several of the students what led them to taking that class. Most of the students were not “committed” cadets but only students. Many referenced the enjoyment of taking a class that included outdoor activities and “hands-on” events. Most attributed their presence to receiving academic credit towards their business major, coupled with some type of prior-service military experience (such as service in the OHNG). This prior-service experience allowed them to apply other skills they possessed into this class. Some students had no prior military experience whatsoever but stated that they enjoyed what they were learning, that it was “new” material, and that they enjoyed their classmates.

7. The overall assessment is that the students are learning what they need to know and experience to be successful Army officers.

Review Faculty Scholarly and Creative Endeavors

1. Many initiatives are in place within the Military Science Department. Several are referenced in the introduction. Others include marketing initiatives for expanding recruiting efforts. Some of these include awarding HS recipients their ROTC Scholarship certification during HS Award Nights, and including a Battle Dress Uniform (BDU) shirt with the incoming cadet’s name tag already in place on the uniform. The Military Science Department has secured resourcing for their Ranger Challenge Team participants.
to receive OU sweatshirts as part of their team apparel, through the Athletic Department. Additionally, they have secured a trailer that advertises their program and provides them equipment transportation for training events. Of significance is the vibrant Alumni program that the Military Science Department enjoys. This link to previous cadets provides leadership mentoring and resources. Lastly, LTC Chase has effectively applied his university-provided discretionary funds to support student-specific activities that might otherwise go unrealized. These funds provide him and the program great latitude to further demonstrate caring for the students, which goes directly towards retention.

**SUMMATION:**

The Ohio University Military Science Department is recognized as a national leader within Cadet Command. Competing with 272 other schools nation-wide, OU’s program continues to expand, surpass stated mission goals, and commission outstanding officers into our Army. The leadership within the department demonstrates caring, initiative, and a sincere sense of a “team-first” attitude. A strong alumni program within the department speaks of enduring loyalty and sound leadership for both past and present members. This program honors The Ohio University.

The findings of this external review reveal a program that is adhering to OU and Cadet Command requirements in curriculum, training, education, and student well-being.

The program surpasses normal expectations.

PHILIP R. TILLY
Lieutenant Colonel, United States Army
External Evaluator
(513) 556-3660
Philip.tilly@uc.edu
October 2, 2007

University Curriculum Council
Ohio University
Athens, OH 45701

Dear Members of the University Curriculum Council:

I want to thank Professor Margret Appel and Lieutenant Colonel Philip Tilly for their work in preparing these documents. I have read both the Seven-Year Review of the Military Science Program and the Program Review and would like to update the Council on the program's performance since these documents were written.

I am pleased to inform the Council that Ohio University Army ROTC continues to produce high quality officers for the United States Army, is consistently one of the top schools in 7th Brigade which encompasses the eighteen universities and colleges in the Ohio and Kentucky area that offer Army ROTC, and is one of the top ROTC programs in the nation. The graduating and commissioning Class of 2007 was ranked 4th in the nation out of 273 other colleges and universities for its percentage of Distinguished Military Graduates. This summer the Class of 2008 exceeded Cadet Command and 7th Brigade averages in all training events. Since 2001 OU Army ROTC has exceeded Cadet Command and Brigade averages in all training events, an accomplishment comparable with an intercollegiate sports team qualifying to compete in the national championships for seven consecutive years. OU is the only university in 7th Brigade to demonstrate this consistent level of excellence. No other university in our Brigade has demonstrated this level of consistency for more than two consecutive years. OU Army ROTC cadets were ranked 1st in the Brigade and 19th in the nation for their physical fitness scores. OU was ranked 2nd in the Brigade and 17th in the nation for cadets recognized as being in the top 5% of their platoons, and 3rd in the Brigade and 36th in the nation for cadets earning overall “Excellence” ratings. Quality remains a tradition within OU Army ROTC, and I would like to offer several observations, and highlight changes to our program that will update some of the finding and recommendations.

Ohio University Army ROTC’s mission to recruit and retain cadets and develop them into scholars and leaders and, ultimately, future officers for the United States Army remains unchanged. However, the size of the Army is growing and the expectations for Army ROTC production have increased. OU Army ROTC was required to produce ten officers in 2000-2002; twelve officers in 2003-2004; fifteen officers in 2005; and seventeen officers in 2006. From 2002-2005 OU Army ROTC consistently met or exceeded these increasing expectations but in 2006 produced only thirteen officers, four short of its required production rate. Since the time of this review production requirements for OU Army ROTC have continued to increase. In 2007 OU Army ROTC was required to produce nineteen officers but only produced twelve, seven short of its required production rate. The production rate holds steady at nineteen in 2008-2009 but is forecasted to increase to twenty-one in 2010 and twenty-three in 2011. OU Army ROTC anticipates graduating and commissioning thirteen officers in 2008, six short of expectations. By 2011 OU Army ROTC is expected to be the second largest producer of Army officers from the eighteen universities and colleges in the Ohio and Kentucky that offer Army ROTC.
Cadet Command resources have slowly increased in an attempt to keep pace with these increasing requirements but university resources, which are reviewed and allocated every five years, have fallen short. Between November of 2006 and May of 2007, Cadet Command provided two additional faculty members to OU Army ROTC, and our program is scheduled to add an additional faculty member and an additional staff position in 2008, all at no cost to Ohio University. The number of Cadet Command funded, nationally competitive scholarship allocations increased from thirteen for the Class of 2011 to sixteen for the Class of 2012. During this time frame, university funding of about $200,000 has remained relatively unchanged and dropped in some areas despite a 52 percent increase in officer production requirements. The Class of 2007 was the last class eligble for Ohio University room and board grants. While Ohio University offers eight room grants per Class for ROTC scholarship students, many of our competitors offer both room and board grants to ROTC scholarship students, placing us at a distinct disadvantage for recruiting high quality applicants. Space allocation has also become an issue. Currently two officers are working out of our alumni conference room because additional office space is required. In accordance with facility usage guidelines, we are authorized one office for every four students serving in staff positions which should entitle our program to three offices for our senior class. These cadets currently operate out of only one office. In many cases our MSC 100 and 200 level class sizes have outgrown our available class room space, requiring us to teach in other buildings. University College has provided responsive assistance by shielding our program from recent budget cuts, purchasing automation equipment for instructional support, and providing incentive money allowing us to hire a quality faculty member; however, many of the resources needed to support our program's growth are outside UC's budget and sphere of influence.

Army ROTC embodies the core values of “Vision Ohio” and is one of only a few scholastic programs on campus whose sole focus is developing leaders. We were on the forefront of the University’s partnership with Hocking College and continue to pursue outreach to Appalachia through continued contact with the Ohio Appalachian Center for Higher Education and OU’s Appalachian Scholar program. Our program is experiencing the same difficulties as the University in regards to increasing diversity; however, we currently exceed university performance for two groups: 8.2 percent of our cadets are African American and 2.8 percent of our cadets are Asian American. We continue to fall short of university performance for Hispanic Americans despite recent efforts to address this shortcoming. Our program has embraced OU’s emphasis on learning communities and is currently in our second year of offering an Army ROTC learning community, which is housed in the Read-Johnson Scholarship complex and producing great results. Our freshman, 1st Quarter GPAs increased from a 2.5 in Academic Year 2005-2006 to a 3.2 in AY 2006-2007, and our overall freshman retention rate was 93.3 percent for the year. The average GPA for Army ROTC cadets is a 3.05 for AY 2006-2007. Cadet Matthew Bush from the Class of 2008 was one of forty-nine students at Ohio University to earn a nationally competitive scholarship and is currently studying abroad in China with the National Security Education Program. Furthermore, Army ROTC continues to bring quality students to OU. This year’s eighteen incoming scholarship freshmen make up the largest and one of the most accomplished recruiting classes in the history of OU Army ROTC. The Class of 2011 posts an average GPA of 3.3 and an average ACT of over 25. Almost all these individuals participated in at least one varsity sport and a third served as team captains; three were class presidents, and two earned the rank of Eagle Scout. Six of the eighteen freshmen are from outside of Ohio and came here first and foremost to participate in Army ROTC, a testament to the national recognition we provide Ohio University. Last year our program made a concentrated effort to highlight the accomplishments of our cadets in media outlets that resulted in over 15 positive stories published about OU ROTC, including 3 local front page articles. ROTC was cited as one of the major contributing factors in Ohio University overall ranking of 40th in the nation in the September 2006 “Washington Monthly” College Guide. Army ROTC’s Society of Alumni and Friends was established six years ago and has already been recognized Ohio University most improved Alumni group in 2003 and 2005. Our Alumni are loyal and engaged. The recent addition of the flag pole at the Baker University Center was donated through the combined generosity of Army and Air Force Alumni.

In addition to the Army ROTC’s support of “Vision Ohio,” the program brings in a substantial amount of money to Ohio University. All the faculty and staff positions in our program except for our secretary are provided by the United States Army or through government contracts. In salaries alone this represents an annual savings to Ohio University of over $750,000. When coupled with Federal ROTC Scholarships, Ohio National Guard tuition assistance, and billable credits hours for Military Science
class, this number jumps to over $1.6 million. The identified concern of faculty turnover has been partially addressed with the addition of new contract faculty members. Our faculty is currently made up of two active duty officers, two active duty Non-Commissioned Officers (NCOs), one active duty Ohio National Guard officer, two contract officers, and one contract NCO. Contract employees are employed by Communications Technologies (COMTek), a government contracted firm that provides faculty positions for actively drilling Reserve or National Guard officers or retired Active Duty officers and NCOs. The COMTek positions are permanent positions unless an individual’s National Guard or Reserve unit is activated in support of state or national emergencies. The recent NCO position was a COMTek position and the two projected additions to our faculty and staff will also be COMTek positions that will provide necessary continuity for our program. The transient nature of our active duty faculty will remain constant with two-year tours for all positions except for the Professor of Military Science and the active duty Ohio National Guard officer, both of which are three year tours. This staffing model also provides the opportunity for officers and NCOs fresh off operational deployments to share their experiences with our Cadets. The United States Military Academy employs a similar model to ensure their graduating officers remain relevant and keep pace with changes in military tactics and techniques. In addition to our faculty, two of our staff positions are COMTek employees and one position is a government employee. Our two Human Resource Advisors are retired National Guard NCOs who bring a wealth of experience and stability to our program. They have established roots in the area and have both been with the program for two years. Our supply technician is a retired Active Duty NCO who also has established roots in the area and has been with the program for 2 years. Our secretary is funded by Ohio University. Her salary is a portion of the $200,000 that the university provides for our program. She has over 16 years of institutional knowledge and experience in our program and is a maternal figure for many of our past and present cadets.

Despite some challenges, Ohio University Army ROTC is a growing and thriving program. Although we anticipate graduating and commissioning thirteen officers in 2008, six short of expectations, 2009 and beyond look very promising. Our challenge will be to maintain our tradition of excellence while increasing the number of officers graduating and commissioning from the program. Once again, I thank Professor Margaret Appel and Lieutenant Colonel Philip Tilly for their work in preparing these documents and I thank the University Curriculum Council for the opportunity to provide a response to their reviews.

Sincerely,

William A. Hauschild
Lieutenant Colonel, U.S Army
Professor of Military Science, Ohio University
October 4, 2007

University Curriculum Council
Ohio University
Athens, OH 45701

Dear Members of the University Curriculum Council:

I have read the Seven-Year Review of the Military Science Program and the external reviewer’s Program Review Summary. I want to thank Professor Margret Appel for her work in preparing the former document and Lieutenant Colonel Philip Tilly for his work in preparing the latter document. In what follows I will offer my observations on the documents’ findings and share my own views of the program.

It is clear from both documents that the Military Science Program, which is the home of the Army Reserves Officers Training Corps, is meeting its academic objectives and mandated mission of commissioning officers, and that its cadets are distinguishing themselves through their performance in university courses, Army courses, and training exercises. The average GPA of contracted cadets who have completed the program since 2000 is 3.0, and the retention rate of “cadets contracting into the program and remaining until commissioning” is 85%. Lt. Col. Tilly commends the program’s successful incorporation of Cadet Command’s revised curriculum and notes that the “Ohio University Military Science Department is recognized as a national leader within Cadet Command. Competing with 272 other schools nation-wide, OU’s program continues to expand, surpass stated mission goals, and commission outstanding officers into our Army.” He further found that, based on his conversations with cadets, “the atmosphere within the department is best described as challenging, wholesome, and team-oriented.”

The two concerns raised in the Seven-Year Review are that the transient nature of the military science faculty makes it difficult for that faculty to develop a sound understanding of Ohio University’s academic culture and that the faculty and the cadet population are not sufficiently diverse. First, it would be ideal if members of the faculty were allowed to serve longer terms on campus, but that is not within my sphere of authority to influence. Moreover, no evidence of harm to students or program quality is adduced to support this concern, and in my experience I have found the faculty to be very effective in ensuring continuity as assignments change and new colleagues are brought into the department. Second, the program is facing the same
challenges as the university when it comes to increasing its diversity profile, and what is important is the faculty’s resolve to improve its performance in this area. The program understands that it must improve its record of recruiting cadets who are women and who belong to under-represented groups, and I believe that the program leaders will do their best to make progress.

In closing, I want to point out what I take to be salutary steps that the Military Science Program is taking to integrate itself with larger university initiatives. First, the program has been working to set up partnerships with two-year institutions such as Hocking College and four-year institutions such as Rio Grande. These efforts dovetail neatly with the university’s aspiration to recruit more transfer students. Second, the program has begun to collaborate with the Office of Admissions and with Appalachian Scholars Program. The program now has a terrific flat-sheet that, once it is finally revised, will help Admissions to spread the word about the many advantages to becoming a cadet, and I think it will help address the aforementioned diversity deficit in the student population. Discussions with Dr. Rich Greenlee, the Director of the Appalachian Scholars, are underway and should lead to more access to Ohio University for high school students in the Appalachian region. Third, the program, as Lt. Colonel Tilly acknowledges, is participating in the Learning Communities Program and already seeing fruitful results. The cadets in the Fall 2006 learning community had an excellent retention rate of 93.3% and an overall GPA of 3.2. Fourth, the relatively new Professor of Military Science, Lt. Col. William Hauschild, has been very effective in increasing the visibility of the program and in becoming personally engaged in university projects and initiatives. His letter will update UCC on how the Army ROTC program has continued to excel since the self-study was written. All of these affirmative steps, along with all of the strengths and accomplishments identified above, make me confident in declaring that the Military Science Program is surpassing expectations and bringing distinction to Ohio University.

Cordially,

David Descutner, Ph.D.
Dean, University College
Associate Provost for Undergraduate Education
Board of Trustees

Ohio University

Appendix J
Interoffice Communication

Date: January 31, 2008
To: The President and Board of Trustees
From: William R. Decatur, Vice President for Finance and Administration and Treasurer
Re: Approval to Acquire the HDL Center

The HDL Center, located off East Union Street at 51 Smith Street, is a facility that contains approximately 105,000 gross square feet of space. A portion of this facility has been under lease by Ohio University since July 1, 1997. At the outset of the lease period, the University was using 46,900 gross square feet of space. Today, approximately 68,890 gross square feet of space is occupied by the University. The lease rate for the entire twenty year period has been $12.00 per leased square foot. In addition to the lease rate, the University also pays $2.00 per leased square foot for Utilities. The lease on the HDL Center expired on June 30, 2007. The lease was extended for 180 days at the current rates.

The University, in early 2007 began to examine its options. These included

1) extending the lease for another five to ten years,
2) leaving the HDL Center immediately and occupying vacant space that currently exists on the campus,
3) staying at the HDL Center for two to two and a half years while renovating space to meet the needs of the University units in the Center in another location on campus,
4) moving to another off campus location, or
5) pursuing the acquisition of the HDL Center.

These options were examined in detail and the conclusion was that the preferred option available to the University was to acquire the facility assuming its acquisition could occur at or below market value.

After discussions with Harold D. Laughlin and other representatives of HDL Center, Ltd., that included examination of gifting options, it was agreed by Mr. Laughlin that he would sell this property to Ohio University for $9,250,000. It is my recommendation that the Ohio University Board of Trustees support the acquisition of the HDL Center and the 4.35 Acres that goes with the building for the agreed purchase amount. Toward that end, I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of February 8, 2008, which seeks approval to enter into a purchase agreement with HDL Center, Ltd. and to engage bond counsel and/or appropriate outside counsel for this purchase and transfer of ownership of all interests.

Thank you for consideration of this matter. I will be prepared to answer any questions that you may have at the Board Meeting.
APPROVAL TO ACQUIRE THE
HDL CENTER

RESOLUTION 2008—

WHEREAS, Ohio University has been leasing space at the HDL Center since July 1, 1997, and at the outset we were using forty-six thousand, nine hundred (46,900) gross square feet of space in the facility, and today we are using sixty-eight thousand, eight hundred and ninety (68,890) gross square feet in a building that contains one hundred and five thousand (105,000) gross square feet, and

WHEREAS, this lease has been costing the University eight hundred and twenty-six thousand, six hundred and eighty dollars ($826,680) per year as well as another one hundred thirty seven thousand, seven hundred and eighty dollars ($137,780) for utilities consumed. It is projected that the lease rate, which has remained constant for ten years will increase significantly if the lease is extended, and

WHEREAS, the limited partnership, which presently owns the HDL Center is interested in selling the facility, and

WHEREAS, Ohio University has had two appraisals prepared for approximately 4.35 acres of land that includes the Center and approximately two hundred (200) parking spaces. These appraisals value the property at seven million, nine hundred thousand dollars ($7,900,000), nine million and nine million, two hundred and fifty thousand dollars ($9,250,000) respectively, and

WHEREAS, the HDL Center, LTD. Group, has agreed to sell the property to Ohio University for nine million, two hundred and fifty thousand dollars ($9,250,000).

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby authorize Ohio University, the President or his designee, to enter into a purchase agreement with the HDL Center, LTD. Group, to execute and deliver any document as may be necessary to meet the requirements of the Ohio Board of Regents and the Ohio Controlling Board, and to issue bonds for the acquisition of the property.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the President or his designee to pursue and engage bond counsel and/or other appropriate outside counsel for this purchase and transfer of ownership of all interests.
Ohio University has continued to discuss options for future occupancy of the HDL Center facility with owner, Harold Laughlin. After extensive research and analysis, we conclude that the most prudent use of University resources is to purchase the facility. Through negotiations with Mr. Laughlin, the asking price has been lowered from the original amount of $10M to $9.25M. The cash outflows and related net present value for each of the alternatives are reflected in the following table:

<table>
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<tr>
<th>Alternatives</th>
<th>20 Year Term</th>
<th>25 Year Term</th>
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<tr>
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<tr>
<td>Renovate Central Classroom and Ridges Option #2</td>
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Recommendation - Executive Summary

Purchasing the facility versus continuing to lease will generate $3.6M net present value and $7.0M cash outflow savings based on a 20 year term, or $5.8M net present value and $12.7M cash outflow savings based on a 25 year term. Ownership will also give Ohio University needed flexibility and potential for additional space utilization and expansion, and:

- The facility can be readily renovated for other uses. This is an option not afforded by many of our older buildings on campus.
- Parking for approximately two hundred additional spaces is included in the purchase which will help the current parking shortage, or can eventually be a feasible site for adding a parking facility close to campus.
- The University will take ownership of a major capital investment made in the fiber optics backbone in the building that provides connectivity for the entire University.

Alternatives Considered (Pro forma details - Attachment A)

**Purchase Facility at $9.25M**

- Appraisals - $7.9M and $9.25M
- Purchase to be financed with combination of taxable and tax exempt borrowing: both the 20 and 25 year terms are projected at a rate of 5.5%
- Additional $9.25M debt would cause a slight drop in the Viability Ratio from .691 to .657 but would not impact the composite Senate Bill 6 ratios for Ohio
- Rental income from third parties estimated at $250K in year one, projected to increase by 2% annually
- Operating costs increase from $231K to $543K first year, estimated to increase annually by 4%

**Renew Lease**

- Rental rate $13.40/square foot in year one; increase of $37K in year two; annual inflation increase estimated at 3% beginning in year two based on lease extension discussions with Mr. Laughlin
- Utility costs increase by $12K to $231K in the first year, estimated to increase by 4% beginning in second year

**Renovate Central Classroom and Ridges (Option #1)**

Option 1 includes the temporary renovation of, and immediate move to, the old Baker Center. The move to Baker Center would be followed by the renovation of the Central Classroom Facility for the IT division and the renovation of the Ridges for the finance division. Assumptions include the following:

- Cost of $1.2M for Baker Center renovation and move
- Cost of renovation $11.1M (Central Classroom $6.7M; Ridges $4.4M) to be financed with tax-exempt borrowing: both 20 and 25 year terms projected at a rate of 5.5%
- $800K cost of move from old Baker Center
- Operating costs estimated at $426K: estimated to increase by 4% annually

**Renovate Central Classroom and Ridges (Option #2)**

Option 2 involves continuing the lease with Mr. Laughlin for two more years while the renovations are completed for Central Classroom Facility and the Ridges. Assumptions include the following:

- Rent payments of $923K and $988K for the two additional lease years
- Cost of renovation $11.1M (Central Classroom $6.7M; Ridges $4.4M) to be financed with tax-exempt borrowing: both 20 and 25 year terms projected at a rate of 5.5%
- $800K cost of move from HDL
- Operating costs $231K and $245K during lease, then at $426K: estimated to increase by 4% annually
Due Diligence – Purchase of HDL facility

Environmental Assessment

A Phase I environmental assessment was conducted to discover if there is any reason to suspect that a significant environmental problem is present at or posed by the HDL facility.

Potential concerns identified during the Phase I assessment were addressed through the performance of a Phase II assessment to confirm whether or not problems actually exist. Both assessments were conducted in accordance with the requirements and applicable regulations of the American Society for Testing and Material standards and regulatory guidance. The assessment results concluded there is no unacceptable risk to human health, safety and the environment at the facility.

Facility Condition / Five Year Plan for Necessary Physical Improvements

University Planning and Implementation (UPI), Maintenance & Operations, and Environmental, Health and Safety (EHS) staff have performed a physical inspection of the facility to determine its physical condition and identify necessary improvements after purchase.

Overall condition of the building was determined to be good, including the roof, windows, doors, exterior brick and parking surface. The interior construction of metal studs, drywall, doors, paint and carpet was determined to be low commercial grade. The existing HVAC system is based on 40 individual residential gas furnaces and electric air conditioners and replacement over first three years of ownership is recommended.

Total recommended project costs for first five years of ownership are $953K, consisting primarily of replacement of the HVAC system ($240K) and improvements to the interior carpeting, paint and reconfiguration $560K. (See Attachment B) Additional projects recommended but considered optional include a backup natural gas generator and connection of facility to university utilities.
## Attachment A - HDL Center - Alternatives for Future Occupancy of Facility

### 20 Year Term

| Bond Rate | 5.50%  |
| Terms     | 20     |
| Operating Inflation | 4.00%  |
| HDL total square footage | 110,000 |
| Leased square footage  | 68,890 |

### Financial Analysis

#### Purchase

- **Issue Debt**: $9,250
- **Debt Service**: $774 each year
- **Purchase Building**: -$9,250
- **Operating Costs**: -$543
- **Income Potential**: $250

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#### Laughlin Renewal Proposal

- **Lease Payment**: -$923
- **Operating Costs**: -$231

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#### Alternative 1

- **Renovate Central Classroom and Ridges for permanent move**
- **Issue Debt**: $11,039
- **Debt Service**: $924
- **Renovate Central Classroom**: -$6,670
- **Renovate Ridges**: -$4,369
- **Renovate Baker Ctr**: -$1,200
- **Operating Costs**: -$231

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#### Alternative 2

- **Lease HDL Center for two more years while renovating Central Classroom and Ridges for permanent move**
- **Lease Payment**: -$923
- **Issue Debt**: $11,039
- **Debt Service**: -$924
- **Renovate Central Classroom**: -$6,670
- **Renovate Ridges**: -$4,369
- **Operating Costs**: -$231

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## Attachment A - HDL Center - Alternatives for Future Occupancy of Facility
### 25 Year Term

| Bond Rate | 5.50% |
| Terms | 25 |
| Operating Inflation | 4.00% |
| HDL total square footage | 110,000 |
| Leased square footage | 68,890 |

<table>
<thead>
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<th>Year 2</th>
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### Laughlin Renewal Proposal
- Assumes rent increase from current rate of $12/sq ft to $13.4/sq ft, est. 3% annual inflation rent adjustment

#### Lease Payment
- Issue Debt: $11,039
- Debt Service: -543
- Purchase Building: -923
- Operating Costs: -231
- Annual Cash Flow: -1,154
- NPV: -21,898
- Total Cash Outlay: -41,411

### Alternative 1
- Renovate old Baker Center for immediate, temporary move while renovating Central Classroom and Ridges for permanent move

#### Lease Payment
- Issue Debt: $11,039
- Debt Service: -543
- Purchase Building: -923
- Operating Costs: -231
- Annual Cash Flow: -1,154
- NPV: -21,898
- Total Cash Outlay: -41,411

### Alternative 2
- Lease HDL Center for two more years while renovating Central Classroom and Ridges for permanent move

#### Lease Payment
- Issue Debt: $11,039
- Debt Service: -543
- Purchase Building: -923
- Operating Costs: -231
- Annual Cash Flow: -1,154
- NPV: -21,898
- Total Cash Outlay: -41,411

### Operating Costs
- Year 1: $426
- Year 2: $443
- Year 3: $475
- Year 4: $494
- Year 5: $514
- Year 6: $534
- Year 7: $556
- Year 8: $578
- Year 9: $601
- Year 10: $625
- Year 11: $650
- Year 12: $676
- Year 13: $703
- Year 14: $731
- Year 15: $761
- Year 16: $791
- Year 17: $823
- Year 18: $856
- Year 19: $885
- Year 20: $914
- Year 21: $945
- Year 22: $977
- Year 23: $1,011
- Year 24: $1,041
- Year 25: $1,077

### Annual Cash Flow
- Year 1: -$988
- Year 2: -$1,017
- Year 3: -$1,048
- Year 4: -$1,080
- Year 5: -$1,112
- Year 6: -$1,145
- Year 7: -$1,180
- Year 8: -$1,217
- Year 9: -$1,255
- Year 10: -$1,294
- Year 11: -$1,334
- Year 12: -$1,377
- Year 13: -$1,424
- Year 14: -$1,470
- Year 15: -$1,528
- Year 16: -$1,588
- Year 17: -$1,656
- Year 18: -$1,733
- Year 19: -$1,819
- Year 20: -$1,910
- Year 21: -$2,003
- Year 22: -$2,101
- Year 23: -$2,208
- Year 24: -$2,322
- Year 25: -$2,462

### NPV
- Year 1: -$16,082
- Year 2: -$31,862
- Year 3: -$44,549
- Year 4: -$63,151
- Year 5: -$81,912
- Year 6: -$101,883
- Year 7: -$124,271
- Year 8: -$149,328
- Year 9: -$178,411
- Year 10: -$211,457
- Year 11: -$248,895
- Year 12: -$302,464
- Year 13: -$371,651
- Year 14: -$456,704
- Year 15: -$563,839
- Year 16: -$702,756
- Year 17: -$864,400
- Year 18: -$1,052,429
- Year 19: -$1,268,352
- Year 20: -$1,520,220
- Year 21: -$1,812,289
- Year 22: -$2,147,705
- Year 23: -$2,541,663
- Year 24: -$3,006,445
- Year 25: -$3,541,663

### Total Cash Outlay
- Year 1: $44,549
- Year 2: $81,912
- Year 3: $124,271
- Year 4: $178,411
- Year 5: $211,457
- Year 6: $248,895
- Year 7: $302,464
- Year 8: $371,651
- Year 9: $456,704
- Year 10: $563,839
- Year 11: $702,756
- Year 12: $864,400
- Year 13: $1,052,429
- Year 14: $1,268,352
- Year 15: $1,520,220
- Year 16: $1,812,289
- Year 17: $2,147,705
- Year 18: $2,541,663
- Year 19: $3,006,445
- Year 20: $3,541,663
- Year 21: $4,068,565
- Year 22: $4,655,431
- Year 23: $5,306,632
- Year 24: $5,947,988
- Year 25: $6,689,592
Responses from members of the Board of Trustees
to the proposed By-Laws revisions
February 2008

Article I, Section 4
Where it now reads"... and the two national trustees, who are appointed by the Board...", change so to read "and the two national trustees and the chair/representative of the Ohio University Alumni Association Board of Directors, who are appointed by the Board..."

Note: In minutes of Ohio University Board of Trustees, Volume B, Page 46, the Board in 1951 extended an invitation to the Chair of the Alumni Association to take part in all Board meetings.

Article VI, Section 1 (b) University Resources
Top of page, second line, add "and renovation" after "maintenance"
Top of page, sixth line, add at end "; contract oversight on public utilities and other large contracts"

Article VI, Section 1 (c) Audit
Rewrite so it reads: "Responsibilities will include the oversight of the internal audit functions, annual or other periodic audits of financial operations, the recommendation of the appointment of an external audit firm to the Board of Trustees, the receipts of the reports of the internal auditor and the external audit firm, and the university whistleblower policy."

Article VI, Section 2 Executive
Rewrite the first two lines so that they will read: "The Executive Committee shall be made up of the Chair and Vice Chair of the Board of Trustees and the Chairs of University Academics and University Resources Committees and have broad powers to act in all matters not deemed..."

Due to language consistency Trustee Anderson asked that one additional proposed By-laws revision be drafted.

Article VI, Section 1 (e) Executive
Rewrite so it reads: "Responsibilities will include consulting with the President..."
Board of Trustees

Ohio University

Appendix L
Article I. Corporate Authority and By-Laws

Section 1. Since by Federal and State law, there shall be and forever remain in the said university, a body politic and corporate, by the name and state of The President and Trustees of the Ohio University in the name and style of The Ohio University. The Ohio University Board of Trustees, hereinafter referred to as the Board, chooses to be governed by these By-Laws and the applicable provisions of Ohio law.

Section 2. The adoption of these By-Laws by the Board automatically nullifies all previous By-Laws.

Section 3. No By-Laws shall be enacted, amended, or repealed, except by a majority vote (5 votes) of the Board, and then only after thirty (30) days notice of a proposed change has been given to all members.

Section 4. The two student trustees, serving in accordance with Section 3337.01 (B) Ohio Revised Code (ORC), and the two national trustees and the chair/representative of the Ohio University Alumni Association Board of Directors,
who are appointed by the Board, may not vote on Board matters but their opinions and advice will be actively solicited and welcomed in Board deliberations.

**Article II. Officers of the Board**

**Section 1.** Officers of the Board shall be as follows:

(a) Chairperson

(b) Vice-Chairperson

(c) Secretary

(d) Treasurer

**Section 2.** The Chairperson shall preside at all meetings of the Board, and unless otherwise directed by the Board, shall have the authority to appoint members of and fill vacancies on all standing and special committees. He or she shall serve as Chairperson of the Executive Committee. Subject to these By-Laws, he or she shall fix the date and time of all regular, special, and emergency meetings, and perform such other duties as may be pertinent to the office of the Chairperson.

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

**Section 4.** The Secretary shall keep minutes of all Board meetings and shall promptly distribute copies to all Board members. He or she shall be responsible for the orderly preservation of all records pertaining to Board business, and shall
perform all other duties usual to the office or imposed by the Chairperson or by Board action.

Section 5. The Treasurer shall be responsible for the fiscal management of the University, including supporting budget preparation, the preparation of all officially required financial reports, investments, coordination of audits with auditors, including federal and state auditors, relationships with financial reporting agencies, and all other financial responsibilities generally or specifically assigned by the Board or the President.

Article III. Election of Officers

Section 1. The Chairperson, Vice-Chairperson, Secretary, and Treasurer shall be elected annually by the Board.

Section 2. The Chairperson and Vice-Chairperson shall each serve for one year and shall be eligible for re-election to their respective offices for a period up to three (3) years. The Secretary and the Treasurer shall be eligible for annual election to these offices without a yearly limitation.

Article IV. The President and Presidential Duties

Section 1. On the basis of mutual good faith and any contractual relationship pointing to continuous service, the President of the University shall be elected from year to year, and shall be entitled at all times to one (1) year severance notice or one (1) year salary if terminated.
Section 2. The President shall attend all meetings of the Board and shall, in an advisory capacity, have a voice in its deliberations. He or she shall have the authority to initiate any subject at Board meetings.

Section 3. The President shall be responsible to the Board for the administration and discipline of the University.

Article V. Meetings

Section 1. Regular Meetings. The Board shall hold no fewer than four (4) regular meetings a year, with the date and time fixed in accordance with the provisions of Article II. Section 2.

Section 2. Special and Emergency Meetings. Special and emergency meetings may be held upon the call of the Chairperson or upon the written request of three (3) Board members to the Secretary.

Section 3. Notice of Meetings. The Secretary shall notify all Board members and the President at least five days in advance of all regular and special meetings and at least one day in advance of all emergency meetings. The policy designated “Notification Procedures for Meetings,” which has been adopted by the Board pursuant to Section 121.22 (P) ORC, is hereby incorporated by reference into this section, and the Secretary shall carry out his or her responsibilities under that policy in accordance with its provision for all meetings.

Section 4. Attendance. It shall be the policy of the Board to require full attendance at all meetings of the Board and committees in accordance with Section
3.17 ORC. Excuses for absence from meetings shall be communicated to the Secretary at least two (2) days before meetings. Persistent unreasonable absences in violation of Ohio law shall be cause, at the pleasure of the Chairperson, for reporting such delinquency to the appropriate authority of the State of Ohio.

Section 5. Quorum. For the purpose of doing business, a majority (5 members) of the Board membership shall constitute a quorum; however, a vote of two-thirds (6 votes) of the Board members shall be necessary to elect or remove a President; and a vote of a majority (5 votes) of the Board members shall be necessary to authorize the sale or lease of a University building or the planned demolition of a University building.

Section 6. Order of Business. The order of business unless otherwise suggested as necessary by the Chairperson or President pursuant to Section 7, shall be as follows:

(a) Roll call

(b) Action on preceding meeting minutes

(c) Communication, petitions, memorials

(d) Report of the Chairperson

(e) Comments and reports of the President

(f) Reports of the Executive Vice President and Provost

(g) Reports of Committees

(h) Unfinished business
(i) New business

(j) Announcement of next stated meeting date

(k) Adjournment

Section 7. Agenda. The Chairperson of the Board or the President of the University, except for emergency meeting, shall prepare and place in the hands of the Secretary a suggested agenda of each Board meeting in time for the Secretary to include it in the notice provided for in Section 3. of this Article.

Article VI. Standing and Special Committees

Section 1. Standing Committees of the Board, consisting of no fewer than three (3) members each, shall be appointed annually or for longer terms by the Chairperson of the Board, and each Standing Committee shall consider and make recommendations for action by the Board on the various policy matters enumerated below as follows:

(a) University Academics. Responsibilities will include the academic plan; enrollment management; student life; intercollegiate athletics; diversity; research and technology transfer policies and activities; information technology; communications and marketing; academic appointments; promotion and tenure policies and procedures; academic program reviews; and awarding of degrees.

(b) University Resources. Responsibilities will include financial operations; business organization and practices; human resources; university advancement; relations with local, state, and federal legislative and administrative agencies;
recommending of the schedule of tuition and fees; borrowing of funds; naming, location, planning, construction, and maintenance and renovation of the University's facilities and grounds; the purchase, sale and lease of lands and buildings; reviewing and monitoring of all investments including the endowment; contract oversight on public utilities and other large contracts; and recommending of investment policy, advising the Board on investments and appointment of investment advisors to assure compliance with Section 3345.05 ORC.

(c) Audit. Responsibilities will include the oversight of the internal audit functions, annual or other periodic audits of financial operations, the recommendation of the appointment of an external audit firm to the Board of Trustees, the receipts of the reports of the internal auditor and the external audit firm, and the university whistleblower policy.

(d) Governance. Responsibilities will include the recommendation of general governance policies and procedures, including amendments to the By-Laws and recommendation of candidates for future trustees and national trustees.

(e) Executive. Responsibilities will include consulting with the President on the appointment of executive officers, election of Board officers, and business not specifically assigned to another Standing or Special Committee.

Section 2. The Executive Committee shall be made up of the Chair and Vice Chair of the Board of Trustees and the Chairs of University Academics and University Resources Committees and have broad powers to act in all matters not
deemed by the Chairperson of the Board and the President of the University as of importance to command the immediate attention of the entire Board. All actions of the Executive Committee shall be subject to approval by the Board, except those wherein the Board has delegated to the Executive Committee or the President full power to act for the Board.

Section 3. Special committees may be appointed by the Chairperson of the Board for the purpose as the Board may deem necessary.

Section 4. The Chairperson of the Board and the President or designee shall be ex-officio members of all Standing Committees and Special Committees; however, neither is eligible to serve as a voting member of a Standing or Special Committee, in his or her ex-officio capacity.

Article VII. Parliamentary Authority

Section 1. When not in conflict with any of the provisions of these By-Laws, the Robert’s Rules of Order Newly Revised shall govern the proceedings of the Board.

02.08.08
BOARD POLICY FOR
ANNUAL AND COMPREHENSIVE
PRESIDENTIAL PERFORMANCE REVIEWS

Submitted by the Ad Hoc Committee on
Presidential Evaluation Policy
January 10, 2008

Adopted, as amended, by the Board of Trustees
February 8, 2008

(This Policy replaces those parts of Procedure No. 40.105, Ohio University Policy and
Procedure Manual (issued 01/27/79), that pertain to evaluation of the President)

PURPOSES

The purposes of the annual presidential performance review are:

• To enable the president to strengthen his or her performance in meeting goals and serving
  the mission of Ohio University;
• To promote good communications and strong working relationships between the
  president, the board, University constituencies and other stakeholders in support of Ohio
  University’s mission;
• To enable the president and board to set, reset and evaluate mutually agreed-upon goals
  and objectives; and
• To inform decisions on compensation adjustments and other terms of employment.

In addition to the foregoing, the purposes of periodic comprehensive presidential
performance reviews are:

• To solicit the informed perceptions of leaders of major internal and external stakeholder
groups, as well as those of the president and board;
• To involve one or more external advisors in the review process;
• To enable the president and the board to decide whether they have a basis for an extended
  commitment to one another; and
• To promote the success, progress and best interests of Ohio University and its mission.

RESPONSIBILITY

It is the board’s responsibility to assess the president’s performance. In fulfilling this
responsibility, the board may solicit the informed views of others within and outside of the
institution. The annual and comprehensive reviews described in this policy are in addition to
regular and ongoing communication that should and is expected to take place between the
president, the board, University constituencies and other stakeholders in support of Ohio
University’s mission.
This evaluation process regarding president performance is separate from, but complimentary to and dependent upon the strategic plan and implementation plan, as are developed by all constituents in conjunction with the president for serving the mission of the university.

The board delegates to the executive committee, within the parameters of this policy, the responsibility for organizing and conducting the annual review process with the president.

In the year prior to the expiration of the president’s contract, or earlier as the board in its sole discretion may determine, the board through its appointed review committee shall conduct a comprehensive review of the president’s performance with the assistance of at least one external advisor.

The Office of Legal Affairs shall provide support and advice for purposes of completing the annual and comprehensive evaluation processes in a manner that promotes candid discussion and that complies with applicable Ohio law.

ANNUAL PRESIDENTIAL REVIEW PROCESS

The start of this process shall be a written self-assessment statement by the president. In keeping with best practices, such statement should be confidential, if possible, subject to the advice of the Office of Legal Affairs under applicable law. The self-assessment shall be in a format and according to a timetable mutually agreed-upon by the president and the executive committee, such timetable to commence by March 1. Generally, the self-assessment should include, at a minimum: (1) a retrospective review of goals previously agreed-upon and of achievements, disappointments, issues or problems during the preceding year; (2) a prospective statement of challenges and opportunities facing Ohio University; and (3) the president’s proposed goals and objectives for the coming year in serving the mission of Ohio University.

As soon as is practical following receipt of the self-assessment statement, the executive committee shall meet with the president to discuss the statement and any other information that the executive committee may wish to consider for purposes of the annual review. The executive committee is encouraged to consult with other trustees, including the student trustees, to obtain information that will assist in the annual review. The executive committee shall prepare recommendations concerning the president’s annual review, for presentation during executive session to the full board.

The self-assessment statement, along with any supplemental information requested by the executive committee from the president or from other sources, shall be sent to all board members. Because this statement constitutes a potentially sensitive personnel matter to be discussed in executive session, all trustees shall treat discussions of the self-assessment statement and any supplemental information as strictly confidential.

At the board’s next regularly scheduled meeting, the board shall meet in executive session to discuss the annual review. With the president in attendance, the board shall discuss the president’s goals for the next year. This executive session is intended for the board and the
The board may propose adjustments to the president’s proposed goals. The board and the president shall mutually agree on the president’s goals, and the board shall then approve the goals.

OUTCOMES OF ANNUAL REVIEW PROCESS

Following the discussion described above, the board shall excuse the president from the executive session. The board shall then receive, discuss, adjust if necessary, and ratify recommendations of the executive committee concerning its annual review of the president’s performance. The recommendations may include review and adjustment of the president’s annual compensation and other terms of employment. Immediately following this meeting, the board chair shall meet with the president to report on the board’s private deliberations, including its decisions concerning compensation and other terms of employment. Within thirty (30) days thereafter, the board chair shall prepare and sign a memorandum that is confidential, to the extent possible under applicable law, and is addressed to the president to summarize the board’s conclusions, as well as all actions taken in executive session concerning the annual performance review.

Thereafter, the board chair shall report during the regular board meeting that the annual review has been completed and, without disclosing confidential personnel discussions, may make such other comments about the review and the goals for the next year as will serve the mission of Ohio University.

COMPREHENSIVE PRESIDENTIAL REVIEW PROCESS

At the first regular board meeting of the fiscal year prior to the expiration of the president’s contract, or earlier as the board in its sole discretion may determine, the executive committee shall bring a proposal to the board for the appointment of a review committee which shall conduct the comprehensive presidential review process with the assistance of one or more external advisors. The review committee shall be responsible for selecting the external advisor(s). Procedural details and the timetable for conducting the comprehensive review shall be decided by the review committee in consultation with the president and the external advisor(s).

At the start of this process, the president shall submit to the board chair a comprehensive self-assessment statement covering the period of service under review. Because the statement potentially involves sensitive personnel matters to be discussed in executive session, all trustees shall treat discussions of the statement as strictly confidential. The format of this statement will be agreed upon between the president, the review committee, and the advisor(s).

Activities necessary to complete the comprehensive review process should be completed within three months after engagement of the advisor(s). The activities should include private personal and small-group interviews with the president, members of the board, and a broad array
of individuals or groups internal and external to Ohio University, including but not limited to elected leaders of each campus constituent group, and other selected faculty, students, staff, alumni, community leaders, government officials, donors, members of the Ohio University Foundation Board, and other stakeholders in the mission of Ohio University as may be selected by the committee and the external advisor(s). The nature of interview questions to be presented to the individuals and groups shall be agreed upon by the committee, the president and the external advisor(s). To encourage candor, and as permitted under applicable law, interviews should be conducted in private and treated with strict confidentiality and anonymity.

OUTCOMES OF COMPREHENSIVE REVIEW PROCESS

While the procedural details of the comprehensive review shall be decided with the guidance of the external advisor(s), it is expected that the review committee will provide a comprehensive substantive report and recommendations for discussion in executive session with the board and the president at the conclusion of the review. At all stages of the evaluation process, the president shall be involved and informed and be afforded the opportunity to respond as he or she deems appropriate. The responsibility for conducting the comprehensive presidential review, for making decisions based on the review, and for communicating the review process and outcomes shall remain at all times with the board.

At the conclusion of the comprehensive presidential review process, the board chair shall report during the regular board meeting that the process has been completed and, without disclosing confidential personnel discussions, may make such other comments about the review as will serve the mission of Ohio University.
ILLUSTRATIVE BOARD POLICY FOR ANNUAL PRESIDENTIAL REVIEWS

This policy supplements the board’s standing policy concerning presidential and board performance reviews. It details the purposes for and process by which the president’s performance shall be reviewed each year.

PURPOSES
To enable the president to strengthen his or her performance, to enable the president and board to reset mutually agreeable goals, and to inform annual decisions on compensation adjustments and other terms of employment.

RESPONSIBILITY
It shall be the board’s responsibility to assess the president’s performance and to solicit the views of other leaders within and outside of the institution. For the purposes of annual presidential reviews, however, the process shall be a private matter between the board and the president. The board delegates to the [compensation, executive, or other] committee and board chair, as they shall mutually decide, within the parameters of this policy, the responsibility for organizing and conducting the process with the president.

PROCESS
The heart of this process shall be a written self-assessment statement by the president in a mutually agreed-upon format and timetable. Normally, unless revised by the committee in consultation with the president in the intervening period, the statement will retain the same format. This statement, along with any supplemental information the committee may have requested of the president, shall be sent to all board members before the board meeting at which the president’s review process and goals will be discussed (with the president present). Because this statement constitutes a potentially sensitive personnel matter, all trustees are expected to treat it as strictly confidential.

As soon as is practical following receipt of the president’s self-assessment statement, the committee and board chair shall meet with the president to discuss the statement and his or her proposed goals for the coming year. At the board’s next regularly scheduled meeting, the committee’s chair and the board chair shall inform the board of trustees of the process thus far. At that time, in executive session, they also shall engage the board in a discussion of the president’s goals for the subsequent year and ask the board to approve them. This meeting is intended for the board and the president to have a wide-ranging discussion about the conduct of the presidency within the context of institution’s progress. The board, of course, reserves the right to adjust the proposed goals and priorities.

OUTCOMES
Following discussion with the president about his or her performance, and after agreement on his or her goals for the next 12 months, the board or executive committee shall, in executive session,
receive, discuss, and ratify the recommendations of the [compensation or other appropriate] committee. The annual process of reviewing and adjusting the president’s compensation and other terms of employment are set forth in a separate board policy. Immediately following this meeting the board chair shall meet with the president to report on the board’s private deliberations, including its decisions concerning compensation. The chair of the compensation committee and the board chair subsequently shall cosign a confidential memorandum for the record that briefly summarizes the board’s conclusions, as well as all actions taken in executive session concerning the president’s performance review and compensation.

Note: This illustration of board policy for annual presidential review is intended for a public or independent institution that has its own governing board. In the case of a statewide or other multicampus structure, the system head ordinarily has responsibility for the review of campus heads/presidents, sometimes in conjunction with a local advisory board.

ILLUSTRATIVE BOARD POLICY AND PROCEDURES:
COMMITMENT TO COMPREHENSIVE
PRESIDENTIAL AND BOARD REVIEW

This supplements the board’s standing policy concerning presidential and board performance reviews. It details the purposes and process whereby the board shall assess simultaneously its performance and that of the president, at five-to-ten-year intervals, and with the assistance of external consultants. Its implementation presumes that the president has served with distinction in his or her position for at least five years.

Purposes

To strengthen chief executive and board leadership by assessing the quality of their relationship and communication with one another on goals and mutual support through an independently conducted process. The process seeks to gather, on a wide range of management and governance matters, the informed perceptions of leaders of major internal and external stakeholder groups, as well as those of the president and trustees. An additional purpose may be to help the president and board decide whether to make a longer commitment to one another.

Responsibility

It shall be the responsibility of the board chair and chief executive to mutually determine the composition of an ad-hoc assessment committee of three to seven board members, one of whom shall be designated chair. The president and board chair shall be ex-officio members of the committee. The committee shall be responsible for identifying one or two consultants to advise the committee on and conduct the review process. No consultant shall be connected directly or indirectly with the institution by present or past affiliations. The chief executive shall be consulted on and be comfortable with the choice of consultants, at least one of whom may be a former chief executive of an institution of similar scope and mission. Procedural details shall be decided upon by the committee — with the consultants’ advice and counsel, and within the parameters of this policy.

Process

All activities in this process shall be completed within three months after the selection of the consultants. The activities shall include personal and small-group interviews with appropriate individuals, internal and external to the institution, as the committee and consultants shall agree on. They also shall agree on the general nature of the questions to ask. A staff member shall be assigned by the board chair and president to work directly with the consultants and the committee.
The customary annual presidential management review shall be modified consistent with the consultants’ and committee’s advice. Prepared in advance of the review process, the statement shall provide a comprehensive picture of the institution’s academic, financial, and other indicators of progress during the chief executive’s tenure. It should highlight particular achievements, as well as persistent institutional issues.

The committee also shall decide how best to seize the opportunities for communication with the community before, during, and after this process. The committee is delegated the authority to set (1) the consultants’ compensation and an appropriate schedule of payments and reimbursements, (2) the report’s general written and/or oral format (for later submission to the committee, president, and board), and (3) the arrangement by which the consultants will be available to discuss their report with the president and the full board in executive session.

Outcomes

The consultants will provide a comprehensive written report detailing the institution’s progress and major achievements during the president’s tenure. This shall include several substantive recommendations for the president and the board designed to strengthen the institution’s management and governance. The report may, without committing the consultants to an opinion, help the board and the president decide whether to consider setting or renewing a longer commitment to one another.

Note: This policy illustration can be adapted for use by multicampus and state system organizations with regard to system head and board performance. See Appendix E for an illustration of a policy on campus or institution chief executive assessment within state systems or multicampus organizations.
REPORT OF THE AD HOC COMMITTEE
ON PRESIDENTIAL EVALUATION POLICY

January 10, 2008

Introduction

In October 2007, Chair DeLawder appointed an Ad Hoc Committee to prepare a recommendation to the Board regarding a policy on the presidential evaluation process at Ohio University.

Attached to this Report as Exhibit A is a proposed “Board Policy for Annual and Comprehensive Presidential Performance Reviews.” In formulating this proposal, the Ad Hoc Committee met three times. We gathered and considered several hundred pages of information, described hereafter. We considered resolutions issued by certain constituent groups, and we solicited written input from the leaders of the five campus senates. We reviewed policies and practices of other state universities in Ohio, our peer institutions, and other universities around the country. We consulted with Dr. Robert Woodbury, a consultant from the Association of Governing Boards of Universities and Colleges (AGB), who met with us on December 20, 2007 for an extensive discussion of best practices and recommendations. We considered publications by the AGB entitled “Presidential & Board Assessment in Higher Education: Purposes, Policies and Strategies,” and “Board Basics: Annual Presidential Performance Reviews.”

In overview, our goals included:

• To identify and incorporate best practices for university presidential evaluation policies;
• To fulfill the responsibility of the Board of Trustees as the legal governing authority at Ohio University;
• To take into consideration the informed views and interests of stakeholders in the mission of Ohio University;
• To prepare a principled, reasonable and clear policy for presidential evaluations; and
• Above all, to serve the mission of Ohio University.

Our research and analysis included the following:

Review of Board Role and Authority

We considered Ohio Revised Code Chapters 3337 and 3345 regarding the appointment and authority of the Ohio University Board of Trustees. We considered the By-Laws of the Ohio University Board of Trustees. We considered Dr. Woodbury’s advice regarding the roles of the board and the president. The board of trustees has ultimate responsibility, by law, for the governance of the university. That responsibility includes the appointment, support, monitoring and evaluation of the president. As Dr.
Woodbury explained, the primary purpose of presidential performance reviews at any college or university is to improve and strengthen the president in meeting goals and serving the mission of the university.

**History of Ohio University Presidential Evaluation Process and Existing Policy and Practices**

The existing policy at Ohio University on the presidential evaluation procedure is contained in Procedure No. 40.105, Ohio University Policy and Procedure Manual, and is entitled “General Principles Related to Appointment of University Executive Officers” (issued 01/27/79) [see http://www.ohiou.edu/policy/40-105.html]. It states, in pertinent part:

**Purpose**

This policy provides for the appointment and evaluation of the major administrative officers of the University, including the President .... It outlines regularized procedures for the search, appointment, evaluation, reappointment, and termination of these officers ...

**Evaluation**

1. Each Administrative Officer will be evaluated on an annual basis for the purposes of salary review, identification of areas of administrative improvement, and personal development.

2. The President or Provost is responsible for coordinating the review. The major constituents of the position will be asked to contribute information for the evaluation ...

6. The Board of Trustees is responsible for the annual review and the comprehensive review of the President. The Board of Trustees will select a committee including representatives from the University to assist with the comprehensive review.

7. All reports of evaluations and reviews will be in confidence.

Our proposed policy continues the existing policy for annual reviews and comprehensive reviews, as well as the element of confidentiality where possible under applicable law; however, our proposed policy is intended to be more specific and clear as to purposes, process and outcomes. Our proposed policy, if adopted, should replace those parts of Procedure 40.105 that pertain to evaluation of the president.

We also considered pertinent parts of the Employment Agreements of Dr. Glidden (June 30, 2000) and Dr. McDavis (June 3, 2004), as follows:
V. GOALS AND EVALUATIONS [Glidden Agreement]

The President and the Board of Trustees shall annually establish goals for Ohio University and the President. The President’s performance will be evaluated annually by the Board of Trustees on the basis of these goals and other pertinent criteria.

***

V. GOALS AND EVALUATIONS [McDavis Agreement]

The President and the University, acting through the Board of Trustees, shall annually establish goals for Ohio University and the President. The President’s performance will be evaluated annually by the Board of Trustees on the basis of these goals and other pertinent criteria for annual salary increases.

We received information from a former trustee, Patricia Ackerman, regarding her service on a subcommittee that reviewed Dr. Glidden’s performance at least twice, between 2000 and 2002. She reported that the subcommittee invited constituent groups to an interview that lasted approximately 45 minutes, and that such interviews were completed in a single day.

We reviewed information regarding the “360 degree process” announced by Chair Browning in April 2006, during which the board solicited feedback from officers of six constituent groups on campus: Faculty Senate, Chairs and Directors, Administrative Senate, Classified Senate, Student Senate and Graduate Senate. Chair Browning was quoted as follows in a statement issued on Outlook on April 14, 2006:

Today, we announced that the Ohio University Board of Trustees has decided to enhance the annual evaluation of our president by adding a new component that makes it a 360 degree process.

We discussed other stakeholders in the mission of Ohio University -- for example, alumni, community leaders, state government leaders, donors and The Ohio University Foundation Board of Trustees, in addition to other faculty, students and staff. The policy we propose for the comprehensive review process includes input from a broad array of stakeholders. The policy we recommend for the annual review includes flexibility for the executive committee to request supplemental information as needed each year.

Policies and Practices at Other Institutions

In 2006, the Office of Institutional Research conducted a study of the presidential evaluation processes at other Ohio public universities and peer institutions. We
considered the executive summary and the spreadsheets that reported on the results. The executive summary states:

Most presidents at our peer institutions are evaluated annually by their Boards of Trustees. It is not common for the campus community to be asked or solicited for input on the President’s evaluation. Typically, campus response is requested during a comprehensive review of the President, which occurs every five years. Faculty tend to be involved in reviews of the Provost.

The Board’s evaluation is communicated to the President, in some cases, orally in executive session. A formal communication of the results of the evaluation typically is not sent to the University community. The Board chair may make a public comment or offer a report during the Board meeting so that it is entered into the minutes. Campus community infers the results when the president is re-elected and his or her salary is approved for the next academic year.

We noted that, among our ten peer institutions, only one (University of New Hampshire) involves faculty in evaluating the president. Our peers do not communicate the evaluation to the university community, although the Auburn board delivers an oral summary at a public meeting. Among other Ohio public universities, faculty is not involved in evaluation of the president except at Central State and Shawnee State. Other Ohio institutions do not communicate the evaluation to the community other than making an entry in the minutes or, at Wright State, issuing “a community report.”

The Ad Hoc Committee conducted additional research on the policies and practices of not only our peer institutions and other Ohio public universities, but also other colleges and universities whose policies and by-laws could be accessed on-line. In addition, we asked the Office of Legal Affairs to contact in-house counsel at other Ohio public universities to report any supplemental information to the Committee Chair. Committee Chair Anderson then prepared a memorandum dated December 20, 2007, to summarize the policies and practices of Bowling Green State University, Cleveland State University, Kent State University, Miami University, University of Cincinnati, Wright State University and Youngstown State University. Notably, none of these institutions appears to have a policy or practice as open and inclusive as Ohio University’s has been or, with the proposed policy, will continue to be.

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1 These documents have been posted on the Board’s website along with the numerous other documents and information reviewed by the Ad Hoc Committee.
2 Auburn University, Clemson University, University of Connecticut, University of Delaware, Indiana University, University of Missouri, University of New Hampshire, University of North Carolina, University of Tennessee and Washington State University.
The policies we considered from other colleges and universities outside of Ohio and from other than our peers, are diverse and wide-ranging. Some, however, appeared to be based on the AGB’s recommendations and, in our view, were more illustrative of best practices. Some institutions appear to have conducted a process similar to what our Ad Hoc Committee has done. For example, the University of North Florida issued a “Presidential Task Force Report and Recommendations” on June 20, 2006, that we found particularly useful. As another useful example, the Board of Trustees of the University of Tennessee (one of our peer institutions) adopted a “Policy on Presidential Performance Reviews” on March 7, 2007.

AGB Recommendations and Illustrative Policies

As noted, the Ad Hoc Committee considered two publications of the AGB on annual and comprehensive presidential evaluations: “Presidential & Board Assessment in Higher Education: Purposes, Policies & Strategies”; and “Board Basics: Annual Presidential Performance Reviews.” We also heard directly from Dr. Robert Woodbury at our meeting on December 20, 2007.

Dr. Woodbury served as Chancellor of the seven-campus University of Maine System from 1986 to 1993 and again in 1995. He served seven years as President of the University of Southern Maine. He has served on several boards, including as a trustee of Amherst College and the American Association of State Colleges and Universities. He has served as a professor on several faculties, and was a senior administrator at the University of Massachusetts Amherst. He is a graduate of Amherst College with a Ph.D. in American Studies from Yale University, along with several honorary degrees. He has served as an outside consultant for presidential evaluations in several states. Dr. Woodbury has served as a consultant to Ohio University as well — e.g., he facilitated discussions at the Board of Trustees retreat in 2007.

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3 This report appears at www.unf.edu/trustees/presevalplan/presevalplan.pdf. As recited in that report, “[t]he Task Force met on multiple occasions and reviewed relevant literature from the Association of Governing Board (AGB) and elsewhere, as well as the presidential review processes employed by 19 different colleges and universities.”

4 This policy is accessible through the University of Tennessee website (www.tennessee.edu) and appears at http://bot.tennessee.edu/docs/PolicyPresidentialReviews.pdf.

5 AGB recommends periodic and comprehensive board review, along with the presidential review. The Ad Hoc Committee focused on the policies for presidential review. We note that Trustee Dewire chairs the Governance Committee, whose agenda for 2008 includes the topic of board reviews. Trustee Dewire, a member of both the Ad Hoc Committee and the Governance Committee, reported that the topic of board reviews is likely to be discussed at the Board’s August 2008 retreat.

6 This publication is authored by Dr. Merrill P. Schwartz, director of special projects for AGB, where she conducts research on trusteeship and governance. She has designed and conducted three grant-funded studies on presidential assessment, board assessment and theological school boards. She has a Ph.D. in higher education administration from the University of Maryland at College Park, a master’s degree in public administration and a bachelor of arts degree in psychology from the University of Massachusetts at Amherst.
Dr. Woodbury led us in a discussion of AGB’s recommendations for annual and comprehensive presidential reviews. The primary purpose of such reviews is to improve and strengthen the presidency. The job of president at a university is a difficult and complex job, in large part because scores of constituencies and stakeholders must be served, and because difficult and potentially controversial decisions must be made. The Board of Trustees is, by law, the entity responsible for governing the university. The board delegates responsibility primarily to the president on the administrative work necessary to fulfill the mission set by the board.

The AGB recommends that an annual evaluation of the president should be undertaken by the board. According to the AGB, this should be an organized and private conversation between the president and the board on goals. The AGB recommends that a comprehensive evaluation, which seeks input from stakeholders and constituent groups, should take place periodically – every five to seven years.

The AGB provides a “Checklist for Successful Annual Reviews,” as follows:

WHAT TO DO

- Lay the foundation for assessment during the search process with clear expectations for performance.
- Establish a board policy for the review process. Consult with the president and revise it as appropriate.
- Base the assessment on agreed-upon goals and benchmarks.
- Make the president’s written self-assessment statement the central element in the process.
- Seek legal counsel on confidentiality and open-meeting/open-record laws to clarify what should or will be confidential, especially if yours is a public college or university.
- Complete the process in as short a time as possible (about one month).
- Schedule a private meeting with the president and board committee (including the board chair) to discuss the review. Include a synthesis of the board’s feedback on performance.
- Use the review process to agree on goals for the coming year.
- Follow up with appropriate recommendations about compensation adjustment.
- Review the assessment process each year and make needed changes.
- Make annual assessments part of a cycle that includes periodic board self-assessments and comprehensive assessments of the board and president.
- Remember that assessment is not a substitute for regular, ongoing communication between the president, the board, and its leaders.
WHAT TO AVOID

- Don't initiate a review in response to a crisis or event.
- Don't impose a process on the president without providing him or her the opportunity to participate in shaping it.
- Don't use rating scales or checklists to collect information about the president - they are ineffective tools that demean the process and the presidency.
- Don't delegate the board's responsibility for reviewing the president to other constituents.
- Don't breach confidentiality.
- Don't make the review a meaningless, pro forma exercise.

The Ad Hoc Committee discussed this checklist, including the rationale behind the various recommendations, with Dr. Woodbury.

Dr. Woodbury’s presentation included the following recommendations for a comprehensive presidential evaluation:

- Set mutually agreed upon goals.
- President’s written self-assessment goes to Review Committee.
- Committee invites selected campus and trustee input.
- President meets with committee and discusses self-assessment.
- Committee meets in executive session.
- Committee prepares written assessment report.
- Committee presents its assessment to Board of Trustees in executive session.
- Assessment report shared with President.
- Connect with compensation review.
- Reset mutually agreed upon goals.

Dr. Woodbury said that confidentiality in the assessment process is essential to encourage frank discussion. He acknowledged that Ohio law on open meetings and public records must be considered. We asked Dr. Woodbury to comment on the advantages of confidentiality and the advantages of transparency. Dr. Woodbury stated that confidentiality promotes frankness and honesty in conversation, whereas transparency causes the reverse - e.g., people may “pull punches” if required to speak openly and for attribution. So-called transparency, in his opinion, inhibits group discussion that is “open” and instead tends to encourage private one-on-one conversations. Dr. Woodbury used the analogy of faculty discussions on tenure decisions - i.e., confidentiality is critical in order to obtain full and honest input from reviewers.

We also asked Dr. Woodbury whether it is advisable to have a comprehensive review, with input from various stakeholders, on an annual basis. He commented that, it appears that Ohio University has been conducting a type of comprehensive review with input from certain stakeholders on a regular basis; however, it can be distracting and
counterproductive to the mission of a university to continuously conduct a comprehensive review. The best practice, he said, is to conduct a comprehensive review every few years to include informed input from all the various stakeholders and to retain an outside consultant or group of consultants to assist in the process.

The AGB publication on “Annual Presidential Performance Reviews” provides the following chart entitled “Comparison Between Annual and Comprehensive Reviews”:

<table>
<thead>
<tr>
<th></th>
<th>Annual</th>
<th>Comprehensive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period Covered</strong></td>
<td>One Year</td>
<td>5-7 years</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Board chair or board committee</td>
<td>Special review committee with trustees and the president</td>
</tr>
<tr>
<td><strong>Public Statement</strong></td>
<td>None</td>
<td>Press release or statement to the college community at the board’s direction in consultation with the president</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Trustees and president</td>
<td>Trustees, president, outside consultant, faculty, staff, students, and other selected constituents</td>
</tr>
<tr>
<td><strong>Time to Complete</strong></td>
<td>One month</td>
<td>2-4 months</td>
</tr>
<tr>
<td><strong>Criteria/Evidence</strong></td>
<td>Self-assessment statement, goals from previous year, input from selected trustees</td>
<td>Self-assessment statement; all previous reviews; extensive examination of documents and interview data from trustees and a range of constituents regarding the president's performance, institutional priorities, and the governing board</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Monitor performance against mutually agreed-upon goals, set or reset goals for the year ahead, strengthen board-president communication, inform</td>
<td>Examine the conduct of the president and board in governance; obtain feedback from key constituents on institutional priorities, the president, and</td>
</tr>
</tbody>
</table>
decision on compensation adjustments  
board; reaffirm the partnership between president and board; consider consultant's recommendations for improving both presidential and board performance

| Cost | None to modest | Consultant’s fees, staffing |

**Input from Constituent Groups**

We considered input and suggestions from the leaders of five senates: Student Senate, Graduate Student Senate, Faculty Senate, Classified Senate, and Administrative Senate. Memoranda and emails from these five leaders were distributed and summarized by Student Trustee Kelly at our meeting on December 20, 2007, and have been posted on the Board’s website as part of the Committee’s research.

We were also mindful that Ohio University has other stakeholders, including alumni, community leaders, donors, government leaders, as well as other students, faculty and staff.

**Conclusion**

Keeping in mind the mission of Ohio University and the interests of its many stakeholders, we selected the AGB illustrative policies on annual and comprehensive presidential reviews (attached hereto as Exhibit B) as our starting point because they represent the best practices among universities throughout the United States. Then, we modified the AGB policies to better reflect the history and culture at Ohio University, as well as suggestions from the five senate leaders. For example, our proposed policy includes one or more external advisors in the comprehensive presidential review process, which helps respond to the Graduate Student Senate resolution calling for the evaluation to be conducted “by a non-affiliated, independent third party.”

In many ways, the AGB illustrative policies respond to the requests of the five senate leaders for continued involvement in the review process. For example, the AGB policy states: “It shall be the board’s responsibility to assess the president’s performance and to solicit the views of other leaders within and outside of the institution.” We adapted that language but added more, as follows:

It is the board’s responsibility to assess the president’s performance. In fulfilling this responsibility, the board should solicit the informed views of others within and outside of the institution. The annual and comprehensive reviews described in this policy are in addition to regular and ongoing communication that should and is expected to take place.
between the president, the board, University constituencies and other stakeholders in support of Ohio University's mission.

The proposed "Board Policy for Annual and Comprehensive Presidential Performance Reviews" is intended to add specifics and clarity to the existing policy and procedure at Ohio University, and to serve the goals listed in the Introduction to this report.

Sandra J. Anderson, Trustee and Committee Chair
Norman E. Dewire, Trustee
Frank P. Krasovec, National Trustee
Lydia Gerthoffer, Student Trustee
Tracy Kelly, Student Trustee
PROPOSED
BOARD POLICY FOR
ANNUAL AND COMPREHENSIVE
PRESIDENTIAL PERFORMANCE REVIEWS

Submitted by the Ad Hoc Committee on
Presidential Evaluation Policy

January 10, 2008

(This Policy replaces those parts of Procedure No. 40.105, Ohio University Policy and Procedure Manual (issued 01/27/79), that pertain to evaluation of the President)

PURPOSES

The purposes of the annual presidential performance review are:

• To enable the president to strengthen his or her performance in meeting goals and serving the mission of Ohio University;
• To promote good communications and strong working relationships between the president, the board, University constituencies and other stakeholders in support of Ohio University’s mission;
• To enable the president and board to set, reset and evaluate mutually agreed-upon goals and objectives; and
• To inform decisions on compensation adjustments and other terms of employment.

In addition to the foregoing, the purposes of periodic comprehensive presidential performance reviews are:

• To solicit the informed perceptions of leaders of major internal and external stakeholder groups, as well as those of the president and board;
• To involve one or more external advisors in the review process;
• To enable the president and the board to decide whether they have a basis for an extended commitment to one another; and
• To promote the success, progress and best interests of Ohio University and its mission.

RESPONSIBILITY

It is the board’s responsibility to assess the president’s performance. In fulfilling this responsibility, the board may solicit the informed views of others within and outside of the institution. The annual and comprehensive reviews described in this policy are in addition to regular and ongoing communication that should and is expected to take place between the president, the board, University constituencies and other stakeholders in support of Ohio University’s mission.
The board delegates to the executive committee, within the parameters of this policy, the responsibility for organizing and conducting the annual review process with the president.

In the year prior to the expiration of the president's contract, or earlier as the board in its sole discretion may determine, the board through its appointed review committee shall conduct a comprehensive review of the president's performance with the assistance of at least one external advisor.

The Office of Legal Affairs shall provide support and advice for purposes of completing the annual and comprehensive evaluation processes in a manner that promotes candid discussion and that complies with applicable Ohio law.

**ANNUAL PRESIDENTIAL REVIEW PROCESS**

The start of this process shall be a written self-assessment statement by the president. In keeping with best practices, such statement should be confidential, if possible, subject to the advice of the Office of Legal Affairs under applicable law. The self-assessment shall be in a format and according to a timetable mutually agreed-upon by the president and the executive committee, such timetable to commence by March 1. Generally, the self-assessment should include, at a minimum: (1) a retrospective review of goals previously agreed-upon and of achievements, disappointments, issues or problems during the preceding year; (2) a prospective statement of challenges and opportunities facing Ohio University; and (3) the president's proposed goals and objectives for the coming year in serving the mission of Ohio University.

As soon as is practical following receipt of the self-assessment statement, the executive committee shall meet with the president to discuss the statement and any other information that the executive committee may wish to consider for purposes of the annual review. The executive committee is encouraged to consult with other trustees, including the student trustees, to obtain information that will assist in the annual review. The executive committee shall prepare recommendations concerning the president's annual review, for presentation during executive session to the full board.

The self-assessment statement, along with any supplemental information requested by the executive committee from the president or from other sources, shall be sent to all board members. Because this statement constitutes a potentially sensitive personnel matter to be discussed in executive session, all trustees shall treat discussions of the self-assessment statement and any supplemental information as strictly confidential.

At the board’s next regularly scheduled meeting, the board shall meet in executive session to discuss the annual review. With the president in attendance, the board shall discuss the president’s goals for the next year. This executive session is intended for the board and the president to have a candid and wide-ranging discussion and to serve the purposes set forth in the first section of this Policy.
The board may propose adjustments to the president's proposed goals. The board and the president shall mutually agree on the president's goals, and the board shall then approve the goals.

OUTCOMES OF ANNUAL REVIEW PROCESS

Following the discussion described above, the board shall excuse the president from the executive session. The board shall then receive, discuss, adjust if necessary, and ratify recommendations of the executive committee concerning its annual review of the president's performance. The recommendations may include review and adjustment of the president's annual compensation and other terms of employment. Immediately following this meeting, the board chair shall meet with the president to report on the board's private deliberations, including its decisions concerning compensation and other terms of employment. Within thirty (30) days thereafter, the board chair shall prepare and sign a memorandum that is confidential, to the extent possible under applicable law, and is addressed to the president to summarize the board's conclusions, as well as all actions taken in executive session concerning the annual performance review.

Thereafter, the board chair shall report during the regular board meeting that the annual review has been completed and, without disclosing confidential personnel discussions, may make such other comments about the review and the goals for the next year as will serve the mission of Ohio University.

COMPREHENSIVE PRESIDENTIAL REVIEW PROCESS

At the first regular board meeting of the fiscal year prior to the expiration of the president's contract, or earlier as the board in its sole discretion may determine, the executive committee shall bring a proposal to the board for the appointment of a review committee which shall conduct the comprehensive presidential review process with the assistance of one or more external advisors. The review committee shall be responsible for selecting the external advisor(s). Procedural details and the timetable for conducting the comprehensive review shall be decided by the review committee in consultation with the president and the external advisor(s).

At the start of this process, the president shall submit to the board chair a comprehensive self-assessment statement covering the period of service under review. Because the statement potentially involves sensitive personnel matters to be discussed in executive session, all trustees shall treat discussions of the statement as strictly confidential. The format of this statement will be agreed upon between the president, the review committee, and the advisor(s).

Activities necessary to complete the comprehensive review process should be completed within three months after engagement of the advisor(s). The activities should include private personal and small-group interviews with the president, members of the board, and a broad array of individuals or groups internal and external to Ohio University, including but not limited to elected leaders of each campus constituent group, and other selected faculty, students, staff, alumni, community leaders, government officials, donors, members of the Ohio University
Foundation Board, and other stakeholders in the mission of Ohio University as may be selected by the committee and the external advisor(s). The nature of interview questions to be presented to the individuals and groups shall be agreed upon by the committee, the president and the external advisor(s). To encourage candor, and as permitted under applicable law, interviews should be conducted in private and treated with strict confidentiality and anonymity.

OUTCOMES OF COMPREHENSIVE REVIEW PROCESS

While the procedural details of the comprehensive review shall be decided with the guidance of the external advisor(s), it is expected that the review committee will provide a comprehensive substantive report and recommendations for discussion in executive session with the board and the president at the conclusion of the review. At all stages of the evaluation process, the president shall be involved and informed and be afforded the opportunity to respond as he or she deems appropriate. The responsibility for conducting the comprehensive presidential review, for making decisions based on the review, and for communicating the review process and outcomes shall remain at all times with the board.

At the conclusion of the comprehensive presidential review process, the board chair shall report during the regular board meeting that the process has been completed and, without disclosing confidential personnel discussions, may make such other comments about the review as will serve the mission of Ohio University.
ILLUSTRATIVE BOARD POLICY FOR ANNUAL PRESIDENTIAL REVIEWS

This policy supplements the board's standing policy concerning presidential and board performance reviews. It details the purposes for and process by which the president's performance shall be reviewed each year.

PURPOSES
To enable the president to strengthen his or her performance, to enable the president and board to reset mutually agreeable goals, and to inform annual decisions on compensation adjustments and other terms of employment.

RESPONSIBILITY
It shall be the board's responsibility to assess the president's performance and to solicit the views of other leaders within and outside of the institution. For the purposes of annual presidential reviews, however, the process shall be a private matter between the board and the president. The board delegates to the [compensation, executive, or other] committee and board chair, as they shall mutually decide, within the parameters of this policy, the responsibility for organizing and conducting the process with the president.

PROCESS
The heart of this process shall be a written self-assessment statement by the president in a mutually agreed-upon format and timetable. Normally, unless revised by the committee in consultation with the president in the intervening period, the statement will retain the same format. This statement, along with any supplemental information the committee may have requested of the president, shall be sent to all board members before the board meeting at which the president's review process and goals will be discussed (with the president present). Because this statement constitutes a potentially sensitive personnel matter, all trustees are expected to treat it as strictly confidential.

As soon as is practical following receipt of the president's self-assessment statement, the committee and board chair shall meet with the president to discuss the statement and his or her proposed goals for the coming year. At the board's next regularly scheduled meeting, the committee's chair and the board chair shall inform the board of trustees of the process thus far. At that time, in executive session, they also shall engage the board in a discussion of the president's goals for the subsequent year and ask the board to approve them. This meeting is intended for the board and the president to have a wide-ranging discussion about the conduct of the presidency within the context of institution's progress. The board, of course, reserves the right to adjust the proposed goals and priorities.

OUTCOMES
Following discussion with the president about his or her performance, and after agreement on his or her goals for the next 12 months, the board or executive committee shall, in executive session,
receive, discuss, and ratify the recommendations of the [compensation or other appropriate] committee. The annual process of reviewing and adjusting the president’s compensation and other terms of employment are set forth in a separate board policy. Immediately following this meeting the board chair shall meet with the president to report on the board’s private deliberations, including its decisions concerning compensation. The chair of the compensation committee and the board chair subsequently shall cosign a confidential memorandum for the record that briefly summarizes the board’s conclusions, as well as all actions taken in executive session concerning the president’s performance review and compensation.

Note: This illustration of board policy for annual presidential review is intended for a public or independent institution that has its own governing board. In the case of a statewide or other multicampus structure, the system head ordinarily has responsibility for the review of campus heads/presidents, sometimes in conjunction with a local advisory board.

ILLUSTRATIVE BOARD POLICY AND PROCEDURES:
COMMITMENT TO COMPREHENSIVE
PRESIDENTIAL AND BOARD REVIEW

This supplements the board’s standing policy concerning presidential and board performance reviews. It details the purposes and process whereby the board shall assess simultaneously its performance and that of the president, at five-to-ten-year intervals, and with the assistance of external consultants. Its implementation presumes that the president has served with distinction in his or her position for at least five years.

Purposes

To strengthen chief executive and board leadership by assessing the quality of their relationship and communication with one another on goals and mutual support through an independently conducted process. The process seeks to gather, on a wide range of management and governance matters, the informed perceptions of leaders of major internal and external stakeholder groups, as well as those of the president and trustees. An additional purpose may be to help the president and board decide whether to make a longer commitment to one another.

Responsibility

It shall be the responsibility of the board chair and chief executive to mutually determine the composition of an ad-hoc assessment committee of three to seven board members, one of whom shall be designated chair. The president and board chair shall be ex-officio members of the committee. The committee shall be responsible for identifying one or two consultants to advise the committee on and conduct the review process. No consultant shall be connected directly or indirectly with the institution by present or past affiliations. The chief executive shall be consulted on and be comfortable with the choice of consultants, at least one of whom may be a former chief executive of an institution of similar scope and mission. Procedural details shall be decided upon by the committee – with the consultants’ advice and counsel, and within the parameters of this policy.

Process

All activities in this process shall be completed within three months after the selection of the consultants. The activities shall include personal and small-group interviews with appropriate individuals, internal and external to the institution, as the committee and consultants shall agree on. They also shall agree on the general nature of the questions to ask. A staff member shall be assigned by the board chair and president to work directly with the consultants and the committee.
The customary annual presidential management review shall be modified consistent with
the consultants' and committee's advice. Prepared in advance of the review process, the
statement shall provide a comprehensive picture of the institution's academic, financial, and
other indicators of progress during the chief executive's tenure. It should highlight particular
achievements, as well as persistent institutional issues.

The committee also shall decide how best to seize the opportunities for communication
with the community before, during, and after this process. The committee is delegated the
authority to set (1) the consultants' compensation and an appropriate schedule of payments and
reimbursements, (2) the report's general written and/or oral format (for later submission to the
committee, president, and board), and (3) the arrangement by which the consultants will be
available to discuss their report with the president and the full board in executive session.

Outcomes

The consultants will provide a comprehensive written report detailing the institution's
progress and major achievements during the president's tenure. This shall include several
substantive recommendations for the president and the board designed to strengthen the
institution's management and governance. The report may, without committing the consultants
to an opinion, help the board and the president decide whether to consider setting or renewing a
longer commitment to one another.

Note: This policy illustration can be adapted for use by multicampus and state system
organizations with regard to system head and board performance. See Appendix E for an
illustration of a policy on campus or institution chief executive assessment within state systems
or multicampus organizations.
Committee Chair and Trustee Sandra Anderson called the meeting to order at 1:15 p.m. Other committee members in attendance were Trustee Ned Dewire, Student Trustees Lydia Gerthoffer and Tracy Kelly, and National Trustee Frank Krasovec (listening only by telephone). Board Secretary Tom Davis also was present.

Chair Anderson began the meeting by reviewing the charge of the committee and explaining the rational for the assimilation of a notebook of materials discussed during the meeting. She indicated that the ad hoc committee will find and consider best practices in presidential evaluation at colleges and universities to help frame the committee members’ thinking.

Chair Anderson led a discussion of each section of the background materials assembled to date. Materials were organized as follows: Board Role and Authority; History of Ohio University Presidential Evaluation Process; and Evaluation Processes/Policies at Other Institutions. Chair Anderson invited other committee members to supplement the resources that have been gathered to date. Student Trustee Kelly recommended addition of a recent Graduate Student Senate Resolution on Presidential Evaluation. Also, she recommended adding pertinent sections of Vision Ohio, including those that speak to shared governance, and she agreed to identify pertinent sections for inclusion. Student Trustee Gerthoffer recommended review of resources from the Association of Governing Boards (AGB), and she agreed to work with Interim Secretary Davis to identify pertinent AGB resources. Resolutions or materials related to the evaluation process that may originate from any of the senates will also be included in the materials.

Trustee Dewire raised the issue of the role that shared governance plays in the process of presidential evaluation. He indicated that it was a challenge to define shared governance, and in particular, how it plays into this process. He recommended that the committee seek guidance from AGB, in particular Dr. Bob Woodbury, who has served as an AGB consultant to the Board. Secretary Davis will inquire into the prospects for consultation with Dr. Woodbury. Chair Anderson suggested that, if possible, the committee’s next meeting should include Dr. Woodbury.

Chair Anderson recommended that the Office of General Counsel at Ohio University should be asked to assist the committee by contacting in-house counsel at Bowling Green State University, Kent State, Miami, and Wright State University to obtain their institutional policies and procedures on Presidential Evaluation.
Chair Anderson suggested that the committee schedule a date in December for a second meeting, which Secretary Davis will coordinate. Chair Anderson said that she envisions two to three additional meetings of the Ad Hoc committee prior to the February Board meeting. The committee discussed convenient locations for their meetings to take place in December and January.

The meeting was adjourned at 2:55 pm.
Ad Hoc Presidential Evaluation Committee
December 20, 2007
Meeting held at the Concourse Hotel Conference Center
Columbus Ohio

Individuals in Attendance: Trustees Anderson, Dewire, Student Trustees Kelly and Gerthoffer, Interim Board Secretary Davis, Robert Woodbury, AGB Consultant

Trustee Anderson called the meeting to order at 8:45 am. She reviewed the Ad Hoc committee’s charge and offered a brief overview of materials that the committee has read and reviewed in preparation for the first two meetings.

Trustee Anderson introduced Dr. Robert Woodbury, consultant with the Association of Governing Boards (AGB). Dr. Woodbury offered a brief overview of his experience and background. He has served as chancellor of the University of Maine system, as a university president, and as a member of two boards of trustees. He described his work in more than 25 states as a participant in presidential evaluations. He discussed the extensive research and modeling undertaken by AGB in the area of presidential evaluation and described how AGB has led the way in framing best practices on the subject.

Dr. Woodbury offered an overview of models that he believed are considered the standard within public higher education. In addition, he framed his comments around documents published by AGB, including a booklet entitled “Annual Presidential Performance Reviews,” which addresses considerations to be made in conducting annual presidential evaluations. He reported that the annual review should be a Board function, which is typically framed around the president’s goals statement and self-assessment. The Board Chair and/or a committee of the Board of Trustees typically conducts the annual evaluation. He emphasized the importance of frank interaction during the process, and highlighted the importance of confidentiality to encourage frank and open discussion between the Board members and the president.

Dr. Woodbury also discussed recommended procedures for a comprehensive evaluation, which should take place every five to seven years, depending up on the contract cycle of the president. He referred to an AGB resource entitled “Presidential and Board Assessment in Higher Education: Purposes, Policies, and Strategies.” He presented a list of recommendations for a comprehensive presidential evaluation. He indicated that such evaluations should include input from such constituents as faculty, staff, students, alumni, community members, foundation board members, and at times elected officials or state education officials.
Dr. Woodbury explained that the primary purpose of such evaluations is to improve presidential performance.

Trustee Anderson asked a question concerning confidentiality vs. transparency in the process of presidential evaluation. Dr. Woodbury indicated that confidentiality promotes candor whereas transparency can inhibit frank discussion and actually work against the purposes to be served in the performance evaluation.

Involvement of shared governance must be considered in the presidential evaluation process. Dr. Woodbury referred to an AAUP position paper on shared governance which addresses the unique roles served by each constituent group within the institution. He noted that shared governance does not follow either a corporate model or a democratic model. Trustee Anderson also referred to a recent article published in the Trusteeship journal addressing shared governance.

Trustee Anderson presented and reviewed a written summary on the policies and practices at seven universities within Ohio on presidential evaluation – namely, Bowling Green, Cleveland State, Kent State, Miami, University of Cincinnati, Wright State, and Youngstown State.

Student Trustee Kelly distributed a packet of materials that she had solicited from the leaders of five constituent groups on campus – namely, the faculty senate, graduate student senate, undergraduate senate, administrative senate, and classified senate. She had asked the presidents of each group to offer their thoughts and impressions concerning their group’s role in the presidential evaluation process. Student Trustee Kelly offered her view of the importance of having input from various groups on campus that are impacted by the decisions made by the president. She felt strongly that the constituents should be permitted and encouraged to continue to submit feedback as a part of the presidential evaluation process. She asked that the committee members read the materials and offer feedback at the next committee meeting. Trustee Anderson thanked Student Trustee Kelly for her work, and encouraged the committee members to read and consider the materials that were submitted.

Trustee Anderson proposed that, as chair of the committee, she would be willing to develop a draft policy that would consider the materials that have been gathered and reviewed by the committee. The committee members all agreed that this would be a good next step. The committee members decided to hold their next meeting on January 3rd at the Ohio University Pickerington Center from 10 am to 1:00 pm. At that time, they hope to come to a consensus on a policy and report to be submitted to the full Board of Trustees for consideration at its February 8th meeting.

Meeting was adjourned at 11:50 am.
Committee Chair Sandra Anderson called the meeting to order at 10:10 am. Others participating in the meeting were Trustee Dewire, Student Trustees Gerthoffer and Kelly, and Interim Board Secretary Davis.

Trustee Anderson reviewed the process by which the Report of the Ad Hoc Committee on Presidential Evaluation was developed including analysis of collected information and data and consideration of advice received from consultation with Dr. Bob Woodbury, AGB consultant. Areas reviewed included:

- Review of Board Role and Authority (in the Presidential Evaluation Process)
- History of Presidential Evaluation Process and Existing Policies and Practices
- Policies and Practices of other Institutions
- AGB Recommendations and Illustrative Policies
- Input from Constituent Groups

Upon completion of the review, and after incorporating several suggestions for additions and clarifications in the draft Report, all Ad Hoc Committee members agreed that the Report was an accurate and comprehensive reflection of the committee’s work and process.

The ad hoc committee members then focused on the Proposed Board Policy for Annual and Comprehensive Presidential Performance Reviews. Trustee Dewire suggested that language in the first section be clarified to indicate that the purpose of the presidential performance review is to enable the president to strengthen his or her performance in meeting goals and serving the mission of the university. The committee agreed to make this clarification.

Discussion focused on the proposed wording concerning how often a comprehensive review should be conducted. Trustee Dewire suggested that the policy reflect that the comprehensive review be conducted in the year prior to the end of the contract or earlier as the board in its discretion may determine is needed. There was consensus on this suggestion.
Discussion also focused upon the degree of external involvement in the annual review. Student Trustee Kelly suggested that the ad hoc committee consider ways to involve interested constituent groups, particularly students, in the review process. Committee Chair Anderson indicated that, under the language of the proposed policy, the board has the discretion to solicit the informed views of others within and outside of the institution in fulfilling their review responsibilities. In addition, the proposed policy expressly states that the annual and comprehensive reviews are in addition to regular and ongoing communication that should take place between the president, the board, university constituencies and other stakeholders in support of Ohio University’s mission. Trustee Anderson pointed out that the proposed policy actually expands the involvement of external constituents in the comprehensive reviews even more so than has been the case in recent years. Trustee Anderson stated that the proposed policy is more open and inclusive than that of any other university in Ohio and any of our peer institutions, and that communication is important with stakeholders, including students and faculty, on many subjects other than presidential review. For this reason, the board has already expanded its efforts to meet directly with students, faculty and deans in connection with every board meeting.

In response to Trustee Kelly’s suggestion, the committee agreed to add language to the proposed policy with respect to the annual review – namely, that the executive committee is encouraged to consult with other trustees, including the student trustees, to obtain information that will assist in the annual review.

The committee discussed the different purposes of the annual and comprehensive reviews, and the recommendations of the AGB and Dr. Woodbury about those differences – for example, soliciting the views of only certain stakeholders in the annual review is not fair to excluded stakeholders, whereas soliciting the views of all stakeholders during every annual review is no different from conducting a continuous comprehensive review, which Dr. Woodbury warned would be impractical and disruptive to the university’s best interest in serving its mission.

Committee members addressed the point in time that the annual and comprehensive reviews should be initiated. Trustee Dewire suggested that the presidential review process should state no later than March 1 of each year; and the other members agreed to make this change. The question was raised as to the impact of the evaluation to be conducted for President McDavis this year; however, it was decided that the two issues should be considered separately by the board.

The committee members all agreed that a consensus exists relative to the content and recommended modifications made to the proposed policy. Trustee Anderson agreed to consult with the Office of Legal Affairs to make any changes necessary to comply with Ohio law and then to circulate the revised Report and proposed policy by January 10 for final committee comment before submission to the full Board for consideration at the February 8th Board meeting.

Submitted,