



OHIO
UNIVERSITY

Board of Trustees

Ohio University

Athens, Ohio

January 22, 2016



BOARD ACTIVITIES FOR January 21-22, 2016
Ohio University Main Campus – Athens, Ohio
Activity & Committee Meeting Schedule

Thursday, January 21, 2016

- 8:30 a.m. Joint Committee Meeting: Academics and Resources, Margaret M. Walter Hall, Governance Room 104
- 11:00 a.m. Depart for College Tours
- 11:15 a.m. Trustee Luncheon and College Tour with Students, Faculty and Staff
- 1:15 p.m. Depart for Margaret M. Walter Hall
- 1:30 p.m. Academics Committee, Margaret M. Walter Hall, Room 125/127
- 1:30 p.m. Resources Committee, Margaret M. Walter Hall, Governance Room 104
- 3:30 p.m. Audit Committee, Margaret M. Walter Hall, Room 125/127
- 3:30 p.m. Governance Committee, Margaret M. Walter Hall, Governance Room 104
- 4:30 p.m. Executive Committee, Margaret M. Walter Hall, Governance Room 104
- 6:30 p.m. Reception – Trustees, President, Board Secretary, Executive Staff and Guests
- 7:00 p.m. Dinner – Trustees, President, Board Secretary, Executive Staff and Guests

Friday, January 22, 2016

- 7:30 a.m. Trustee Breakfast - Executive Committee; Ohio University Inn, Lindley Room
- 10 a.m. Board Meeting; Margaret M. Walter Hall, Governance Room 104
- Noon Trustee Luncheon, Margaret M. Walter Hall 125
- Noon Media Availability, Margaret M. Walter Hall 127

AGENDA
Board of Trustees Meeting
Friday, January 22, 2016 – 10:00 a.m.
Margaret M. Walter Hall, Governance Room 104
Athens Campus

OPEN SESSION

Roll Call

Approval of Agenda

1. Minutes of Board of Trustees' Meeting of October 16, 2015.

Comments from the Chair of the Board of Trustees

2. Report from the President

Committee Reports and Information Items and items apart from the Consent Agenda

- Joint Resources & Academics Committee
- University Academics Committee
- University Resources Committee
- Audit Committee
- Governance Committee
- Executive Committee

Consent Agenda

Any trustee may request, in advance of action on the consent agenda, that any matter set out in this consent agenda be removed and placed on the regular agenda for discussion and action.

All matter listed within the Consent Agenda have been distributed to each member of the Ohio University Board of Trustees for reading and study, are considered to be routine, and will be enacted by one motion of the Board with no separate discussion.

- Tab 13 - **Resolution**, Program Reviews
- Tab 14 - **Resolution**, Master of Education in Human and Consumer Science
- Tab 15 - **Resolution**, Doctor of Nursing
- Tab 16 - **Resolution**, International Baccalaureate Degree
- Tab 17 - **Resolution**, Theater program
- Tab 20 - **Resolution**, Construction Projects – Schematic Design
- Tab 21 - **Resolution**, Construction Projects – Construction
- Tab 22 - **Resolution**, Belmont Co. Water Tower Easement Renewal
- Tab 23 - **Resolution**, Construction Projects – PSAC
- Tab 24 - **Resolution**, PSAC EAP Easement

Unfinished Business

New Business

Communications, Petitions, and Memorials

Announcement of Next Stated Meeting Date

Adjournment

AGENDA
Joint Committee: Academics and Resources
Margaret M. Walter Hall, Governance Room 104
8:30 a.m. – Thursday, January 21, 2016

3. 2nd Cohort OHIO Guarantee Rate Increases
4. Comprehensive Master Plan Update
5. Update on Affordability and Efficiency
6. Fact Sheets

AGENDA
University Academics Committee
Margaret M. Walter Hall, Room 125/127
1:30 p.m. – Thursday, January 21, 2016

7. Russ College of Engineering and Technology Dashboard
8. Intercollegiate Athletics Update and Dashboard
9. AQIP Accreditation Visit
10. Enrollment Update
11. State Low Enrollment Programs / Small Class Reporting
12. Honors Program
13. **Consent Agenda**, Program Reviews
14. **Consent Agenda**, Masters of Education in Human and Consumer Science
15. **Consent Agenda**, Doctor of Nursing
16. **Consent Agenda**, International Baccalaureate Degree
17. **Consent Agenda**, Theater program

AGENDA
University Resources Committee
Margaret M. Walter Hall, Governance Room, 104
1:30 p.m. – Thursday, January 21, 2016

18. Advancement Update
19. **Resolution**, OHIO Guarantee 2nd Cohort Rates
20. **Consent Agenda**, Construction Projects – Schematic Design
21. **Consent Agenda**, Construction Projects – Construction
22. **Consent Agenda**, Belmont Co. Water Tower Easement Renewal
23. **Consent Agenda**, Construction Projects – PSAC
24. **Consent Agenda**, PSAC EAP Easement
25. Financial Update

AGENDA
Audit Committee
Margaret M. Walter Hall, Room 125/127
3:30 p.m. – Thursday, January 21, 2016

- External Audit Update
- 26. Chief Audit Executive FY15 Audit Update

AGENDA
Governance Committee Meeting
Margaret M. Walter Hall, Governance Room 104
3:30 p.m. – Thursday, January 21, 2016

- Selection of 2016 meeting dates
- Selection of location for 2016 retreat
- Student Trustee Reunion Event discussion

AGENDA
Executive Committee
Margaret M. Walter Hall, Governance Room, 104
4:30 p.m. – Thursday, January 21, 2016

EXECUTIVE SESSION

AGENDA
Executive Committee
Lindley Room, Ohio University Inn
7:30 a.m. – Friday, January 22, 2016

EXECUTIVE SESSION

Bylaws of the Ohio University Board of Trustees

Revised August 27, 2015

Revised August 28, 2014

Revised April 19, 2013

Revised September 6, 2012

Revised April 24, 2011

Revised February 10, 2010

Revised January 23, 2009

Revised February 8, 2008

Revised December 17, 2004

Revised September 20, 2002

Revised June 23, 1990

Revised July 14, 1989

Article I. Corporate Authority and By-Laws

Section 1. The Board of Trustees of the Ohio University, a body corporate and politic, hereby adopts these Bylaws for the purpose of governing its activities in accordance with Chapter 3337 of the Ohio Revised Code.

Section 2. No Bylaws shall be enacted, amended, or repealed, except by a vote of a majority of the members (5 votes) of the Board authorized to vote, and then only after thirty (30) days notice of a proposed change has been given to all members.

Section 3. The Board shall comprise nine Trustees and two student Trustees, all appointed by the governor of the State of Ohio in accordance with Section 3337.01 of the Ohio Revised Code. The Board shall also include two national Trustees and the chair of the Ohio University Alumni Association Board of Directors or his or her designee. One national Trustee shall be appointed by the Board for a term of one year beginning on July 1, 2010. One national Trustee shall be appointed by the Board for a term of three years beginning on July 1, 2010. Thereafter, both national Trustees shall serve terms of three years.

Section 4. The nine Trustees appointed by the Governor shall hold voting privileges. The two student trustees, the two national trustees and the chair of the Ohio University Alumni Association Board of Directors 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) Chair
- (b) Vice-Chair
- (c) Secretary
- (d) Treasurer

Section 2. The Chair shall preside at all meetings of the Board, and unless otherwise directed by the Board, shall have the authority to appoint members of and to fill vacancies on all standing and special committees. He or she shall serve as Chair of the Executive Committee. Subject to these Bylaws, 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 Chair.

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

Section 4. The Secretary shall keep minutes of all 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 customary to the office or assigned by the Chair 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, management of investments, coordination of audits with auditors, including federal and state auditors, overseeing 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 Chair, Vice-Chair, Secretary, and Treasurer shall be elected annually by the Board.

Section 2. The Chair and Vice-Chair shall each serve for one year and shall be eligible for re-election to their respective offices. The Secretary and the Treasurer shall be eligible for annual election to these offices without a yearly limitation.

Section 3. In the event of a vacancy in an Officer position, the Board shall elect a successor from among its members to serve the remainder of the vacant term.

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 five (5) 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 Chair 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. Public notice of all meetings shall be given in accordance with the requirements of Revised Code Section 121.22. Any person may determine the time and place of all regularly scheduled meetings and the time, place, and purpose of all special meetings by contacting University Communications and Marketing or on the internet at <http://www.ohio.edu/trustees/>.

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 Revised Code Section 3.17. 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 Chair, for reporting such delinquency to the appropriate authority of the State of Ohio.

Section 5. Quorum and Voting. Five Trustees appointed by the Governor, (the "Voting Trustees") shall constitute a quorum for the conduct of the ordinary business of the Board. An affirmative vote of six Voting Trustees shall be necessary to elect or remove a President and an affirmative vote of five Voting Trustees shall be necessary to adopt any other resolution or action of the Board.

Section 6. Agenda. The Secretary shall consult with the chairs of the Standing Committees and then prepare a proposed agenda for each Regular Meeting. The proposed agenda shall be delivered to the President for his or her review and then to the Chair of the Board for final approval.

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 Chair 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 University 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 ensure compliance with Revised Code Section 3345.05.

(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 receipt of the reports of the internal auditor and the external audit firm, and the university's accountability and compliance procedures.

(d) Governance. Responsibilities will include the recommendation of general governance policies and procedures, the nomination of Board officers and recommendation of candidates for future trustees and national trustees. At the last meeting in each fiscal year, the Committee shall review these Bylaws to determine whether any changes are appropriate and shall recommend any such changes to the Board of Trustees.

(e) Executive. Responsibilities will include consulting with the President on the appointment of executive 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 Chair 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 Chair of the Board as the Board may deem necessary.

Section 4. The Chair of the Board and the President shall be ex-officio non-voting members of all Standing Committees and Special Committees.

Article VII. Parliamentary Authority

Section 1. When not in conflict with any of the provisions of these Bylaws, the Robert's Rules of Order Newly Revised shall govern the proceedings of the Board.

Statement of Expectations for Members of the Board of Trustees of Ohio University

Adopted by the Board of Trustees on April 24, 2009

Amended on January 23, 2015

Amended on June 22, 2012

This Statement of Expectations is intended to provide guidelines and information to assist members of the Board of Trustees in fulfilling their roles and responsibilities in service to Ohio University and the citizens of the State of Ohio.

1. The Role of the Board

- a. The Board of Trustees is the governing body of Ohio University. It is a body politic and corporate under Ohio law and has the right to sue and be sued. The General Assembly has conferred upon the Board the authority to: adopt rules for the governance of the institution; hire and supervise the President, faculty and staff; oversee university finances; and control university property and facilities.
- b. The Board serves the citizens of the State of Ohio. It is responsible for ensuring that the university offers students an educational experience of the highest quality and produces research that provides economic and cultural benefits to the citizens of Ohio. It is also responsible for making efficient and effective use of state resources by working with the Governor, the Board of Regents and the other state universities through the University System of Ohio.
- c. The Board's primary concerns are strategic governance and accountability. It should adopt a strategic plan designed to ensure the long-term fulfillment of the university's teaching, research and service mission, monitor progress in achieving the plan's goals and update the plan as necessary. It should provide oversight to protect the university's fiscal integrity and make sure that the President, faculty and staff comply with all applicable laws and perform their responsibilities ethically and competently.
- d. The Board should adopt a procedure governing the creation and monitoring of corporate entities affiliated with the university.
- e. The Board should govern through the President and should refrain from becoming involved in day-to-day operations.
- f. The Board should recognize the important role that the principle of shared governance plays in institutions of higher education. It should seek input from faculty, staff and students and whenever possible incorporate their views into its decisions.

2. The Role of Individual Trustees

- a. Members of the Board of Trustees are stewards of the public trust. They have a fiduciary obligation to act in the best interests of the university and the State of Ohio. They must adhere to the highest ethical standards and perform their university duties without regard to any personal interests they may have. Trustees should understand and comply with state ethics laws and keep themselves informed of developments in these laws. They should avoid situations that may give rise to even the appearance of a conflict of interest and promptly disclose any conflicts of interest that may occur.
- b. Trustees should understand that they serve the institution as a whole and are not advocates for any particular unit or constituency of the university.
- c. Student Trustees have a unique responsibility to ensure that the views of students are heard in Board deliberations. They should also share with other students the Board's perspectives on University issues. In performing both of these functions, they should keep in mind the needs of all constituencies within the university.
- d. The Chair of the Ohio University Alumni Association Board of Directors is responsible for ensuring that the views of alumni are presented to the Board and for communicating to alumni the Board's perspectives on university issues.
- e. Service on the Board is a time consuming professional commitment. Trustees should attend all meetings of the Board and committees and should give notice to the Chair when they are unable to do so. Trustees should also make an effort to participate in conferences and other programs designed to educate and update Trustees and to attend commencements, convocations and other special events on campus.
- f. Trustees should be attentive during meetings and refrain from multitasking. They should treat the opinions of their colleagues on the Board as well as others participating in Board discussions with civility and respect and should be open to alternative points of view. They should respect and protect the confidentiality of matters discussed in executive sessions and should refrain from publicly or privately criticizing other Trustees or impugning their motives.
- g. Trustees should strive to make informed decisions based on an analysis of objective data. In their deliberations they should rely on the application of sound management principles and prudent business judgment. To ensure thorough consideration of Board decisions, they should review briefing materials and be prepared to actively participate in discussions.
- h. In order to make good decisions, Trustees need to engage in robust and thorough discussions of university issues in public meetings. Disagreements will occur and Trustees should seek productive ways to resolve them. Once a consensus is reached on an issue, all Trustees should respect the final decision of the Board.

- i. Trustees should keep themselves informed about issues, concerns and events at the local, state and national level that may affect the university and higher education in general.
- j. Trustees are encouraged to offer financial support to the university in accordance with their means.
- k. Trustees should understand and comply with the Ohio Public Records and Open Meetings Laws and should keep themselves informed of developments in these laws.

3. The Board's Relationship with the President

- a. The Board delegates responsibility for all aspects of institutional management to the President. The Board and individual Trustees should refrain from involvement in operational matters except as necessary to fulfill their fiduciary duties. Trustees who have concerns about operational matters, public controversies affecting the university or the performance of university employees should communicate their concerns to the Board Chair. The Board Chair will consult with the President, who will, address the issue and report back to the Trustees and Board.
- b. The Board and the President should agree on clearly defined institutional goals and strategies for achieving them.
- c. The Board should hold the President accountable for achieving institutional goals. The President, together with the Board Secretary, should keep the Board informed about university matters. Evaluation of the President should be an ongoing process with the Board offering candid and constructive feedback as necessary. In accordance with Board policy, formal evaluations should be conducted on a regular basis.
- d. The President reports to the Board as a whole and not to individual Trustees. Trustees who have concerns about the President's performance should convey them to the Board Chair who will take appropriate action to address the concern. The Chair will report back to the Trustee who raised the concern in a timely manner.
- e. Individual Trustees should develop a comfortable working relationship with the President. They are encouraged to interact with the President one-on-one as needed to share information, concerns or advice but they should remember that when they do so they are not speaking for the entire Board.

4. The Board's Relationship with Internal Constituencies

- a. Trustees are encouraged to interact informally with administrators, faculty and students, bearing in mind that they do so as individual members of the Board. They should avoid any statements that would give rise to the perception that they speak for the entire Board.

- b. When interacting with faculty, staff and students, Trustees should not disclose matters deemed confidential by the Board in executive session, advocate for their personal position on university issues or criticize other members of the university community.
- c. Trustees should appreciate that direct requests for information from administrators, faculty or staff about institutional issues may be disruptive to efficient management of university operations. The Board Secretary works for the Board and, as such, may request information from faculty or staff on institutional issues that are not related to operational matters, public controversies affecting the University, or performance of employees. The Board Secretary will inform the President and the Board Chair of such requests and will obtain a response from the appropriate university official. The response will be channeled through the Board Secretary. The President may also respond to the inquiring Trustees as needed to ensure that issues raised are addressed in a timely, accurate and efficient manner.
- d. Consistent with the principle of shared governance, the faculty, through the Faculty Senate, plays an active advisory role to the administration and the Board of Trustees on all academic matters, including but not limited to academic standards, research, admissions, curriculum and the granting of degrees. The Faculty Senate initiates policies relating to university-wide academic matters, the rights and responsibilities of faculty and faculty grievances. The Board should respect the role of the Senate in these areas and should also consider advice from the Senate on matters of general concern to the university community.
- e. The Board should encourage the President and administrators to involve individual faculty and students in the development of institutional goals and priorities. The active participation of faculty and students in these matters will give them a broader understanding of institutional governance and will enrich the Board's understanding of faculty and student views on university issues.

5. Relationships with External Entities

- a. The Board Chair is the only Trustee authorized to make public statements on behalf of the entire Board.
- b. When asked to comment on Board actions or deliberations, Trustees may defer to the Chair or the President. If Trustees choose to speak publicly on issues relating to the university or higher education in general they should make it clear that they are stating their personal views and are not expressing the formal position of the Board or the university.
- c. When individual Trustees communicate with federal, state or local officials on issues relating to higher education, they should take care not to create the perception that they speak for the Board or the university unless they have been authorized by the Chair or the Board to do so.

- d. When individual Trustees are presented with concerns about university operations, these matters should be communicated to the President and/or the Chair.
- e. While Trustees should seek information and ask questions of others, they should refrain from publicly criticizing the President or other members of the University Community. Criticisms or concerns that Trustees may have about the President or other members of the University Community should be conveyed to the Chair who will determine the appropriate method for the Board to address the issue.



OHIO
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Board of Trustees

Ohio University

Athens, Ohio

Minutes

October 16, 2015

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ROLL CALL

Chair Sandra J. Anderson called the meeting to order at 10:08am. Present: Chair Sandra J. Anderson, Vice Chair David Wolfort, Trustees Janetta King, Kevin B. Lake, Dave Scholl, Janelle Simmons, Cary Cooper, and Peggy Viehweger.

Also Present: Alumni Representative Julie Mann Keppner; Student Trustees Sharmaine Wilcox and Patrick Roden; President Roderick J. McDavis; and Board Secretary David R. Moore

APPROVAL OF AGENDA

Chair Anderson asked for a motion to approve the agenda. Trustee Wolfort moved; Trustee Scholl seconded; the motion carried.

APPROVAL OF MINUTES

Chair Anderson asked for a motion to approve the minutes. Trustee King moved, Trustee Viehweger seconded; the motion carried.

REPORTS

Report from the Chair

Chair Anderson read a statement of standards of conduct for public meetings. Chair Anderson reported on the Faculty Senate meeting on October 5, 2015 that she and Vice Chair Wolfort attended. Chair Anderson thanked Chair of the Faculty Senate, Beth Quitslund, and Faculty representatives David Thomas and Joe McLaughlin. Chair Anderson reviewed the previous day's activities, which included a walking tour of the Park Place Corridor as part of learning more about the Campus Master Plan. Chair Anderson thanked University Planner and Director of University Planning & Space Management Shawna Bolin, and Senior Associate Vice President for Information Technologies and Administrative Services Joseph Lalley for guiding the tour.

Chair Anderson reported that half of the Trustees had the opportunity to visit the Office of Global Affairs and the other half had the opportunity to visit with the Heritage College of Osteopathic Medicine on Thursday. Chair Anderson also reported that the the Trustees had dinner with many of the Margaret Boyd Scholars on Thursday evening. She indicated that they were remarkable young women and thanked them for the opportunity to interact with them.

Report from the President

President McDavis reported on Vision, Values & Priorities, OHIO for Ohio, Inaugural Fall Commencement, Community College Partnerships, Honorary Doctoral Degree Conferral, Celebrating 25 years of the Americans with Disability Act, Homecoming 2015, The Promise Lives Capital Campaign Celebration, Continued Fundraising Efforts, Points of Pride, and introduced the University Spotlight.

President McDavis outlined the University's core values and stated that he and the Board are mindful of their accountability to the public trust.

President McDavis announced the newly established fall commencement for all students who finish in the summer or fall semesters. The university expects to have 800 graduates on December 12, 2015.

President McDavis reviewed new Community College Partnerships at the Dublin Integrated Education Center.

President McDavis reported that on September 23rd, Ohio University conferred an Honorary Doctoral Degree on Brigadier General James M. Abraham. This award recognized Brig. Gen. Abraham's distinguished service to the United States and his unwavering commitment to future generations of military, intellectual and societal leaders. Brig. Gen. Abraham is a two-time graduate of the Russ College of Engineering and Technology and a distinguished veteran of the United States Army. His contributions to OHIO include overseeing the continuation of OHIO's ROTC program, the creation of Ohio University's radio station, WOUB, and the establishment of an endowed scholarship that supports 11 students at Ohio University.

President McDavis reported that the Presidential Advisory Council on Disability and Accessibility Planning and the City Commission on Disabilities coordinated a month-long celebration of the 25th anniversary of the Americans with Disabilities Act.

President McDavis reported that Ohio University's annual Homecoming celebration took place October 5-10. This year's Homecoming theme, "Same Bricks, Different Stories" celebrated the bricks that bond OHIO alumni through the ages. Clarence Page was named Ohio University's 2015 Alumnus of the Year.

President McDavis reported that on September 11th, Ohio University celebrated the successful completion of The Promise Lives Capital Campaign. The campaign raised \$500,142,968.93 thanks to support from more than 76,000 donors. The Campaign Celebration Gala featured remarks by University leadership, members of the Campaign Steering Committee and scholarship recipients. The gala also launched Ohio University's premier lifetime giving society, the Cutler Herrold Society.

President McDavis reported that Ohio University launched the African American Male Initiative, which aims to improve matriculation and graduation rates of our African American male students. He recognized Dr. Jamie Patton for his work on this effort.

President McDavis shared another point of pride; in response to resolutions from our Student Senate and Graduate Student Senate, Ohio University adopted a new "Student Names" policy, which allows a student to select a name and/or gender pronoun for self-identification.

President McDavis mentioned that student and faculty researchers received grants from the National Science Foundation. Recipients included: student Catherine Early, Dr. David Drabold, Distinguished Professor of Physics, and Dr. Gang Chen. Additionally, President McDavis reported that Dr. Paul C. Jones was named OHIO's Samuel and Susan Crowl Professor in English Literature and Dr. Kenneth Holroyd, Distinguished Professor of Psychology, received the 2015 Lifetime Achievement Award from the American Headache Society.

President McDavis reported that Ohio University had 160 employees honored for service milestones at the Classified Service Awards Ceremony. He stated that approximately thirty employees have worked at Ohio University for over 30 years, demonstrating the dedication and loyalty of the university's employees.

He also noted that TechGROWTH Ohio, a program of the Voinovich School of Leadership and Public Affairs, received the 2015 Ohio Financing Roundtable Excellence Award from the Council of Development Financing Agencies.

President McDavis announced that Outstanding Federal Government Alumni Award was presented to Richard E. May, current staff director of the U.S. House

Budget Committee, during Ohio University's 4th annual Federal Government Alumni Luncheon.

President McDavis reported that Ohio University held its first Faculty Newsmakers Gala, which celebrated faculty whose media presence is elevating OHIO's reputation for excellence in education. The top award recipient was Jim Kahler, Executive Director of the Center of Sports Administration, with 364 placements in articles about him and his work. The top ten faculty were celebrated.

He reported that the Association of Public and Land-grant Universities (APLU) named Ohio University one of six finalists for its third annual Innovation & Economic Prosperity University Awards in the "Place" and "Connections" categories.

President McDavis noted that Ohio University was named the 18th fastest growing college in the United States by the Chronicle of Higher Education.

President McDavis introduced the University Spotlight and asked Jennifer Bowie, Executive Director of Development for Advancement Communication and Marketing, and Hailee Tavoian, Coordinator for Advancement Communication and Marketing, to describe the Spotlight. Ms. Bowie described how the video of Yaphet Jackman's "We'll Find No Days" was designed, developed, and produced by the creative team which included Ms. Tavoian, Jarrett Lehman, Videographer and Video Editor, and Poet and Cinematographer Yaphet Jackman. The video was premiered at the Promise Lives Campaign Gala. The video was played for the Trustees. Mr. Jackman and Mr. Lehman joined the panel and answered questions about their work. Chair Anderson asked them to share information on their backgrounds and studies. Mr. Jackman described the direction he received for the project; he described his own story through the work. Trustees asked details about the project and said how powerful the piece was.

Chair Anderson invited Trustees to describe their visit to the campus. Trustee Viehweger recognized the Margaret Boyd Scholars and the interaction the Board had with them. She also spoke of their visit with the Office of Global Affairs and International Studies. Trustee King emphasized that the opportunity to meet with offices and colleges of the university helps to facilitate the work of the Board. Trustee Wolfort thanked the Shawna Bolin and Joseph Lalley for guiding the Board in a tour of campus. Trustee Scholl recognized the opportunity to engage

with students which has helped the Board understand their experiences and aspirations.

COMMITTEE REPORTS

Joint Academics and Resources Committee

Chair Anderson reviewed and summarized the following discussion of the Joint Committee. The main topics discussed included the Governor's Task Force Update, Senate Challenge – 5% Plan, Academic Quality Improvement Program (AQIP) Accreditation Review & Update, Central Bank / Century Bond Update, Campus Climate Survey Update, as well as the tour of the Park Place Corridor Tour (taken by the Trustees on October 15, 2015) as part of the Campus Master Plan (CMP) process.

Campus Master Plan

With respect to the CMP the committee discussed the next steps in moving the master plan ahead including the priority of projects and the timing of decisions that need to be made; campus conversations are ongoing and forums will continue to be held this fall to help the Board determine the most appropriate direction for the CMP. The Board will receive updates in January, with voting on the CMP tentatively set for March Board meeting.

Trustee Viehweger asked if a similar CMP was in place for the development agreement between Ohio University's Dublin campus and the City of Dublin; the response was that any development recommendations for Dublin would come out of the Campus Master Plan, and would then have to be adopted by the City of Dublin prior to implementation. President McDavis added that on Monday, October 19, 2015, President's Council will be meeting to discuss the strategic plan, specifically regarding statewide planning through OHIO for Ohio, and how to incorporate the sites (Beavercreek, Dublin, Cleveland) that have been acquired in the period since the Campus Master Plan development began.

Vice Chair Wolfort asked if the state of Ohio understood the university's mission at regional campuses. Changes in the State Share of Instruction (SSI) dictate that distribution of funds should correlate with graduation rates, to some degree, at centers of higher education. This is a concern because of the importance of our regional campuses and OHIO's mission to expand accessibility and affordability. Regional campuses have expressed concern about performance-based funding, as their primary purpose in education is different from that of main campus, and that Ohio University is engaged in

talks with government officials about how best to fund regional campuses given their importance and contribution to overall graduation rates at Ohio University.

Executive Vice-President and Provost (EVPP) Pam Benoit stated that there is active discussion in state government about the roles regional campuses and community colleges in higher education.

Chair Anderson recognized university government representatives Gabby Bacha, Student Senate President, Jared Ohnsman, Vice President of Student Senate, Beth Quitslund, Faculty Senate Chair, and Cathy Waller, Chair of Administrative Senate, who attended the Joint Committee meeting.

The Governor's Task Force on Affordability and Efficiency

The Governor's Task Force on Affordability and Efficiency in Higher Education recently issued a report that focused on three needs: the need to be more efficient, the need to offer education on an equal of higher quality basis, and the need to decrease costs for students. The ten recommendations that came from the report included: developing savings that reduce the cost of education to students; expense reduction; procurement focused on group-buying across institutions; assessment of non-core assets to determine whether to sell, lease or repurpose; administrative cost reform); textbook affordability time to degree; evaluating duplicative programs for possible consolidation and streamlining; and advisory joint oversight boards for co-located university branches.

The Board had a robust discussion about Ohio University's response. The Board had a number of questions about the task force's goal. For example, Trustee Scholl asked if the Task Force's ultimate goal is to publish the results that show each institution's overall easing of student debt burden. The Board agreed that reducing student debt was an important goal.

Simultaneous to the Governor's Task Force, Ohio University had formed its own task force over the summer, which has since met nine times. This was done to expedite the process of collecting data and metrics related to affordability and efficiency. The University was ready to respond to the Governor's Task Force. OHIO has so far focused on the issues of joint purchasing, time to degree, low enrollment course, and revenue

enhancement strategies. The OHIO task force has agreed to focus on four of the ten categories outlined by the Governor's task force: affordability, quality of student experience, implementation, and financial impact & sustainability.

Trustee Goodman pointed out that one of the goals that EVPP Benoit had relayed sounded very familiar to him, so he looked up the "Imagining the Future" state government task force that had been launched in 1992. He read aloud the directives from that task force, and noted that many of the goals were almost identical to the goals of the current Ohio Task Force on Affordability and Efficiency in Higher Education. Trustee Goodman stated that twenty-three years later we are still having the same conversation. VPFA Golding noted that the State is now putting the onus on the board to implement change and report on success.

The Board of Trustees will receive a full review of the findings in July 1, 2016 will present five-year goals to reduce costs and then reports will be made to the state on progress towards those goals annually. The Board will receive updates on progress in future Board meetings. Ohio University is committed to affordability and accessibility.

Five Percent Senate Challenge Plan on college affordability.

The Board received an update on the Five Percent Senate Challenge Plan on college affordability. Ohio University has received guidance from many areas on increasing affordability. The total yearly cost of attendance at OHIO is currently \$24,472; with average financial aid, the cost was closer to \$20,141. The five percent challenge comes out to a goal of \$1000 in annual savings per student. Various student cost reduction options that were evaluated included: offering tuition discounts; reducing cost of textbooks; offering a fixed rate of instructional and general fee above a full-course load (OHIO offers this at 12.5 credit hours, while other Ohio universities don't offer a fixed rate until 15 credit hours are reached.); and offering a fast-track degree completion program. It was noted that although forty-six percent of Ohio University programs have three-year degree program options, less than two percent of the students choose the accelerated format. Trustees inquired into why the percentage choosing that option was so low; what would students be sacrificing if they chose a three-year program, and if there were institutional barriers such as how often courses are offered to choosing the

three-year option? It was speculated that students who choose to attend residential campuses may opt not to graduate early because they want the four-year college experience and that many students are exploring and need time to do so.

The language of the requirement dictates that students have the opportunity to save five percent through various pathways. Ohio University is investigating effective ways to ensure that students know all of the various debt-reducing academic options available to them at Ohio University. It was pointed out that Ohio University has seen record enrollment in recent years, and that if the cost point was too high, students might choose not to attend.

AQIP activities 2015-2016

The university's preparation for the upcoming Higher Learning Commission's Academic Quality Improvement Program (AQIP) accreditation visit (November 2-4, 2015), including planning surrounding the federal compliance review, multi-campus visits, interviews and meetings, and visit preparation teams was discussed. AQIP is interested in talking to the Board of Trustees regarding Criteria 2C, which states that "the governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity."

Central Bank/Century Bond Update

The Central Bank and Century Bond structures were reviewed. The progress made developing and implementing the Century Bond Bank model that capitalizes Ohio University's Deferred Maintenance Strategy was discussed. Approximately, ten million dollars each year is made available through the Century Bond to address deferred maintenance. The reporting template that will provide future reports was reviewed.

Modern Think 2014 Great College Survey

The Modern Think survey evaluated workplace satisfaction of employees. A task force was formed to find ways to implement improvements in workplace satisfaction; it focused on the following areas: university-wide internal communication structure, professional development and department leadership, senior leadership/strategic direction and work environment/work-life balance. The task force is focusing first on "high potential" items that will show results in a matter of months including: increasing employee

recognition, use of university-wide internal newsletter, and rebuilding the Faculty/Staff front page with an audience focus. The task force was chosen by attempting to find good cross-university representation and included individuals who were in a position to help implement the recommendations, and who could advise on what could be reasonably implemented. The Board can expect additional surveys in future.

Chair Anderson concluded her report and indicated that there were no action items from the Joint Committee Meeting.

Resource Committee

Trustee King reviewed and summarized the following discussion of the Resource Committee.

5% challenge resolution

Trustee King added a resolution of response to the 5% Challenge, as required, on how the Board is going to move forward as an agenda item. The resolution was not in the material because the clarification of the expectations of the 5% Challenge had only recently been received. Paper copies of the resolution were distributed to the Board that stated the Board endorses the University's recommendations. Trustee King read the resolution. Chair Anderson called for a vote. Trustee King moved to approve the resolution; Trustee Scholl seconded; the motion passed.

RESOLUTION TO ADOPT PLAN FOR REDUCING COST OF ATTENDANCE FOR IN-STATE UNDERGRADUATE STUDENTS

RESOLUTION 2015 -- 3508

WHEREAS, the University is committed to ensuring that the cost of attendance for its students remains competitive and affordable;

WHEREAS, legislation recently enacted in Ohio (Am. Sub. H. B. No. 64, § 369.600) requires the governing boards of all public universities to develop and implement plans to provide in-state undergraduates the opportunity to reduce their cost of earning a degree by five percent ("5% Senate Challenge Plan");

WHEREAS, the legislation also requires public universities to submit such plans to the Chancellor of the Department of Higher Education, on forms prescribed by the Chancellor;

WHEREAS, the University has prepared its 5% Senate Challenge Plan, which reflects both pre-existing programs to enhance affordability and new initiatives.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the University's submission of a 5% Senate Challenge Plan, consistent with the attached form, and directs University administration to implement such Plan.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby authorizes the President and his designees to make appropriate adjustments to the University's 5% Senate Challenge Plan that are consistent with prudent financial management and the requirements of Ohio law.



Interoffice Communication

Date: October 12, 2015

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice president and Provost
Stephen T. Golding, Vice President Finance & Administration, CFO and Treasurer

Re: Cost of Attendance

Attached is the University's official response to House Bill 64 Section 369:600 (The 5% Senate Challenge). As required by statute we are submitting our response to the Chancellor's Office in the prescribed format on or before October 15, 2015, but the Chancellor has agreed that our submission will be provisional until after we receive Board approval.

Discussions with the Chancellor's office determined that we were not required to respond in every category and we were encouraged to be OHIO specific in our

responses. In order to facilitate this process, the Provost and I assigned individual sections to the appropriate university offices, asking them to develop narratives and projected cost savings for their respective categories. We then worked with Craig Cornell to develop a uniform approach to presenting our information to insure consistency in our methodology and numbers. We have reviewed this information with the appropriate university officials, and as you will see OHIO University meets and exceeds the 5% Senate Challenge both in terms of historical programs we have put in place as well as with new initiatives that we have in the pipeline. Because many of these programs are inflation sensitive, we believe students who matriculate to OHIO in the coming years will benefit from them as well.

As you will see from the attached form, we calculated a student's total cost of attendance based on a breakdown of the average tuition, fees, room and board, textbooks, etc., for a full-time student, living on campus. OHIO's total cost of attendance based on this calculation was determined to be \$24,472 and five percent of this number is \$1,224. As you know this sticker price is not what the average OHIO student pays and we therefore had to adjust this number by our average financial aid award which is \$4,331. This means that our true cost of attendance on average is \$20,141 and five percent of that number would be \$1,007. Based on this calculation, we then analyzed all existing options available to facilitate a student reducing their cost of attendance and those that we have been planning and are currently in the pipeline to see if we would meet the requirements laid out in the 5% Senate Challenge.

As noted on the attached form, there are a number of initiatives that are directly related to the OHIO Guarantee and the student centered opportunities that we built into the program including starting in the summer at a lower price to computing the savings a student receives based on capping Room & Board fees at two years rather than the traditional four year pricing model. We recognized that most of a majority of our full time students take 15 credit hours, but our pricing model only charges them for 12.5 credit hours which represents additional savings for our students. We also calculated the value of College Credit Plus for a number of our students as well as the 43% of our students who graduate from one of our 3-year degree programs. And finally, we took into account the board's decision to not increase tuition over the past three years to the limit they were allowed by statute which also represents further savings which will compound over time.

In addition to these programs that currently exist, we also accounted for the value of new programs that will benefit future students. Here we have identified the \$75 million Financial Aid Endowment Campaign; our efforts to reduce the cost of instructional materials including textbooks; and our regional and Community College OHIO Guarantee initiative that will permit students to pay a significantly lower tuition than what they might otherwise have been required to pay. And while OHIO has almost six thousand eLearning students who receive a significant discount in their cost of attendance, we have not included them here because they do not fit the definition of a fulltime student for the purposes of this calculation. While not included, we would not want to leave the impression that we do not see eLearning as a future initiative to help manage student costs and we will be discussing several approaches with you at a future meeting.

As you can see, OHIO has invested in a number of existing and future programs that are designed to offer our students a more cost effective and affordable education. While we recognize that not every student can avail themselves of every option, we feel it is important that they understand that these options exist. It is also important to understand that on average these options after adjusting for financial aid represents a per student value of \$3,332 or a total institutional value in excess of \$46,500,000 or 18% of the University's net tuition. We believe these programs and initiatives offer valuable pathways to helping current students manage their costs and will be even more valuable in the future as our new initiatives come online. We look forward to discussing these initiatives in greater detail during the board meeting Thursday morning.

Name of Institution: OHIO University

Legislative Requirements

House Bill 64 Section 369.600 requires the board of trustees of each state institution of higher education to develop and implement a plan to provide all in-state, undergraduate students the opportunity to reduce the student cost of earning a degree by five per cent.

Plans are due to the Chancellor by **October 15, 2015**.

This template is intended to provide guidance for institutions' reports to the chancellor, based on the legislation – please modify and add additional detail as necessary.

Total Cost of Attendance at Institution

Please provide a breakdown of average tuition, fees, room, board, textbooks, etc., for a full-time student, living on campus. (Add explanation as necessary)

Type of Cost	Average Cost (Dollar Amount)	5% Cost Computation
OHIO Guarantee Cohort 2015 Direct billable fees w/avg aid		
Tuition and Fees	\$11,548	
Books and Supplies	990	
Room	6,370	
Board	5,564	
Gross Cost	\$24,472	\$1,224
Avg Aid* (includes avg of all federal, state and institutional grants and scholarships for all full-time, resident students in the freshman class at Athens whether received aid or not; \$217)	(4,331)	
Net Total:	\$20,141	\$1,007

Outline Options for reducing student costs:

- (1) **Reducing the credit hours required to complete an associate or baccalaureate degree offered by the institution**

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
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N/A	N/A	
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(2) Offering a tuition discount or rebate to any student that completes a full load of coursework, as determined by the board of trustees. ("Tuition" means the instructional and general fees charged by a state institution of higher education.)

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
N/A	N/A	

(3) Offering a tuition discount or rebate or reduced tuition option to students enrolling in a summer semester or quarter ("Tuition" means the instructional and general fees charged by a state institution of higher education.)

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
OHIO Guarantee freshmen enrolled in summer session prior to cohort at prior cohort rate discount for freshmen subset	\$65.36	

(4) Offering online courses or degrees

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
See footnote		

(5) Reducing the cost of textbooks using cost-saving measures identified and implemented by the board of trustees

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
Savings strategy on costs of textbooks and course materials – available to all	\$148.50	

(6) Incorporation of remediation in the coursework and curriculum of credit-bearing courses

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
N/A	N/A	

(7) Offering a fixed rate of instructional and general fees for any additional credits taken by students above a full course load, as determined by the board of trustees

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
Fixed rate savings for taking 12.5-20 credit hours – available to all	\$227	

(8) Offering fast-track degree completion programs

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
3-year degree pathways – proportionate savings calculated based on degree cost savings for % of degrees awarded in 3-yr pathway programs conservatively figured on 3.6% of resident enrollment which is double today’s 1.8% representing those graduating in 3 years	\$2,093.35	

(9) Eliminating, reducing or freezing auxiliary fees ("Auxiliary fees" mean charges assessed by a state institution of higher education to a student for various educational expenses including, but not limited to, course-related fees, laboratory fees, books and supplies, room and board, transportation, enrollment application fees, and other miscellaneous charges. "Auxiliary fees" do not include instructional or general fees uniformly assessed to all students.)

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
OHIO Guarantee includes room and board at same value for sophomore year	\$79.56	

(10) Increased participation in the college credit plus program

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
College Credit Plus – valued the credits based on avg of current freshmen class experience and estimated ¼ as savings since option only exists during first year	\$200.93	

(11) Offering programs to reduce or eliminate the need for remediation coursework

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
N/A		

(12) Other options offered by the institution (any other option that does not fall into the categories above can be captured here or on additional pages)

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
Community College & Regional Campuses OHIO Guarantee	\$117.25	
\$75M Scholarship Endowment	\$213.72	

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Options offered in previous academic years:

Please be sure to quantify savings as they roll forward into the current academic year. *(For instance, a tuition freeze last year would result in \$X and Y% cost avoidance to students in this academic year).* Add additional fields and details as necessary.

(13) Academic Year 2013-2014

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
Reduced Tuition Increase to 1.6% - 2% cap	\$40	

(14) Academic Year 2014-2015

Option offered by the institution	Cost savings to student (Dollar Amount)	Percentage of total cost of attendance
(a) Reduced Tuition Increase to 1.5% - 2% cap	\$52	
(b) Guarantee Cohort Increase of 5.1% - 6% cap	\$95	

Total Possible Cost Savings for Students – Please add the previous columns and capture total possible student cost savings here.

Cost savings to student (Dollar Amount)	Percentage of total cost of attendance

\$3,332.67	16.5%
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Additional Explanation – Options for Reducing Student Costs

(3) Through the OHIO Guarantee, students who begin their academic year the summer before their freshman fall term will receive the benefit of lower costs for summer tuition for that term. Students will pay the previous year's costs before being moved to the new Fall cohort of students upon matriculation in fall semester. This is a benefit eligible to all students and will save them an estimated \$65.36 for that term.

(4) Ohio University's eCampus offers 7 undergraduate degree completion programs enrolling roughly 6,057 students. ECAM courses are offered at a substantial tuition discount of just \$240 per credit hour. This amounts to \$200 savings per credit hour. Our online students take an average of 8 credits per semester, so this comes to a savings of close to \$20M annually.

(5) Ohio University is implementing a multipronged strategy for reducing the cost of course materials. As part of this strategy, we will:

- Support faculty integration of licensed library materials and assertive fair use of copyrighted works in place of textbooks;
- Incentivize faculty adoption of open source educational materials and licensed electronic resources within existing library holdings, particularly for large enrollment courses;
- Promote course redesign that incorporates creative commons licensed faculty- and student- generated content;
- Negotiate direct with publishers for reduced etext rates with publisher-independent content platform to manage delivery; and
- Explore vendor partnerships that ensure on demand delivery of textbooks to students at competitive prices

We anticipate a growing cost savings over time as adoption rates increase for one or more of these strategies. We project a savings for students of 15% for students, or just over \$2M.

(7) OHIO offers a comprehensive tuition rate for students whereby students pay one rate which covers 12-20 credit hours of enrollment. Statistics for the past two academic years show that over 90% of OHIO's full-time students take more than 12 credit hours each term. Students can reduce the cost of their degree by approximately \$227 per academic year by taking advantage of the

comprehensive tuition structure and enrolling in more than 12 credit hours each semester.

(8) A three-year degree option can significantly shorten the time a student stays in college, allowing the student to graduate early while saving as much as a year's worth of tuition, fees, room and board, and other educational expenses, not including the opportunity cost of an additional year out of the labor market.

For students who do not complete college in three years, a three-year degree option can still shorten their overall time to degree by creating additional space to pursue a double major, study abroad, or include internships or other high impact experiential learning in their program to improve success in the labor market or graduate school.

OHIO University responded to the 2012-2013 state budget bill by creating 120 three-year degree options (out of approximately 220 degree programs) by the summer of 2014.

Over the prior three academic years (AY 2012-2013 through AY 2014-2015), approximately 46% of all degrees were awarded to students in programs where three-year degree pathways are available. The last three student cohorts that started before three-year pathways were articulated (2010, 2011, and 2012) have completed at an average three-year graduation rate of 1.8% (see Table 1). We anticipate more students will take advantage of the opportunity to complete three-year pathways since they were fully phased in by summer 2014.

Many three-year plans include options for summer courses, AP credit, College Credit Plus credits, etc. Not all three-year degrees or students will require summers courses. Based on the recommended summer credits in the proportion of degrees awarded in each three-year plan, the conservative estimate below assumes tuition for 17 credits of summer courses rather than assuming AP credits, College Credits Plus credits, PLA, etc. It is likely that more and more students will bring credits from College Credit Plus with them in the coming years, further increasing savings. Below is a sample savings for an individual student on the three-year plan:

	3-year plan	4-year plan
Year 1 full cost of attendance	24,472	24,472
Year 2 full cost of attendance	24,472	24,472
Year 3 full cost of attendance*	24,472	24,472
Year 4 full cost of attendance*	0	24,472
Summer tuition and books (17 credits)**	6269	
TOTAL	79,685	97,888
Savings	18,203	
Percent savings	18.60%	

*assumes cost of off campus apartment/food/transportation similar to room and board

**assumes Athens tuition for single summer, no aid, no room/board; regional or online cost could be lower

(9) Through the OHIO Guarantee, the schedule of costs for both housing and dining auxiliary fees do not change for students in the cohort. Therefore, for every student in the freshman class, there will be no change in costs from the previous year for the same room and board choice. This will save the student approximately \$239 in auxiliary fees each year for three years, or an overall average of \$79.56 per year.

(10) At Ohio University 35% of our freshmen students start with college credits already. College Credit Plus high school seniors through Ohio University are taking an average of 18 credits per year. This equates to a savings of \$8,582 per student over the course of their college career at OHIO's current tuition rates, which averaged out per year for the entire freshman population equates to a savings of \$200.93 per student.

(12a) Through the OHIO Guarantee, students are able to lock into the current Guarantee rate even though they have not started their post-secondary education with us. Starting in Fall 2015, students who begin their academic career at one of our Regional Higher Education campuses, or come from one of our 20 community college partnerships across Ohio and have established a STEP (Strategic Transfer Education Plan) with us, will be locked into the current rate as the OHIO freshmen who started this Fall. This means, even if a student transfers to OHIO two years later, he/she will be charged the costs that were

established two year's prior with that entering freshman cohort group. This has the potential to impact 863 students annually, saving \$188.56 on average for all students.

(12b) For the new student's starting in Fall 2015, approximately \$1,000,000 of new institutional financial aid was awarded beyond the Fall 2014 class. As a result of the OHIO matching program, it is expected that an additional \$75 million dollars in financial aid will be available to OHIO students and proceeds from these endowed programs will be used to fund this new scholarship over the remaining 3 years for these students for a total of \$3,000,000 new dollars beyond our current financial aid leveraging strategy.

(13) For the 2013-2014 academic year, OHIO raised tuition by 1.6% on a state cap of 2%. This provided an immediate \$40 savings for all students during that year and set the base for all future students cost increases \$40 less than was allowed. This was a revenue loss for the institution to the benefit of affordability for students.

(14a) For the 2014-2015 academic year, OHIO raised tuition by 1.5% on a state cap of 2%. This provided an immediate \$52 savings for all students during that year and set the base for all future students cost increases \$52 less than was allowed. This was a revenue loss for the institution to the benefit of affordability for students.

(14b) State legislation established the opportunity for institutions of higher education to develop four year cost structures effective the 2015-16t academic year. This legislation also established the parameters, by which, an institution may charge at the maximum for each entering cohort. For fall 2015, the maximum one time increase for the cohort's entire four year program was 6%. OHIO, being the first to public institution to adopt a guaranteed pricing model, chose to only raise tuition for this entering cohort by 5.1%, an immediate and four year cost savings for our entering freshmen students of 0.9%, or \$95 per year.

Resolution, Non-endowment Investment Policy

Trustee King introduced the Non-endowment Investment Policy resolution. The University's Treasury Management function and the strategic planning process to modernize the operating funds were introduced. The firm Capital

Cities was retained in November 2014 to provide investment advisory services for the University's cash and non-endowment investments. Capital Cities' representatives provided an overview of their firm, reviewed the changes to the Investment Policy Statement, and explained their role in investment manager selection and portfolio management. The Investment Policy statement has been updated and requires a resolution of Board approval. Chair Anderson called for a vote. Trustee King moved to approved the resolution and Trustee Simmons seconded; the motion passed.

NON-ENDOWMENT INVESTMENT POLICY STATEMENT

RESOLUTION 2015 – 3509

WHEREAS, The Board of Trustees of Ohio University is vested by Ohio Law (Section 3345.05 of the Revised Code) with certain responsibilities, as follows:

- 1) that title to investments made by the Board of Trustees with funds derived from tuition, fees, subsidy and other revenues be held in trust by the Board of Trustees, and
- 2) that the Board of Trustees adopts an investment policy that complies with certain requirements as set forth in the statute, and
- 3) that the Board of Trustees establishes an Investment Committee that meets at least quarterly, and

WHEREAS, The Board of Trustees has previously adopted an Investment Policy Statement for Ohio University Cash and Pooled Investments policy (Non-Endowment IPS), (Resolution 2014-3393) that complies with Section 3345.05 of the Revised Code, and

WHEREAS, the University's Treasury Management function has been engaged in a strategic planning process for modernizing the non-endowment investment program and has retained a professional investment advisor to address the University's unique challenges, goals, and objectives in developing a modernized program, and

WHEREAS, the Non-Endowment IPS is an integral fiduciary document and will serve as the University's roadmap to manage non-endowed investments.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees adopts the Non-Endowment IPS, as it applies to the University non-endowment funds.

BE IT FURTHER RESOLVED that the aforementioned Non-Endowment IPS; all previously adopted related policies; and all prior resolutions concerning non-endowment investment policies of the Board of Trustees not specifically referenced herein shall be rescinded.

Resolution, Ridges Framework Plan

The Ridges Framework Plan had been a Consent Agenda item; the committee voted to pull the resolution from the consent agenda to give it specific attention and celebrate the work involved in its creation. Shawna Bolin and Joseph Lalley gave the committee a briefing and the final resolutions recommendation. Others involved in creating the plan were present in the committee's deliberations. Options the Ridges buildings and land provide to support the university's strategic initiatives were presented. A recommendation letter by the Ridges Advisory Committee, whose role was to review the plans developed by the Ridges Master Plan Committee was provided. Approval and adoption of the Ridges Framework Plan as the current Ridges Building and Land Use Plan was requested to be approved. Trustee King mentioned a recent article in the Columbus Dispatch that tells the story of the process of the plan's development. Chair Anderson and Trustee King mentioned how proud they were of the process and recognized Ms. Bolin and Mr. Lalley for their work. Trustee Scholl recognized the community members who participated in the process. Trustee King moved to approve the resolution and Trustee Lake seconded; Chair Anderson called for a vote; the motion passed.

**APPROVAL OF THE OHIO UNIVERSITY
RIDGES FRAMEWORK PLAN**

RESOLUTION 2015 -- 3510

WHEREAS, the 1989 Ridges Land Use Plan, the 2001 Ridges Architectural Master Plan, and recommendations within the current 2006 campus master plan for the Ridges no longer adequately support the University's strategic goals;

WHEREAS, on June 30th of 2013, Governor John Kasich signed into law new legislative language to revise the structure of the Ridges Advisory Committee, which is charged with providing feedback and recommendations on the University's plans for the Ridges land and buildings;

WHEREAS, the University tasked a Ridges Master Plan Committee with the work of updating the Ridges Master Plan document, which reflected a collaborative planning process between the University and local community;

WHEREAS, the University hired consultants Schooley Caldwell and Associates (SCA) and MKSK to provide assistance to the Ridges Master Plan Committee in developing recommendations for the Ridges property and buildings;

WHEREAS, the Ridges Master Plan Committee provided opportunities for feedback throughout the planning process via regular meetings with the Ridges Advisory Committee, open house presentations and workshops with the campus and local community, and broad representation on three subcommittees that addressed key aspects of the Ridges property: Land Use Subcommittee, Existing Buildings Subcommittee, Academic Uses Subcommittee;

WHEREAS, the University initiated a Comprehensive Master Plan process addressing overall campus land use and programmatic placement, prompting the Ridges planning effort to be recast as a Framework plan that addresses the current state of the Ridges land and buildings, investigates potential uses and adaptability, identifies global issues bearing on access and integration with the rest of the campus, and outlines financial strategies to realize the potential of this resource;

WHEREAS, the Ridges Master Plan Committee and consultant team submitted The Ridges Framework Plan Final Report for consideration by the Ridges Advisory Committee;

WHEREAS, the Ridges Advisory Committee has provided their feedback and recommendation;

WHEREAS, the Capital Funding and Priorities Committee has approved and made recommendation to the President; and

WHEREAS, the Ridges Framework Plan has been approved by the President.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve and adopt the Ridges Framework Plan final report dated September 2, 2015, as the current Ridges Land and Building plan.

Resolution, FY 2017-18 State Capital Request and Century Bond Projects
The capital planning process and timeline to prepare the State Biennial Capital submission in the context of the overall Comprehensive Master Plan and the facility condition assessments being conducted was reviewed as well as Deferred Maintenance projects. Consistent with principles previously established, State funding, now leveraged with the Century Bond funding, are allocated to address the institution's highest deferred maintenance priorities. Trustee King moved to approve the resolution and Trustee Simmons seconded; Chair Anderson called for a vote; the motion passed.

**APPROVAL OF THE OHIO UNIVERSITY
FY17-FY18 STATE CAPITAL REQUEST AND CENTURY BOND
PROJECTS**

RESOLUTION 2015 -- 3511

WHEREAS, the University has undertaken several studies intended to provide thoughtful and data-driven planning to support future capital planning decisions including the Comprehensive Master Plan, Energy Infrastructure Master Plan, Comprehensive Building condition assessments and Roof analysis;

WHEREAS, the University has committed to aligning the six year capital plan process with the annual Capital Improvement Plan ("CIP") process and the Comprehensive Master Plan;

WHEREAS, the FY16 Annual CIP was approved in June of 2015;

WHEREAS, the selected FY17-FY18 State Capital and Century Bond projects advance the University's strategic focus on deferred maintenance;

WHEREAS, the University is in the final phase of the Comprehensive Master Plan process, which will guide the development and execution of OHIO's Six Year CIP and related capital investments;

WHEREAS, the University has established Capital Project Prioritization principles that have guided the selection of the FY17-FY18 projects and will guide the continued development of the Six Year CIP Update;

WHEREAS, the selected State Capital and Century Bond projects reflect the priorities of the Deans and Vice Presidents, who have endorsed the proposed plan;

WHEREAS, the Facilities Planning Advisory Council made up of faculty, staff, and student representatives has reviewed and provided their endorsement of the plan; and

WHEREAS, the Capital Funding and Priorities Committee has recommended and the President has approved the FY17-FY18 State Capital Plan Projects.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the attached FY17-FY18 State Capital and Century Bond Projects.

FY17-FY18 State Capital & Century Bond Projects

#	Functional Category/Building	FY17-FY18 State Biennium								
		Total Biennium Est. Cost	FY2017				FY2018			
			Century Bond Funds	State Funds	*Institutional/ Gifts	Estimated Cost	Century Bond Funds	State Funds	*Institutional/ Gifts	Estimated Cost
	Academic / Research	\$38,076,878	\$10,622,999	\$9,853,945	\$0	\$20,476,884	\$7,999,995	\$9,659,999	\$0	\$17,599,994
1	Botanical Research	\$400,000				\$40,000	\$360,000			\$400,000
2	Clippingier	\$12,000,000	\$3,600,000	\$0		\$3,600,000	\$0	\$8,400,000		\$8,400,000
3	Seigfred	\$7,072,501	\$3,792,501	\$3,280,000		\$7,072,501				
4	Ellis Hall	\$7,304,383	\$730,438	\$6,573,945		\$7,304,383				
5	Prioritized Roof Repairs	\$6,299,994					\$5,399,995	\$899,999		\$6,299,994
6	Emergency Fund	\$5,000,000	\$2,500,000			\$2,500,000	\$2,500,000			\$2,500,000
	University Support	\$9,314,262	\$250,000	\$900,000	\$0	\$750,000	\$2,114,269	\$449,999	\$0	\$2,564,262
7	ADA Priorities Fund	\$500,000	\$250,000			\$250,000	\$250,000			\$250,000
8	Convocation	\$2,314,262	\$0	\$500,000		\$500,000	\$1,864,263	\$449,999		\$2,314,262
	Regionals	\$4,620,000	\$0	\$4,620,000	\$0	\$4,620,000	\$0	\$0	\$0	\$0
	Chillicothe	\$950,000								
9	Bennett Hall Upgrades Eastern	\$750,000		\$950,000		\$950,000				\$0
10	HPEC Parking Lot Reconstruction			\$300,000		\$300,000				\$0
11	Shannon Hall HVAC Repairs Lancaster	\$1,000,000		\$450,000		\$450,000				\$0
12	Brassee Hall Exterior and Roofs			\$700,000		\$700,000				\$0
13	Brassee Hall Interior Upgrades			\$150,000		\$150,000				\$0
	Campus Walkways Upgrades Southern	\$870,000		\$150,000		\$150,000				\$0
14	Energy Efficiency Upgrades			\$600,000		\$600,000				\$0
15	Life Safety and Security Improvement Zanesville	\$1,050,000		\$270,000		\$270,000				\$0
16	Herrold Hall Renovations			\$1,050,000		\$1,050,000				\$0
	Grand Total	\$46,011,140	\$10,872,999	\$14,973,945	\$0	\$25,846,884	\$10,054,258	\$10,109,998	\$0	\$20,164,256



Service Alignment Initiative Update

Deb Shaffer, Senior Associate Vice President for Finance and Administration, provided an annual update on enhancements and investments to the administrative infrastructure and support systems, both centrally and within the academic departments, that have been prioritized over the past couple of years to position the university to do business in an RCM environment was provided. Seventy-one discrete projects have been completed since the initiative's start in 2012; twenty-five projects are in progress, and another 160 projects are in the queue for prioritization and execution. These projects fall into the following categories: Communications and Governance, Service Delivery, System and Process Efficiencies, Reporting and Data, Compliance and Controls, Strategic Priorities, and Training and Toolkits. Trustee King mentioned that efficiency

doesn't always mean cost reduction and the committee took that into consideration when reviewing the report.

Consent, River Park Tower Easements

Real estate transactions presented for Board approval necessary to extend Rufus Street to Stewart Street were presented by Joe Lalley for the Consent Agenda. The extension supports the sweep to Rufus Street and will modify other traffic patterns in the South Green area to streamline and redirect traffic from heavy pedestrian areas.

Consent, Construction Projects Approval – Schematic Design

Joe Lalley, Senior Associate Vice President of Technologies and Administrative Services, provided brief summaries of the eight projects presented for schematic design approval included Seigfred roof and window replacement, bathroom upgrades in Boyd, James and MacKinnon residence halls, and pre-purchase of equipment for the Jefferson Hall residence and culinary space renovations. The committee specifically discussed upgrades to the West 82 facility in Baker Center where they were told the plans were consistent with long-term upgrade cycles.

Consent, Construction Projects Approval – Construction

Joe Lalley provided a brief summary of the nine projects included as part of the Construction Projects Approval request include roof replacement for Alden Library, chiller replacements for Chubb, Copeland, and Ellis Halls, the Ping Center Chilled Water connection, the Back South Dormitory Demolition, and expansion of the Wei Lee Library Annex preservation system. The committee recommends that these items remain on the Consent Agenda.

Energy Infrastructure Projects Conservation Update

Joseph Lalley provided an update on the project budgets, positive usage, and cost impacts to date of the Energy Initiatives Project (EIP) including substantial water conservation savings and energy savings.

Additional reports

The committee was updated on the annual insurance reports as well as the Clery Act Reports. The Police Clery report contained data on the number of forcible sexual misconduct reports. Reports of assaults are increasing. Such

reports are a cause for concern. The increase may be attributable to the increase in reports of sexual misconduct but not necessarily an increase in incidences; it may be that the environment and culture have become more encouraging to victims coming forward. Chief of Police, Andrew Powers, answered questions regarding this report. Trustee King emphasized that the committee wants to continue to hear about those efforts.

Building Plaque Policy

The purpose of the Building Plaque Policy is to commemorate those in leadership that participated in the creation of new buildings. Faculty Representative, Joe McLaughlin, gave a report from the Faculty Senate on the Building Plaque Policy that resulted from a concern that Faculty Representatives and Student Trustees may not want to have their names commemorated on a Plaque. The faculty senate recommendation was that everybody involved will have their name on the plaque, with the option to opt out. The Committee recommended that the proposed policy be amended to reflect the opt out provision.

Trustee King concluded her report from the Resources Committee.

Academics Committee

Trustee Scholl reviewed and summarized the following discussion of the Academics Committee.

Academic Quality – College of Business

Hugh Sherman, Dean of the College of Business, provided a strategic update. The College is in the top 50 and competing with some of the most notable schools. The committee learned about assessment and that student success and outcomes are high on the College's priority list. The committee learned about record enrollment in the College and how the College is seen from the outside through rankings.

Dean Sherman shared the College's Dashboard. Dean Sherman provided a historical overview of the purpose of business schools and how those purposes are very different now; his includes a difference in what companies wanted from business students then and what they now seek. A description of the College's emphasis on a "know how" as opposed to "know what" instructional paradigm was presented. The student success process was attributed to the faculty assisting students in finding their passion; they build a portfolio of knowledge and experiences, and experience continual coaching. A set of metrics was provided including that 93% of students are employed or in graduate school 90 days, post graduation.

The College is being effective in recruiting students. One example given by Dean Sherman was that seventy percent of students, at a recent new student event, visited three or more schools before choosing OHIO for their education. The College had forty-eight percent growth last year. Efforts to recruit students who are underrepresented in the college are ongoing. Excepting the sports management program, female students number approximately forty-six percent of the student population. The College hopes to continue recruiting higher numbers of these high performing female students.

Students now must have an internship. An internship is a requirement for every student in the College of Business. Most businesses like to hire employees from among students in their internship programs. Many students

already have jobs in hand at graduation. Preparation for students' careers begins during the freshman year. The College attempts to place students in internships as early as their sophomore year.

To meet organizations' demands for people with both discipline knowledge and the know-how to apply that knowledge, the college has designed new, high-touch, student learning experiences focused on application, both inside and outside of the classroom, and professional development modules to help transform students into "ready now" high performing graduates.

Targeted recruiting efforts are made to obtain students who are attracted to this sort of engaged learning. Hiring efforts are centered on finding faculty and staff who are committed to mentoring and coaching students and helping them to build their own customized portfolios of skills, knowledge, and experience.

Employers use a variety of evaluative processes to determine which schools they recruit from. How many employees have they recruited from an institution? How many of those students stayed with the company? How did those students perform? Have those students been promoted? If those answers are not positive for a particular institution, that business may no longer recruit students from that institution.

In addition to student advisors, business students have faculty coaches/mentors with deep industry experience and are given experiences customized to that student's interests and career goals.

The Business Bobcat Lifecycle makes the promise, delivers on the promise, and engages alums. Students are given multiple opportunities for growth from the time they enter as freshmen and throughout their education. There are multiple opportunities for students to engage internationally and over a hundred participate in consulting activities overseas. As students are looking for jobs, the college assists them with improving their resumes and their interview skills.

Alumni can connect faculty and students with corporate partnerships by embedding alumni into the College culture in meaningful ways, foster a sense of community and continuity between current students and alumni of

all generations, create opportunities to connect alums to the college that demonstrates commitment and investment to foster affinity, and enrich the lives of alumni through a deeper connection with current and future Business Bobcats.

The Dashboard of metrics was displayed with data and data categories unique to the College.

Trustee Scholl recognized Student Trustee Roden, who is experiencing the College's Sales Center. Student Trustee Roden described his experience with the Certificate program and how vital it is to have those experiences for professional development.

Methods of Assessment

Dr. Michael Williford, Associate Provost for Institutional Accreditation, provided this presentation. The goal of assessment is to improve student learning and must be faculty driven. Standardized tests can provide comparative data, but raise validity issues. OHIO approaches assessment through multiple methods. The committee received definitions and purposes of assessment and evaluation.

Trustees asked how this information impacts the Trustees expectation that enrolling students have a certain ACT score. Should the Trustees be watching these scores to the extent they are currently doing? Trustees noted, as in the case of the College of Business, the engagement of potential employees in determining what students need to know was important. Provost Benoit noted that there are multiple indicators of student ability and academic potential. Craig Cornell, Senior Vice Provost for Strategic Enrollment, noted that admissions to OHIO is based on multiple factors including high school GPA, high school courses taken, and other measures in addition to ACT.

Robert Frank, Dean of the College of Arts and Sciences, noted that the ACT can be effective in gauging student success in certain fields of study, but cannot be used to gauge success in life. The committee learned that, among other measures, OHIO assesses students with the National Survey of Student Engagement (NSSE). The NSSE indicated a significant amount of growth in student expectations of student/faculty interaction among OHIO students.

Enrollment Update

Craig Cornell, Senior Vice Provost for Strategic Enrollment Management, provided this update. New student enrollments remain strong and set many new records in alignment with the Strategic Enrollment Management Plan (SEMP). Enrollment growth at the end of fall semester is expected to be over 40,000 students. Freshman enrollments reached 4,423, a new record and an increase of one percent over last year; new transfer student numbers was the highest in three years at 563; and eLearning student numbers are anticipated to reach almost six thousand by the end of fall term which is also an increase. The regional campuses saw an overall increase of approximately four hundred students. Graduate student enrollments are down, but Graduate Outreach and Heritage College of Osteopathic Medicine both saw increases of sixty-six and one hundred one students respectively. OHIO's online graduate program enrollments now are nearly equal to the on-campus graduate enrollments. Growth over the recent past is the largest in the State compared to our peer institutions. The *Chronicle of Higher Education* has recognized OHIO as the 18th fastest growing institution in the US.

The Trustees asked about the College Credit Plus (CC+) program at OHIO. The CC+ program is one through which secondary education students in 7th through 12th grades can take college courses. Vice Provost Cornell replied that most of the CC+ students are enrolled at regional campuses. The subsidy OHIO receives for these students is \$40 per credit hour if the course is taken at the high school and is taught by a high school teacher, \$80 if taken at the high school and is taught by our faculty, and \$160 per credit hour if the student takes the class on our campuses.

This was the first year of the OHIO Guarantee program that provides students with the exact same cost of education for the first four years of their enrollment. Our record enrollments were especially good because this is the first year of the program. Vice Provost Cornell noted the hope that first-year students will be even more positive about the program when they see that their cost truly does not increase next year.

Public Face – External Reporting and Publicly Available University Data

Due to time constraints, this topic was tabled until the next meeting. Trustee

Scholl referenced the undergraduate recruiting materials as the public face of the university.

OHIO in the College Rankings

Associate Provost for Institutional Research and Effectiveness, Barbara Wharton, provided this update.

Ohio University does well in popular rankings including US News & World Report, Washington Monthly, Forbes, and Sierra Magazine.

US News & World Report – Ohio University is ranked 135th overall and 68th among public universities. Ohio institutions ranked ahead overall are Ohio State University at #52 and Miami University at #82. The University of Cincinnati (#140), Kent State (#175), and Bowling Green (#185) follow OHIO in the rankings. Universities elect to participate, there is a one-year or greater lag in data (current 2016 rankings are based on 2014-15 data or on multi-year averages), of approximately 280 schools participating, 173 are public institutions – not all are ranked. The greatest weight is given to an institution's academic reputation, graduation and retention rates, and faculty resources. Also considered are student selectivity, financial resources, graduation rate performance, and alumni giving.

Other rankings, besides US News, are gaining popularity. These rankings move away from high selectivity and financial issues that carry a lot of weight with US News.

Consent Agenda:

Review of Centers and Institutes and Kennedy Museum Appointments were considered. The committee recommended and forwarded them to the full Board for approval on the Consent Agenda.

Trustee Scholl concluded his report from the Academics Committee.

Governance Committee

Trustee Simmons reviewed and summarized the following discussion of the Governance Committee.

National Trustees

The committee, in executive session, discussed the appointment of a public official. Trustee Simmons introduced two resolutions for designating National Trustees to the Board.

Trustee King moved to approve the resolutions and Trustee Lake seconded; Chair Anderson called for a vote; the motion passed.

APPOINTMENT OF NATIONAL TRUSTEE

RESOLUTION 2015 -- 3512

WHEREAS, in accordance with Article I, Section 3 of its Bylaws, the Board desires to appoint a National Trustee for a full three year term that will expire on June 30, 2018;

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees hereby appoints Laura Brege to serve as a National Trustee for a term that will expire on June 30, 2018.

APPOINTMENT OF NATIONAL TRUSTEE

RESOLUTION 2015 -- 3513

WHEREAS, in Resolution No. 2013-3340, the Board appointed Peggy Viehweger to serve as a National Trustee for a term of three years; and

WHEREAS, Ms. Viehweger resigned from her position as a National Trustee to accept an appointment to this Board by the Governor; and

WHEREAS, the Board desires to fill the vacancy in the National Trustee position created by the resignation of Ms. Viehweger;

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Article I, Section 3 of its Bylaws, hereby appoints David Pidwell to serve as a National Trustee for a term that will expire on June 30, 2016.

Board Meeting Minutes

John Biancamano, General Counsel, reported that after reviewing the format of the minutes of Board meetings he did not see any need to recommend changes. Secretary Moore recommended that minutes be sent to committee chairs for a preliminary review before distribution to the entire Board. The Committee agreed to this change in procedure.

Trustee Meeting Schedule

Secretary Moore distributed a proposed meeting schedule for 2016-17. The Committee discussed possible changes in the schedule as well as options for the location of the Board retreat. The Committee will revisit these matters at the next meeting.

Trustee Simmons concluded her report from the Governance Committee.

Audit Committee

Chair Scholl reviewed and summarized the following discussion of the Audit Committee.

Internal Audit Update

Jeffrey Davis, Chief Audit Executive, provided an update on the Internal Audit Office operations. Topics included an update on the FY16 audit plan, construction auditing, proposed report rating system, an external assessment, recent program reviews, continuous auditing, the audit process, the audit committee charter and the internal audit charter. The trustees asked questions and discussed the report rating system, the external assessment, and continuous auditing.

Trustee Scholl also briefly discussed the audit committee meeting held on October 8th. This meeting was held to review the annual audit report prepared by Plante Moran, the external auditor. A resolution was passed at the meeting accepting the report.

Trustee Scholl read the resolution to approve the audit report. Trustee Scholl moved to approve the resolutions and Trustee King seconded; Chair Anderson called for a vote; the motion passed.

OHIO UNIVERSITY AUDIT COMMITTEE APPROVAL OF JUNE 30, 2015 FINANCIAL STATEMENT AUDIT

RESOLUTION 2015 -- 3514

BE IT RESOLVED that the recommendation of Audit Committee on October 8, 2015, to accept the annual financial statements and footnotes as presented by management of the University, Foundation, and subsidiaries including Plante Moran's audit opinions and report thereon as of and for the year ended June 30, 2015, be approved.

Trustee Goodman motioned to adjourn to executive session. Trustee Anderson seconded. The executive session was to discuss details relative to

consider personnel matters related to the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee or official, or the investigation of charges or complaints against a public employee, pursuant to the provisions of R.C. 121.22 (G)(1).

Trustee Scholl concluded his report from the Audit Committee.

Executive Committee

Chair Anderson reviewed and summarized the following discussion of the Executive Committee.

Voted to go into Executive Session to discuss a personnel issues and purchase or sale of property.

Chair Anderson introduced a resolution regarding property under Courtyard Apartments. Chair Anderson reviewed the history of the apartments and housing in the Athens community. It has been determined that the property has served its purpose of encouraging housing development and could now be sold. Chair Anderson read the resolution to authorize the sale. Chair Anderson clarified an issue regarding the avoidance of a potential conflict of interest on behalf of the Foundation Trustees, since Housing for Ohio owns the apartments located on the parcel to be offered for sale.

Trustee King moved to approve the resolutions and Trustee Simmons seconded;

Chair Anderson called for a vote; Trustee Lake, Trustee Scholl, and Trustee Viehweger abstained; the motion passed.

RESOLUTION TO AUTHORIZE CONVEYANCE OF REAL PROPERTY (COURTYARD APARTMENTS PARCELS)

RESOLUTION 2015 -- 3515

WHEREAS, Ohio University owns certain real property underneath the University Courtyard apartments, totaling approximately 22 acres (“Courtyard Property”);

WHEREAS, in 2000, the University entered into a ground lease with Housing for Ohio, Inc., whereby the University leased the Courtyard Property to Housing for Ohio to facilitate the development of the University Courtyard apartments;

WHEREAS, Housing for Ohio owns and operates the University Courtyard apartments, and the University owns the Courtyard Property parcels underneath the apartments; and

WHEREAS, pursuant to Ohio Revised Code sections 123.12 and 5301.13 and other authority, the Ohio General Assembly enacted House Bill 238 in June 2015, which authorized the University to convey the Courtyard Property in collaboration with the Ohio Department of Administrative Services.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby declares the Courtyard Property to be surplus University property and approves the conveyance of the Courtyard Property pursuant to a sealed bid auction, public auction or other prudent sale process approved by the President and the Department of Administrative Services.

BE IT FURTHER RESOLVED, that the President or his designee is hereby authorized to accept the result of any sealed bid, public auction or other conveyance process for the Courtyard Property and to negotiate and execute the relevant deeds, sale agreements and other related documents to effect such conveyance and dispose of the Courtyard Property in accordance with Ohio law.

Chair Anderson concluded her report from the Executive Committee.

Consent Agenda

Any Trustee may request, in advance of action on the consent agenda, that any matter set out in this consent agenda be removed and placed on the regular agenda for discussion and action.

All matter listed within the Consent Agenda have been distributed to each member of the Ohio University Board of Trustees for reading and study, are considered to be routine, and will be enacted by one motion of the Board with no separate discussion.

RESOLUTION TO APPROVE PARCEL EXCHANGE AND EASEMENTS RELATED TO RUFUS STREET EXTENSION

RESOLUTION 2015 -- 3516

WHEREAS, the University proposes to construct an extension of Rufus Street to Stewart Street, in order to advance the South Green sweep project and enhance safety and pedestrian access in South Green by limiting vehicular traffic along a portion of North McKinley Avenue;

WHEREAS, in order to complete this project, the University must acquire a parking lot parcel currently owned by CPP Athens I LLC, which owns and operates the River Park apartments;

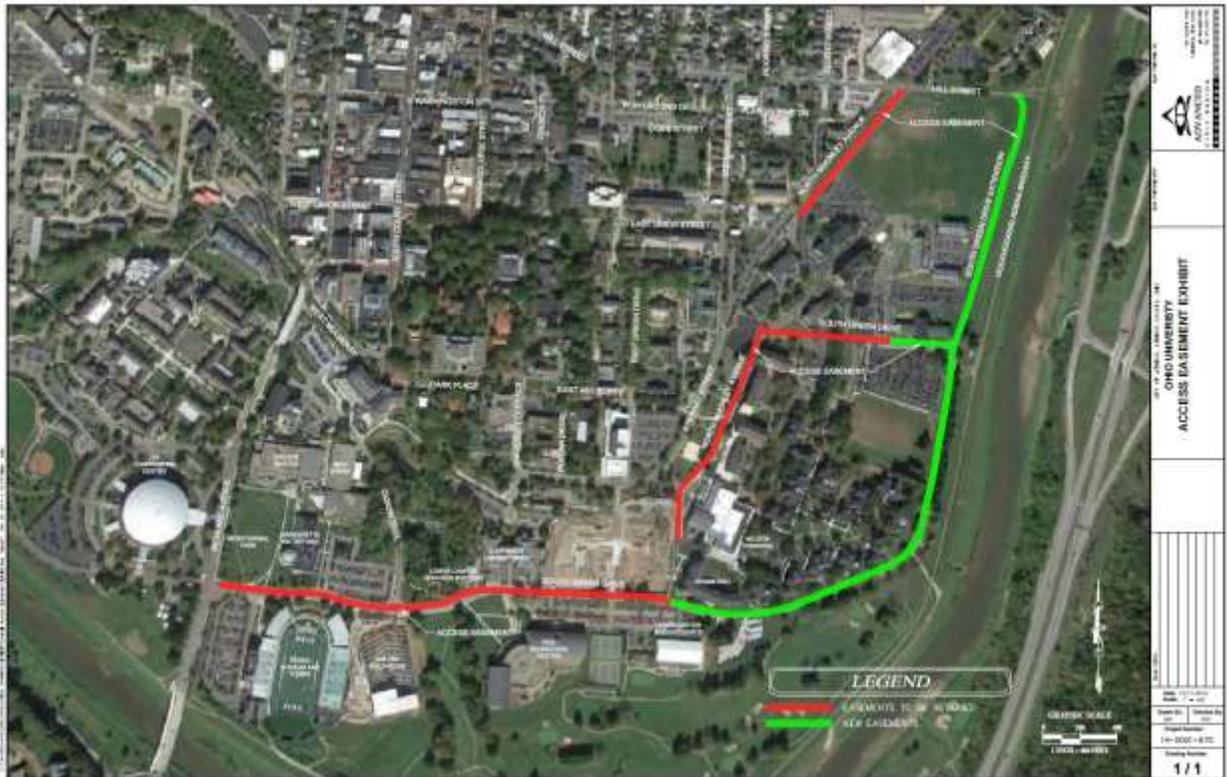
WHEREAS, River Park will convey the parcel required by the University to complete the Rufus Street extension in exchange for (i) title to an equal number of parking spaces in University Lot 104 (estimated to be 55 spaces); (ii) an amendment to a non-exclusive access easement benefiting River Park apartments; and (iii) a water line easement to the City of Athens; and

WHEREAS, this package of real estate transactions will facilitate completion of the Rufus Street extension project, which will enhance South Green and advance the objectives of the University's Master Plan.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the exchange of the land parcels as described above and approves the amendment of an easement to CPP Athens I LLC and Athens River Gate LLC to allow non-exclusive vehicular and pedestrian access to North McKinley Avenue, South Green Drive and Rufus Street, upon terms and conditions negotiated and approved by the President or his designee.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the granting of an easement to the City of Athens to allow for the installation and maintenance of a water line near the corner of South Green Drive and Rufus Street, upon terms and conditions negotiated and approved by the President or his designee.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby authorizes the President or his designee to execute the contracts, easements and other appropriate documentation to effect the real estate transactions described in this resolution in accordance with Ohio law.



**APPROVAL TO PROCEED WITH DESIGN FOR
JEFFERSON HALL RENOVATION - EQUIPMENT PURCHASE,
BAKER WEST 82 RENOVATION - DESIGN PHASE,
BOYD HALL BATHROOM UPGRADE - DESIGN THROUGH BIDDING
PHASES,
CRAWFORD HALL ELECTRICAL AND FIRE SYSTEM UPGRADE -
DESIGN THROUGH BIDDING PHASES,
JAMES HALL LOBBY, BATHROOM, AND APARTMENT UPGRADES -
DESIGN THROUGH BIDDING PHASES,
MACKINNON HALL BATHROOM UPGRADE - DESIGN THROUGH
BIDDING PHASES,
SEIGFRED HALL ROOF REPLACEMENT - CONCEPTUAL DESIGN
THROUGH DESIGN DEVELOPMENT PHASES,
AND SEIGFRED HALL WINDOW REPLACEMENT - CONCEPTUAL
DESIGN THROUGH DESIGN DEVELOPMENT PHASES**

RESOLUTION 2015 -- 3517

WHEREAS, for the Jefferson Hall Renovation project, the Board of Trustees previously approved a total project budget of \$44,000,000 and authorized expenditures of \$3,260,000 (2014-3443, 2014-3444, and 2015-3467), and University administration seeks approval to increase the previously authorized expenditure amount of \$3,260,000 by an additional \$2,850,000 for total authorized expenditures of \$6,110,000 to undertake pre-purchasing equipment with the total project to be funded by Culinary Reserves (\$8,000,000), Residential Housing Reserves (\$4,000,000), and Internal Loan (\$32,000,000);

WHEREAS, for the Baker West 82 Renovation project, University administration requests approval for the total project budget of \$1,800,000 and seeks authorization for expenditures of \$225,000 to undertake design with the total project to be funded by Culinary Reserves;

WHEREAS, for the Boyd Hall Bathroom Upgrade project, University administration requests approval for the total project budget of \$925,000 and seeks

authorization for expenditures of \$200,000 to undertake design and bidding with the total project to be funded by Residential Housing Reserves;

WHEREAS, for the Crawford Hall Electrical and Fire System Upgrade project, University administration requests approval for the total project budget of \$800,000 and seeks authorization for expenditures of \$200,000 to undertake design and bidding with the total project to be funded by Residential Housing Reserves;

WHEREAS, for the James Hall Lobby, Bathroom, and Apartment Upgrade project, University administration requests approval for the total project budget of \$1,255,000 and seeks authorization for expenditures of \$350,000 to undertake design and bidding with the total project to be funded by Residential Housing Reserves;

WHEREAS, for the MacKinnon Hall Bathroom Upgrade project, University administration requests approval for the total project budget of \$925,000 and seeks authorization for expenditures of \$200,000 to undertake design and bidding with the total project to be funded by Residential Housing Reserves;

WHEREAS, for the Seigfred Hall Roof Replacement project, University administration requests approval for the total project budget of \$1,800,000 and seeks authorization for expenditures of \$180,000 to undertake conceptual design and design development with the total project to be funded by Century Bond 2016 (\$239,000) and State Appropriations (\$1,561,000);

WHEREAS, for the Seigfred Window Replacement project, University administration requests approval for the total project budget of \$800,000 and seeks authorization for expenditures of \$90,000 to undertake conceptual design and design development with the total project to be funded by Century Bond 2016 (\$90,000) and State Appropriations (\$710,000).

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the requests described above, authorizes the receipt of appropriate bids or proposals and authorizes the President or his designee to accept and award contracts within the total project budgets identified.

**APPROVAL TO PROCEED WITH CONSTRUCTION FOR
ALDEN LIBRARY ROOF REPLACEMENT - CONSTRUCTION
PHASE,
BACK SOUTH DEMOLITION - CONSTRUCTION PHASE AND
BUDGET AMENDMENT,
COLLEGE OF FINE ARTS (LIN HALL) INFRASTRUCTURE
UPGRADE - CONSTRUCTION DOCUMENTS THROUGH
CONSTRUCTION PHASE AND SCOPE REVISION,
CHUBB HALL CHILLER REPLACEMENT - DESIGN THROUGH
CONSTRUCTION PHASES,
COPELAND HALL CHILLER REPLACEMENT – DESIGN
THROUGH CONSTRUCTION PHASES,
ELLIS HALL CHILLER REPLACEMENT – DESIGN THROUGH
CONSTRUCTION PHASES,
HWA WEI LEE LIBRARY ANNEX HUMIDITY CONTROL FY2015
- CONSTRUCTION DOCUMENTS THROUGH CONSTRUCTION
PHASES,
PING CENTER CHILLED WATER CONNECTION - DESIGN
THROUGH CONSTRUCTION PHASES,
AND WEST GREEN CHILLED WATER PUMP SYSTEM REPAIRS
- DESIGN THROUGH CONSTRUCTION PHASES**

RESOLUTION 2015 -- 3518

WHEREAS, for the Alden Library Roof Replacement project, the Board of Trustees previously approved a total project budget of \$2,200,000 (2015-3485) and authorized expenditures of \$235,000 (2015-3485), and University administration seeks to increase the authorized expenditures amount by \$1,965,000 for total authorized expenditures of \$2,200,000 to undertake construction and complete the project to be funded by the FY2015 Deferred Maintenance Debt (\$300,000) and State Appropriations (\$1,900,000);

WHEREAS, for the Back South Demolition project, the Board of Trustees previously approved a total project budget of \$1,251,000 (2015-3453) and authorized expenditures of \$350,000 (2015-3453), and University administration

seeks to amend the total project budget of \$1,251,000 by an additional \$209,000 for a new total project budget of \$1,460,000 and seeks approval to increase the previously authorized expenditures amount of \$350,000 by an additional \$1,100,000 for total authorized expenditures of \$1,460,000 to undertake construction and complete the project to be funded by Residential Housing Reserves;

WHEREAS, for the College of Fine Arts (Lin Hall) Infrastructure Upgrade project, the Board of Trustees previously approved a total project budget of \$2,700,000 (2014-3433) and authorized expenditures of \$217,350 (2014-3433) and University administration seeks to increase the authorized expenditure amount by \$2,482,650 for total authorized expenditures of \$2,700,000 to undertake construction and complete the project to be funded by State Appropriations;

WHEREAS, for the Chubb Hall Chiller Replacement project, University administration requests approval for the total project budget of \$850,000 and seeks authorized expenditures of \$850,000 to undertake design, construction and complete the project to be funded by Energy Infrastructure Project Debt;

WHEREAS, for the Copeland Hall Chiller Replacement project, University administration requests approval for the total project budget of \$600,000 and seeks authorized expenditures of \$600,000 to undertake design, construction and complete the project to be funded by Energy Infrastructure Project Debt;

WHEREAS, for the Ellis Hall Chiller Replacement project, University administration requests approval for the total project budget of 800,000 and seeks authorized expenditures of \$800,000 to undertake design, construction and complete the project to be funded by Energy Infrastructure Project Debt;

WHEREAS, for the HWA Wei Lee Library Annex Humidity Control FY2015 project, the Board of Trustees previously approved a total project budget of \$650,000 (2015-3453) and authorized expenditures of \$67,400 (2014-3453), and University administration seeks to increase the authorized expenditure amount by \$582,600 for total authorized expenditures of \$650,000 to develop construction documents and undertake construction, and complete the project to be funded by Century Bond 2015 (\$15,000) and State Appropriations (\$635,000);

WHEREAS, for the Ping Center Chilled Water Connection project, University administration requests approval for the total project budget of \$1,400,000 and seeks authorized expenditures of \$1,400,000 to undertake design, construction and complete the project to be funded by Energy Infrastructure Project Debt;

WHEREAS, for the West Green Chilled Water Pump System Repairs project, University administration requests approval for the total project budget of \$1,000,000 and seeks authorized expenditures of \$1,000,000 to undertake design, construction and complete the project to be funded by Internal Reserves;

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the requests described above, authorizes the receipt of appropriate bids or proposals and authorizes the President or his designee to accept and award contracts within the total project budgets identified.

REVIEW OF CENTERS AND INSTITUTES

RESOLUTION 2015 -- 3519

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

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

WHEREAS, the reviews are conducted in accordance with the provisions of University Policy 01.015 Establishment and Review of Centers and Institutes.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University accepts the 2014-2015 Reviews of Centers and Institutes, which recommends continuation of seven (7) institutes / centers and a one-year extension for two (2) institutes / centers as follows:

- African American Research and Service Institute - Continued
- Astrophysical Institute (ApI) - Continued
- Institute for International Journalism (IIJ) - Continued
- Center for Professional Development School Partnerships - Continued

- Center for Higher Education – Continued
- Center for the Study and Development of Literacy and Language – Continued
- Center for Electrochemical Engineering Research (CEER) – Continued
- Center for Law, Justice and Culture – One-year extension
- Institute for the African Child – One-year extension

**KENNEDY MUSEUM OF ART
ADVISORY BOARD APPOINTMENT**

RESOLUTION 2015 -- 3520

WHEREAS, the Ohio University Board of Trustees adopted the amended Constitution of the Edwin L. and Ruth E. Kennedy Museum of Art at its June 18, 2008 meeting, and

WHEREAS, Article III of the Constitution outlines the process for appointment to the Museum’s Advisory Board, and

WHEREAS, the Dean of the College of Fine Art in consultation with the President has recommended a minimum of five and no more than nine qualified members to serve on the Museum’s Board.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the following additional appointments to the Advisory Board which will bring the number of members currently serving to six members.

Three-Year Term

John Rheinscheld
Art Collector, Retired Attorney and Ohio University Alum

Sherry Sivo
Painter and Ohio University Alum

Chair Anderson requested a motion to approve the balance of the Consent Agenda. Trustee Scholl moved to approve the Consent resolutions and Trustee Viehweger seconded; Chair Anderson called for a vote; the motion passed.

Unfinished Business

President McDavis mentioned the upcoming AQIP accreditation visit and supporting materials.

New Business

There was no new business.

Communications, Petitions, and Memorials

President McDavis' Birthday was celebrated with a special performance of "Section Eight" of the "Singing Men of Ohio."

Announcement of Next Board Meeting

Secretary Moore reported that the Board would meet on the Athens campus on January 21st and 22nd, 2016.

The Meeting adjourned at 12:13pm.

APPENDIX

Ohio University Board of Trustees **Joint Committee Minutes**

Thursday, October 15, 2015

Chair Anderson opened the Ohio University Board of Trustees Joint Committee Meeting at 9:08am. Present were Chair Sandra J. Anderson, Vice Chair David Wolfort, Trustees Janetta King, K.B. Lake, Cary R. Cooper, Peggy Viehweger, Janelle Simmons, Dave Scholl, N. Victor Goodman, Student Trustees Sharmaine Wilcox and P.J. Roden, faculty representatives David Thomas and Joe McLaughlin, Alumni representative Julie Mann Keppner.

Chair Anderson thanked Shawna Bolin and Joseph Shields for the morning walking tour of the Park Place corridor. Chair Anderson noted that Ohio University's plan for the Ridges, headed by Joseph Shields and Shawna Bolin, had been featured that day (10/15/2015) in the Columbus Dispatch. Chair Anderson asked for comments and questions from board representatives.

Trustee King asked if there was a flowchart of some sort to show how the Campus Master Plan will progress. Vice President for Finance and Administration (VPFA) Stephen Golding said that conversations with the campus community will be held this fall to determine most appropriate direction of Campus Master Plan, and, based on feedback they receive, VPFA Golding plans to give updates at the January board meeting. Voting on the direction of the plan is tentatively planned for the March 2016 board meeting. Executive Vice President and Provost (EVPP) Benoit added that multiple timelines and trajectories are in play, which complicates the ability to be able to provide one linear timeline.

Trustee Viehweger asked if similar master plan was in place for the development agreement between Ohio University's Dublin campus and the City of Dublin. VPFA Golding responded that any development recommendations for Dublin would come out of the Campus Master Plan, and would then have to be adopted by the City of Dublin prior to implementation. VPFA Golding stressed that in order to stay relevant and competitive, Ohio University must keep its focus statewide instead of concentrating on one campus in the overall plan for the future.

President McDavis added that on Monday, October 19, 2015, President's Council will be meeting to discuss the strategic plan, specifically regarding OHIO for Ohio, and how to incorporate the sites (Beavercreek, Dublin, Cleveland) that have been acquired in the period since the Campus Master Plan development began.

Vice Chair Wolfort asked if the state of Ohio understood the university's mission at regional campuses. President McDavis replied that Ohio University needs clarity from state regarding performance-based funding, a state government initiative that dictates that

distribution of funds should correlate with graduation rates at centers of higher education. President McDavis stated that regional campuses have expressed concern about performance-based funding, as their primary purpose in education is different from that of main campus universities, and that Ohio University is engaged in talks with government about how best to fund regional campuses given their importance and contribution in overall graduation rates at Ohio University.

EVPP Benoit stated that there is active discussion in state government about whether or not regional campuses and community colleges are needed in higher education. EVPP Benoit indicated that they are needed, since they provide educational accessibility that the state says it wants.

Chair Anderson welcomed university government representatives Gabby Bacha, Jared Ohmsman, Beth Quitslund, chair of administrative senate Cathy Waller.

Governor's Task Force Update

VPFA Golding reported on the outcome of Governor John Kasich's Ohio Task Force on Affordability and Efficiency in Higher Education meetings. The directives included: developing savings that reduce the cost of education to students; expense reduction; procurement focused on group-buying across institutions (Golding noted that the task force indicated that the university board would have final say if university could buy from non-preferred vendors); assessment of non-core assets to determine whether to sell, lease or repurpose; administrative cost reform (including a benchmark for measuring standard productivity); textbook affordability (professional negotiators should help faculty obtain instructional texts in a more cost effective manner); time to degree; evaluating duplicative programs for possible consolidation and streamlining; and advisory joint oversight boards for co-located university branches.

Vice Chair Wolfort asked about total cost of administrative positions, to which VPFA Golding replied that total administrative spending is approximately \$135 million. However, VPFA Golding cautioned that many administrative positions have important crossover with academics, using the example of professional academic advisors, so it is difficult to place them entirely in either an administrative or academic category. VPFA Golding indicated that his team was working on an aggregated breakdown of administrative positions that accounted for their role in academics.

Trustee Scholl asked if the Task Force's ultimate goal is to publish the results that show each institution's overall lightening of student debt burden, which VPFA Golding said that he thought they would like to publish results like that, but that discrepancies between universities make it a difficult metric to measure. Trustee Scholl also asked if a distinction was made between undergraduate debt burden and graduate debt burden. VPFA Golding said such distinction had not been made, and that the government is only looking at universities, overall. VPFA Golding indicated that he was hoping to develop a template that could break down the minutiae of university efficiency while taking into account institutional differences.

VPFA Golding stated that Ohio University pre-empted the governor's task force by forming its own task force over the summer, which has since met three times. This was done to expedite the process of collecting data and metrics related to affordability and efficiency. The OHIO task force includes students, faculty, university employees, and has so far focused on the issues of joint purchasing, time to degree, low enrollment course, and revenue enhancement strategies. The OHIO task force has agreed to focus on four of 10 categories outlined by the Governor's task force: affordability, quality of student experience, implementation, and financial impact & sustainability first.

Faculty representative Thomas expressed concern that he could not find information in the report regarding low-enrollment courses and student evaluation, to which EVPP Benoit responded that the university is awaiting guidance on how such a metric should be evaluated.

Trustee Goodman said that one of the goals that EVPP Benoit had relayed sounded very familiar to him, so he looked up the "Imagining the Future" state government task force that had been launched in 1992. He read aloud the directives from that task force, and noted that many of the goals were almost identical to the goals of the current Ohio Task Force on Affordability and Efficiency in Higher Education. Trustee Goodman stated that 23 years later, nothing has changed, except that the government is now putting the onus on the board to implement change and report on success. VPFA Golding responded that students are making a market-based decision about where they will attend. Reality is that there is one number that is very telling about the choices that our students makes and is highly determinate on their decision to take on cost; we cannot control students.

Vice Chair Wolfort and Trustee Scholl asked if lowering the sticker cost is the final goal for the task force. VPFA Golding indicated that the final goal is student debt reduction. He said a major theme was how to meet efficiency guidelines while also meeting the needs of the university through revenue generation and investment.

VPFA Golding indicated that the Board of Trustees will receive a full review of the findings in July 2016.

Huron Engagement:

VPFA Golding gave an update on the Huron project: Huron has had conversations across campus and has come up with themes regarding affordability. Ohio University will need to develop teams that can implement the plan to improve affordability.

Five percent Senate Challenge Plan on college affordability.

VPFA Golding gave an update on the Five Percent Senate Challenge Plan on college affordability. He indicated that Ohio University had received guidance from many areas on increasing affordability. VPFA Golding reported that the total yearly cost of attendance at OHIO is currently \$24,472. He noted that the total was sticker cost, but not what most students actually pay. With average financial aid, the cost was closer to \$20,141.

VPFA Golding offered various student cost reduction options that were evaluated, including: offering tuition discount; reducing cost of textbooks; offering a fixed rate of instructional and general fees above a full-course load (Ohio offers this at 12.5 credit hours, while other Ohio universities don't offer a fixed rate until 15 credit hours are reached.); offering fast-track degree completion program. Of the last option, VPFA Golding and EVPP Benoit noted that though 46% of Ohio University programs have 3-year degree program options, only 1.8 percent of students choose the accelerated format.

Trustee Scholl asked why students would not take advantage of a 3-year program format. President McDavis speculated that students who choose to attend residential campuses opt not to graduate early because they want the four-year college experience. Trustee Wolfort asked what, if anything, students would be sacrificing if they chose a three-year program, and Trustee Cooper asked if there were institutional barriers preventing students from choosing an accelerated track. Student Trustee Wilcox noted that how often courses are offered, and the prerequisites needed to take the courses can delay graduation. She added that rushing through coursework might also hurt the overall learning experience. Faculty Representative McLaughlin noted that the accelerated three-year programs make the assumption that an 18-year old knows what he wants to do with his life, and that the design does not allow for much exploration.

Trustee Simmons asked how the 5% reduction metric would ultimately be determined, as different students may have different costs depending on their coursework. EVPP Benoit replied that the language of the requirement dictated that students have the opportunity to save 5 percent through various pathways. She noted that Ohio University was investigating effective ways to ensure that students knew all of the various debt-reducing academic options available to them at Ohio University, and stated, "We are trying to offer students the ability to see the consequences of their various decisions, so that they have the opportunity to alter their behavior."

Chair Anderson noted that the five percent reduction seemed to be focused on reducing student burden. President McDavis stated that Ohio University is on board with improving efficiency, but noted that college also works under free market principles. He pointed out that Ohio University has seen record enrollment in recent years, and suggested that if the cost point was too high, students would choose not to attend. There is a reason the students choose us. The free market is controlling student behavior. Trustee Goodman added that the challenge the Board and President face in reducing student debt, since one cannot force students to spend their money in a certain way. At this point, Chair Anderson noted that there would be more time to discuss the issues in the Resources Committee Meeting, but that the Board would have to move on to the next three presentations in the interest of time.

AQIP activities 2015-2016

EVPP Benoit discussed university preparation for the upcoming Higher Learning Commission's Academic Quality Improvement Program (AQIP) accreditation visit (November 2-4, 2015), including planning surrounding the federal compliance review, multi-campus visits, interviews and meetings, and visit preparation teams.

EVPP Benoit stated that AQIP is interested in talking to the Board of Trustees regarding Criteria 2 C, which states that "the governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity." EVPP Benoit offered sample questions that the board might be asked. EVPP Benoit thanked the Board members who had volunteered their time for the site visit.

Central Bank/Century Bond Update

Senior Associate Vice President (SAVP) for Finance and Administration Deb Shaffer shared Treasury Management's progress to date developing and implementing the Central and Century Bond bank structure(s). SAVP Shaffer discussed the working capital components that initially funded the Central Bank, and the Central Bank's fiscal year 2016 budgeted baseline cash flows and projected cash flow scenarios (sensitivity analysis) through June 30, 2017. SAVP Shaffer discussed the progress to date implementing the Century Bond Bank model that capitalizes its Deferred Maintenance Strategy and discussed the actual cash flows as they compare to the Century Bond Guiding Principles developed by the Board of Trustees. Chair Anderson asked how the loan's payment structure was determined. SAVP Shaffer indicated that the university estimates the payment structure based on the useful life of the item purchased, so that the payment schedule would not outlive the depreciation schedule.

EVPP Benoit reported on the findings of the Modern Think 2014 Great College Survey: All full-time employees across the university were invited to take the survey, which resulted in good participation. The survey evaluated workplace satisfaction of employees. The Task Force that was formed to find ways to implement improvements in workplace satisfaction focused on the following areas: university-wide internal communication structure, professional development and department leadership, senior leadership/strategic direction and work environment/work-life balance. For implementation, the task force is focusing first on the "high potential" items that will show results in a matter of months. EVPP Benoit said that the first high potential improvement slated for implementation include increasing employee recognition, use of university-wide internal newsletter, and rebuilding the Faculty/Staff front page with an audience focus.

Chair Anderson asked how the task force was chosen. EVPP Benoit indicated that she looked for good cross-university representation, but also chose individuals who were in a position to help implement the recommendations, and who could advise on what could be reasonably implemented. EVPP Benoit noted that the committee will now figure out how to implement recommendations quickly, and report back to the campus on what has been done. Trustee King asked about when improvements would be seen, and EVPP Benoit

indicated that there will be a 2-3 year lag rate before results are seen in most of the recommended areas.

Chair Anderson adjourned the meeting of the Joint Committee at 11:34am.



**Resources Committee Meeting
October 15, 2015, 1:30 pm**

Committee Chair Janetta King called the meeting to order at 1:33 pm. Present were Trustees Janelle Simmons, Sandra Anderson, Kevin B. Lake, Student Trustee Sharmaine Wilcox, Alumni Representative Julie Mann Keppner, Faculty Representative Joe McLaughlin, and President Roderick J. McDavis.

- **Resolution, 5% Senate Challenge Plan**

Stephen Golding, Vice President for Finance and Administration, shared the resolution for Board approval of the 5% Senate Challenge Plan developed by the University. The plan will go to the state following Board approval. This item was discussed at length in the joint committee session earlier in the day.

Trustee Lake moved to recommend approval of the 5% Senate Challenge Plan resolution to the full board for consideration; Trustee Anderson provided a second, unanimous approval.

- **Resolution, Non-endowment Investment Policy Statement**

Deb Shaffer, Senior Associate Vice President for Finance and Administration, provided an update on building the University's Treasury Management function, and spoke of the strategic planning process to modernize the operating funds. SAVP Shaffer then introduced Joe Bill Wiley, Principal, and Corey Waddell, Associate Consultant & Investment Analyst from Capital Cities. Capital Cities was retained in November 2014 to provide investment advisory services for the University's cash and non-endowment investments. Capital Cities provided an overview of their firm, reviewed changes to the Investment Policy Statement, and explained the firm's role going forward. The Investment Policy statement has been updated, and a resolution seeking Board approval was included as part of this agenda item.

Trustee Anderson moved to recommend approval of the Non-endowment Investment Policy Statement resolution to the full board for consideration; Trustee Simmons provided a second, unanimous approval. Trustee Lake was not present to vote.

- **Consent, Ridges Framework Plan**

Shawna Bolin, Director of University Planning and Space Management, and Joseph Shields, Dean of the Graduate College and Vice President for Research and Creative Activity, requested approval and adoption of the Ridges Framework Plan as the official Ridges building and land use

plan. Director Bolin shared an outline of the process that was undertaken to develop the Framework Plan, including the structure of the Framework Plan development team and the collaborative engagement process along the way. She shared brief highlights of the Framework Plan, including the significant opportunities for The Ridges buildings and land to support the university's strategic initiatives. VP Shields summarized the recommendation letter provided by the Ridges Advisory Committee, and explained how these recommendations will be further considered as part of the University's current master planning process. Director Bolin and VP Shields concluded their presentation with a request for the Board's approval. They also acknowledged the groups who provided their time, invaluable feedback and participation throughout the process. The Resources Committee thanked Director Bolin and VP Shields for their considerable efforts in putting the plan together.

The Committee recommended that the Ridges Framework Plan resolution be removed from the Consent Agenda and added as its own item for consideration at the October 16, 2015 Board of Trustees meeting.

- **Resolution, FY 2017-18 State Capital Request and Century Bond Projects**

SAVP Shaffer and Director Bolin reviewed the capital planning process, the timeline to prepare the State Biennial Capital submission in the context of the overall Comprehensive Master Plan and the facility condition assessments being conducted. Director Bolin reviewed the Deferred Maintenance projects prioritized in the FY17/18 State submission that include major renovations of Seigfred, Ellis, and Clippinger Halls. Consistent with principles previously established, State funding, now leveraged with the Century Bond funding, is allocated to address the University's highest deferred maintenance priorities. The dollars included for Clippinger represent a component of the funding that will be needed to implement the Clippinger renovation strategy. Programmatic investments will be included with the update of the 6-year Capital Improvement Plan (CIP) concurrent to the completion of the Comprehensive Master Plan.

Trustee Anderson moved to recommend approval to the full board of the FY 2017-18 State Capital Request and Century Bond Projects resolution; Trustee Simmons provided a second, unanimous approval.

- **Service Alignment Initiative Update**

SAVP Shaffer provided the annual update on enhancements and investments to the administrative infrastructure, both centrally and within the academic departments that have been prioritized over the past couple of years to position the university to do business in a Responsibility-Centered Management (RCM) environment. She discussed the strategic goals, as well as the prioritization criteria. 71 discrete projects have been completed since the initiative's start in 2012, 25 are in progress, and another 160 are in the queue for prioritization and execution. These projects fall into the following categories: Communications and Governance, Service Delivery, System and Process Efficiencies, Reporting and Data, Compliance and Controls, Strategic Priorities, and Training and Toolkits. The board discussed the importance of

making investments in the university's administrative infrastructure in order to do businesses more efficiently and minimize risks.

- **Consent, River Park Tower Easements**

Joseph Lalley, Senior Associate Vice President (SAVP) for Information Technology and Administrative Services, discussed the real estate transactions necessary to extend Rufus Street to Stewart Street, support the extension of the sweep to Rufus Street and modify other traffic patterns in the South Green area to streamline and redirect traffic from heavy pedestrian areas. SAVP Lalley requested Board approval for these measures.

The Committee recommended that the River Park Tower Easements resolution be retained on the Consent Agenda for the October 16, 2015 Board of Trustees meeting.

- **Consent, Construction Projects Approval – Schematic Design**

SAVP Lalley shared brief summaries of the eight projects presented for schematic design approval, including projects for Seigfred Hall's roof and window replacement, bathroom upgrades in Boyd, James and MacKinnon residence halls, and pre-purchase of equipment for the Jefferson Hall residence and culinary space renovations.

- Jefferson Hall Renovations – 2.85M to pre-purchase equipment, funded through culinary reserves.
- Baker West 82 Renovation – not on capital plan
- Boyd Hall Bathroom Upgrade – addressing deferred maintenance and included in capital plan
- Crawford Hall Electrical and Fire System Upgrade – addressing deferred maintenance
- James Hall Lobby, Bathroom – addresses deferred maintenance
- MacKinnon Hall Bathroom Upgrades
- Seigfred Hall Roof Replacement – 1.8M project budget, 180,000 to begin design. Hope to be under construction by this summer. It takes some time to get design completed and work completed before fall semester, project close out in the fall.
- Seigfred Hall Window Replacement – address deferred maintenance.

Trustee Simmons questioned the West 82 renovation since Baker Center is fairly new. SAVP Lalley explained that Culinary Services has a maintenance schedule which provides times when upgrades should be occurring.

The Committee recommended that the Schematic Design resolution be retained on the Consent Agenda for the October 16, 2015 Board of Trustees meeting.

- **Consent, Construction Projects Approval – Construction**

SAVP Lalley provided a brief update on energy infrastructure projects, including an overview of ongoing savings to the University as a result of recent changes. He then summarized the nine

projects included as part of the Construction request, including roof replacement for Alden Library, chiller replacements for Chubb, Copeland, and Ellis Halls, and the Ping Center Chilled Water connection.

- Alden Library Roof Replacement – \$2.2M, to be completed over the summer.
- Back South Demolition – \$1.460 M, bids were higher than thought, requesting an increase to the budget of \$209k. Project will begin in mid-May. Funded by residential housing reserves.
- College of Fine Arts (Lin Hall) Infrastructure Upgrade – state funded
- Chubb Hall Chiller – \$850k to replace old chiller and make repairs to AHU.
- Copeland Hall Chiller - \$600k to replace to be funded through EIP
- Ellis Hall Chiller - \$800k steam driven chiller to electric driven chiller.
- Hwa Wei Lee Library Annex
- Ping Chilled Water Connection – steam leak has been repaired as of August. This project will replace chillers.
- West Green Chilled Water Pump System Repairs – repairing equipment and controls that is reducing energy efficiency.

The Committee recommended that the Construction resolution be retained on the Consent Agenda for the October 16, 2015 Board of Trustees meeting.

● **Additional reports**

Ohio University Police Chief Andrew Powers provided an update regarding the Clery Act, which requires universities to record and release numbers on police-reported incidences of violent crime on campus. Trustee King asked about the number of reports of forcible sexual assaults. Chief Powers stated that while the higher numbers in the report are concerning to the police, he noted that this likely is not a reflection of increased incidences. Rather, it is the result of the campus environment and culture becoming more encouraging to victims coming forward. He also noted that a higher number is a trend that is happening nationally as campuses work to address this issue. Chair King emphasized that the committee wants to continue to hear about ongoing efforts to decrease forcible sexual assaults on campus.

● **Building Plaque Policy**

As a follow up to the recourses committee's previous meeting, Joe McLaughlin, Faculty Senate Finance and Facilities Chair, reported on his discussion with his Faculty Senate collegus regarding the use of the names of non-voting Board of Trustees representatives on plaques commemorating the naming of campus buildings. He suggested that non-voting Board members have the option to withhold their names from certificates and commendations for which they did not vote. The Committee decided that the default policy should be that everybody involved, voting or non-voting, will have their name on

the plaque, with the option to opt out in very limited and rare cases. The proposed policy will be amended to reflect this change.

The Resources Committee meeting was adjourned at 3:42 pm.



OHIO
UNIVERSITY

University Academics Committee
Thursday, October 15, 2015

Present were Trustees Dave Scholl, Cary Cooper, N. Victor Goodman, David Wolfort and Peggy Viehweger; Faculty Representative David Thomas and Student Trustee Patrick Roden.

Trustee Scholl called the meeting to order at 1:32 PM.

Trustee Scholl asked Pam Benoit, Executive Vice President and Provost, to open the meeting.

Academic Quality – Dashboard

- **College of Business Dashboard**

Hugh Sherman, Dean of the College of Business provided the presentation reviewing the college's long-term strategy and progress in aligning the college with the dashboard metrics.

Placement questionnaires to graduates received a very high response rate of 89%. 73% of respondents who took the survey in 2014 were in jobs at graduation. With improved response rate, 71% of 2015 graduates indicated they had secured a job after graduation.

The college is being effective in recruiting students. Dean Sherman cited a statistic gathered from a recent new student event in which 70% of students visited 3 or more schools before choosing OHIO for their education. The college had 48% growth last year. Efforts to recruit students who are underrepresented in the college are ongoing. With the exception of the sports management program, female students constitute approximately 46% of programs in the College of Business. The college hopes to continue recruiting higher numbers of high performing female students.

Dean Sherman provided a historical overview of the purpose of Business schools and how that has changed, including the shifting expectations of companies seeking business graduates.

Based on these expectations, all College of Business students are now required to

partake in an internship. Most businesses like to hire employees from among students in their internship programs, and this improves the job placement of students, many of whom secure jobs in the companies at which they interned upon graduation. Preparation for students' careers begins during the freshman year. The college attempts to place students in internships as early as their sophomore year.

Dean Sherman said that in order to meet organizations' demands for graduates with both academic and hands-on practical knowledge, the college has designed new student learning experiences focused on application both inside and outside of the classroom and professional development modules to help transform students into "ready now" high-performing graduates.

Targeted recruiting efforts are made to obtain students who are attracted to engaged learning. Meanwhile, hiring efforts are centered on finding faculty and staff who are committed to mentoring and coaching students in order to help them build portfolios of skills, knowledge, and experience customized to each student's interests and career goals.

Employers use a variety of evaluative processes to determine which schools they recruit from. How many employees have they recruited from an institution? How many of those graduates stayed with their company? How did those graduates perform? Have those graduates been promoted? If the answers to those questions are not positive for a particular institution, that business may no longer recruit students from the institution.

Dean Sherman said that developing broader and deeper partnerships with organizations and alumni facilitates continuous learning for faculty and staff, assists in learning the needs of employers, and informs the development and growth of educational offerings.

He also laid out the mantra that the College of Business stands by: making the promise, delivering on the promise, and engaging alumni.

Students are given multiple opportunities for growth from the time they enter as freshmen and throughout their education. There are multiple opportunities for students to engage internationally and over a hundred participate in consulting activities overseas. As students search for jobs, the college assists them by helping them improve their resumes, their interview skills, and associated job placement skills.

Dean Sherman stated the importance of alumni, as alumni can connect faculty and students with corporate partnerships. By embedding alumni into the college culture in meaningful ways, a sense of community is fostered and continuity between current students and alumni of all generations is established.

Standing Reports and Updates

- **Methods of Assessment**

In response to a specific request by Trustees at the previous Committee meeting, Michael Williford, Associate Provost for Institutional Accreditation, gave a presentation on institutional assessment. He stated that the goal of assessment is to improve student learning and must be faculty driven. Standardized tests can provide comparative data, but raise validity issues. OHIO approaches assessment through multiple methods.

Associate Provost Williford defined assessment as the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba & Banta). Assessment is different from evaluation.

He stated that the purposes of assessment are to:

- Demonstrate Student Success – Must be faculty driven, improve student learning, improve teaching & student services, internal, authentic purposes, and;
- Demonstrate Accountability – Externally driven, for external purposes, largely symbolic and public relations related, little faculty engagement

Associate Provost Williford stated that when considering standardized testing, the outcome assessments have validity issues due to differing measurements, inability to define critical thinking and other qualities, student participation, expense, and the time/effort expended.

One problem with tests are that they are multiple hour, high-stakes, many times high-stress, and are tests that students often do not want to take.

Trustees asked how this information impacts the Trustees' expectation that enrolling students have a certain ACT score. Should the Trustees be using these scores as a progress metric to the extent that they are currently? Trustees noted that, as in the case of the College of Business, the engagement of potential employers in determining what students need to know seems to be a better indicator of long-term student success.

Provost Benoit noted that there are multiple indicators of student ability and academic potential, of which standardized test scores are only one factor. Craig Cornell, Senior Vice Provost for Strategic Enrollment, noted that admission to OHIO is based on high school GPA, high school courses taken, and other measures in addition to ACT.

Robert Frank, Dean of the College of Arts and Sciences, noted that ACT can be effective in gauging student success in certain fields of study, but cannot be used to gauge success in life.

Associate Provost Williford concluded that assessment must be faculty-driven and occur at the source of learning to be authentic. It must be tied to learning objectives, and must lead to action.

- **Enrollment Update**

Craig Cornell, Senior Vice Provost for Strategic Enrollment Management, provided an update on enrollment. New student enrollment remained strong in 2015, and set many new records in alignment with the Strategic Enrollment Management Plan (SEMP). Enrollment growth at the end of fall semester is expected to show that OHIO now has over 40,000 students. Freshman enrollments reached 4,423, a new record and an increase of 1% over last year; new transfer student numbers were the highest in 3 years, at 563; and eLearning student numbers are anticipated to reach 5,900 by the end of fall term, also an increase over previous terms. The regional campuses saw an overall increase of approximately 400 students.

Graduate student enrollments are down by 125 (4.6%), but Graduate Outreach and Heritage College of Osteopathic Medicine both saw increases of 66 and 101 students respectively. OHIO's online graduate program enrollment now nearly equals on-campus graduate enrollment. Growth in the recent past is the largest in the State compared to OHIO's peer institutions. The *Chronicle of Higher Education* has recognized OHIO as the 18th fastest growing institution in the US.

The Trustees asked about the College Credit Plus (CC+) program at OHIO. The CC+ program allows qualified secondary education students in 7th through 12th grades to take college courses. Senior Vice Provost Cornell replied that most of the CC+ students are enrolled at regional campuses. The subsidy OHIO receives for these students is \$40 per credit hour if the course is taken at the high school and is taught by a high school teacher, \$80 if taken at the high school and is taught by our faculty, and \$160 per credit hour if the student takes the class on our campuses.

FY2016 marks the inaugural year that the OHIO Guarantee program, which provides

students a fixed rate for the four year duration of their degree program. Senior Vice Provost Cornell stated that OHIO's record enrollments were especially good because of the initiative's implementation. Vice Provost Cornell noted the hope that first-year students will be even more positive about the program when they see that their cost truly does not increase next year.

- **Public Face – External Reporting and Publicly Available University Data**

Due to time constraints, this topic was tabled until the next meeting.

- **OHIO in the College Rankings**

Barbara Wharton, Associate Provost for Institutional Research and Effectiveness provided an update on college rankings.

Ohio University does well in popular rankings like the US News & World Report, Washington Monthly, Forbes, and Sierra Magazine. Associate Provost Wharton noted that there are often multiple ties in rankings. Last year, OHIO was tied with 7 schools in one of the US News and World Report rankings.

US News & World Report – Ohio University is ranked 135th overall and 68th among public universities. Ohio institutions ranked ahead overall are Ohio State University at #52 and Miami University at #82. The University of Cincinnati (#140), Kent State (#175), and Bowling Green (#185) follow OHIO in the rankings. Cleveland State, University of Akron, University of Toledo, and Wright State are unranked.

Associate Provost Wharton stated that universities elect to participate in the rankings, and there is a one-year or greater lag in data (current 2016 rankings are based on 2014-15 data or on multi-year averages). Of the approximately 280 schools participating, 173 are public institutions – not all are ranked.

The greatest weight is given to an institution's academic reputation (22.5%), graduation and retention rates (22.5%), and faculty resources (20%). Also considered are student selectivity (12.5%), financial resources (10%), graduation rate performance (7.5%), and alumni giving (5%).

Other rankings besides those of the US News & World Report are gaining popularity. These rankings move away from high selectivity and financial issues that carry a lot of weight with US News.

Washington Monthly – OHIO is ranked #239 of 279 national universities. Rankings are based on: social mobility (percent of Pell Grant recipients and graduation rates), service

(Peace Corps, ROTC, Federal Work Study funds spent on service, etc.), research (expenditures, bachelors to PhDs awarded, faculty awards, etc.)

Sierra Magazine – OHIO is ranked #94 of 152 schools overall. Rankings are based on sustainability measures and OHIO’s participation in the Sustainability Tracking, Assessment & Rating System (STARS).

Forbes – OHIO ranked #407 out of 650 overall and #4 in Ohio public institutions. Rankings are based on student satisfaction using ratemyprofessor.com and the transfer out rate; post-graduate success using payscale.com and the America’s Leaders List compiled by Forbes; student debt based on average debt, default rate, and percent taking loans; graduation rate based on actual and predicted vs. actual; and academic success based on nationally competitive awards and alumni receiving PhDs.

- **Consent Agenda Items**

Review of Centers and Institutes

Motion made, seconded, and accepted unanimously to approve all recommendations and forward them to the full Board for review.

Kennedy Museum Appointments

Motion was made, seconded, and accepted unanimously to approve and forward to the full Board for review.

Trustee Scholl adjourned the meeting at 3:32 PM

Ohio University Board of Trustees
Governance Committee
Minutes

Thursday, October 15, 2015

Present were Chair Simmons, Trustees Cary Cooper, Kevin B. Lake, Peggy Viehweger and David Wolfort, Student Trustee Sharmaine Wilcox, Secretary to the Board David Moore and General Counsel John Biancamano.

The meeting was called to order at 3:50 PM.

1. National Trustees

Chair Simmons moved to enter into executive session to discuss the appointment of a public official. The roll call vote was unanimous.

The Committee held a roll call vote to come out of executive session. Chair Simmons announced that the committee would report on its deliberations at the meeting of the full Board on October 16, 2015.

2. Minutes of Board Meetings

Mr. Biancamano reported that, following his review of Board meeting minutes format, he did not find reason to recommend changes. The Committee agreed.

Secretary Moore recommended that minutes be sent to committee chairs for a preliminary review before distribution to the entire Board. The Committee agreed to this change in procedure.

3. 2016 Board Meeting Schedule and 2016 Retreat Location

Secretary Moore distributed a proposed meeting schedule for 2016-17. The Committee discussed possible changes in the schedule as well as options for the location of the Board retreat. The Committee will revisit the matter at the next meeting.

The Committee adjourned at 4:43 PM.



**AUDIT COMMITTEE MEETING
OHIO UNIVERSITY – ATHENS CAMPUS
Margaret M. Walter Hall, Room 245
October 15, 2015 – 3:30 PM**

Audit Committee Chair N. Victor Goodman called the meeting to order at 3:50 p.m. Present were Trustees Janetta King, Dave Scholl, alumni representative Julie Mann Keppner, and Student Trustee Patrick Roden. President Roderick J. McDavis and Board Chair Sandra J. Anderson were also present.

Internal Audit Update

Jeffrey Davis, Chief Audit Executive, provided an update on Internal Audit Office operations. Topics included an update on the FY16 audit plan, construction auditing, a proposed report rating system, an external assessment, recent program reviews, continuous auditing, the audit process, the audit committee charter and the internal audit charter. The Trustees asked questions and discussed the report rating system, the external assessment and continuous auditing.

Trustee Scholl briefly discussed the Audit Committee meeting held on October 8, 2015. This meeting was held to review the annual audit report prepared by Plante Moran, Ohio University's external auditor. A resolution was proposed for approval of the June 30, 2015 Financial Statement Audit.

The committee recommended that the resolution advance to the full board for consideration and approval.

At 4:40 p.m. Trustee Goodman motioned to adjourn to executive session. Trustee Anderson seconded. The executive session was to discuss details relative to consider personnel matters related to the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee or official, or the investigation of charges or complaints against a public employee, pursuant to the provisions of R.C. 121.22 (G)(1). Trustee Goodman, Trustee King, Trustee Scholl and Trustee Anderson all voted yes. Vote was unanimous.

Trustee Goodman motioned to adjourn executive session at 5:08 pm. Chair Anderson seconded. The role was taken to revert back to general business. Trustee Goodman, Trustee King, Trustee Scholl and Trustee Anderson all voted yes. Vote was unanimous.

There was no unfinished business.

Meeting adjourned at 5:10 p.m.

PRESIDENT'S REPORT

presented to

Ohio University Board of Trustees

January 22, 2016

The best student-centered learning experience in America
Office of the President



OHIO
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Overview

- Vision, Values & Priorities
- OHIO for Ohio
- Sustainability Milestones
- University Rankings
- Legislative Update
- Leadership Update
- University Fundraising
- Points of Pride



Vision Statement

Ohio University will be the nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.

Core Values

Excellence is our hallmark

- Outstanding people, ideas, and programs drive our educational mission.

Integrity, civility and diversity define our community

- These values guide our leadership in a global society.

Stewardship enhances our legacy

- As Ohio's first institution of public higher education, we are mindful of our accountability to the public trust.

Strategic Priorities



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OHIO for Ohio



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Sustainability Milestones

New energy practices affirm OHIO's continued commitment to environmental stewardship



OHIO committed to purchasing 60,000 MWh of renewable energy certificates annually

Ohio University's Sustainability Plan calls for 20 percent of energy sources for the Athens Campus to come from renewable energy by the year 2020. New electricity purchasing guidelines enabled Ohio University to realize this goal four years ahead of schedule.

November marked the completion of OHIO's transition from coal to natural gas

On Thanksgiving Day, Ohio University discontinued the use of coal as a heating fuel for the Athens campus. The switch to natural gas will reduce scope 1 carbon emissions by about 50 percent, accelerating OHIO's path to carbon neutrality.

University Rankings

OHIO increased its prominence through national and international rankings

Top University Business Incubator

Ohio University's Innovation Center was recognized as a "Top University Business Incubator in North America" (third in the United States) by UBI Global

Top Producer of Research Licensing Revenue

Ohio University ranked first among Ohio higher education institutions for research licensing revenue and ranked ninth nationally for research return on investment, according to a report from The Association of University Technology Managers

Most Beautiful College Campus

Ohio University was ranked 20th on Great Value Colleges' "40 Most Beautiful College Campuses in Rural Areas" and 54th on Best College Reviews' "100 Most Beautiful College Campuses in America"

Legislative Update

Board of Regents Chancellor John Carey has appointed the Higher Education Capital Funding Commission

- The commission is comprised of selected presidents of two- and four-year higher education institutions in Ohio:
 - David C. Hodge, Co-Chair; Miami University
 - Santa J. Ono, University of Cincinnati
 - Roderick McDavis, Ohio University
 - Ronald M. Berkman, Cleveland State University
 - Roy Church, Co-Chair; Lorain County Community College
 - Steve Johnson, Sinclair Community College
 - Dorey Diab, North Central State Community College
 - Chad Brown, Zane State
- The commission is charged with reaching a consensus in the higher education community and recommending a list of priority projects for consideration in the capital budget bill
- At this time, the chancellor has not provided the commission a dollar amount as it begins its work
- For planning purposes, the commission will use \$404.5 million, the amount of state funds that were allocated to the higher education community in the 2013 capital budget
- The timeline for the capital budget has not been finalized. However, based on the last two capital budgets, we anticipate that the legislature will pass a capital budget bill prior to June 1, 2016.



Legislative Update

On November 17th, the Ohio House of Representatives passed House Bill 48, which seeks to expand the state's conceal carry law to include higher education campuses

- If passed by the Senate, HB 48 will allow university boards of trustees to adopt policies permitting people to carry concealed handguns on campus
- Unlike other conceal carry bills that have been introduced, HB 48 contains permissive language. It leaves it up to each institution's board to set the conceal carry policy for its campus or campuses.
- If a board does not adopt a conceal carry policy for its campus, the bill reduces to a minor misdemeanor the charge, if a licensed holder illegally carries a handgun on campus

Leadership Update



Randy Leite
Dean
College of Health Sciences
and Professions



Elizabeth Sayrs
Interim Dean
College of Fine Arts



Pete Mather
Interim Dean
University College and Vice
Provost for Undergraduate
Education

University Fundraising

Advancement Travel



- Columbus, OH
- Cleveland, OH
- Fort Myers, FL
- New York, NY
- Montgomery, AL

Points of Pride

OHIO held a renovation preview for the expansion of the College of Business annex



Photo courtesy of UCM

Points of Pride



Photo courtesy of UCM

The first Athens Race for the Cure, brought to Athens by Ohio University nursing students, raised \$100,000 for breast cancer research

Points of Pride



Photo courtesy of UCM

Kaorin Marshall, a student in OHIO's School of Communication Studies, was recognized by the Ohio Department of Public Safety for her anti-human trafficking efforts

Points of Pride

The Ohio University Chapter of the American Meteorological Society was recognized by the American Meteorological Society as the “Outstanding Student Chapter of the Year”



Photo courtesy of UCM

Points of Pride

WOUB Public Media was one of seven public media stations in Kentucky, Ohio, and West Virginia to receive a \$445,000 grant from the Corporation for Public Broadcasting to establish an Ohio River regional journalism collaboration



Photo courtesy of UCM

Points of Pride

The Ohio University Innovation Center received national attention when they used 3-D printing technology to create a set of wheels for Tumbles, a puppy born without front legs



Photo courtesy of Crystal Richmond

Points of Pride



Photo courtesy of Joel Prince

**Ohio University alumna
Sheila McHale and
husband Larry received
the John C. Baker
Founder's Award for
exemplary service to
The Ohio University
Foundation**

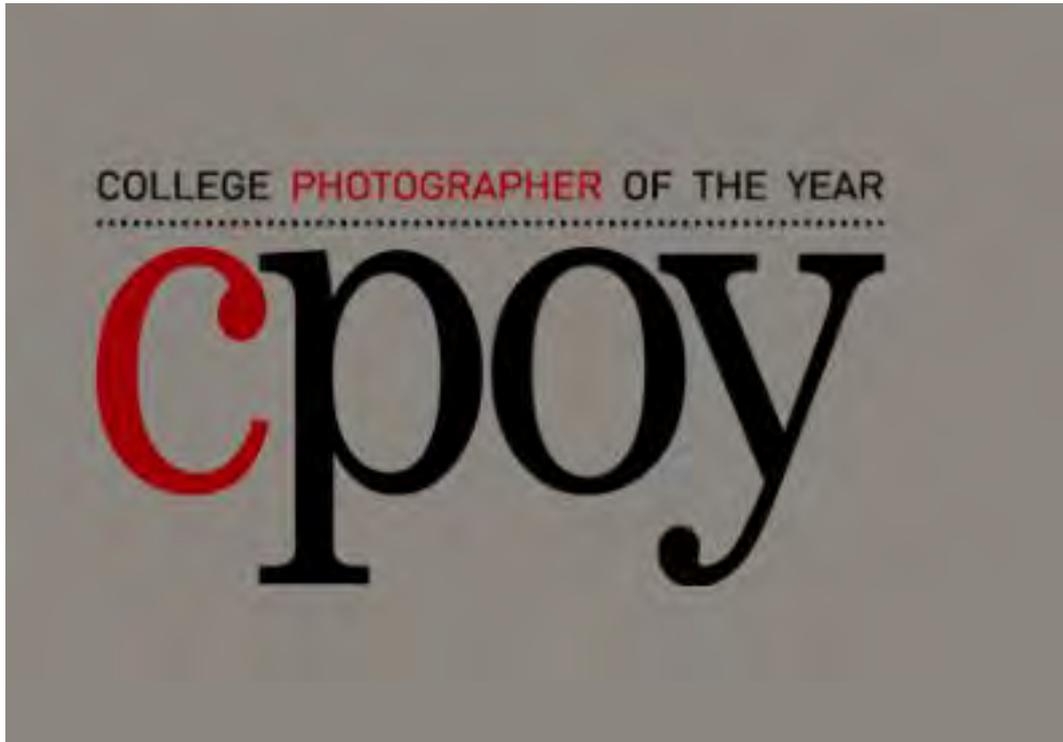
Points of Pride

**Ohio University
Distinguished Professor
Tadeusz Malinski received a
gift of \$400,000 for Down
syndrome research**



Photo courtesy of UCM

Points of Pride



Students from the School of Visual Communication earned 10 awards at the 70th Annual College Photographer of the Year competition

Photo courtesy of UCM

Points of Pride



Photo courtesy of College of Arts and Sciences

OHIO forensic chemistry students received the top toxicology score in the nation on the Forensic Science Assessment Test, administered by the American Board of Criminalistics

Points of Pride



Photo courtesy of UCM

Journalism student Justin Holbrock was named Scripps Next Top Intern at the 10th annual Scripps Day

Points of Pride



Photo courtesy of OHIO Athletics

OHIO Volleyball swept top-seeded Northern Illinois to claim the Mid-American Conference Championship

Points of Pride



Photo courtesy of OHIO Athletics

On December 19th, OHIO Football faced off against the Appalachian State Mountaineers in the second annual Raycom Media Camellia Bowl in Montgomery, Ala.

Points of Pride

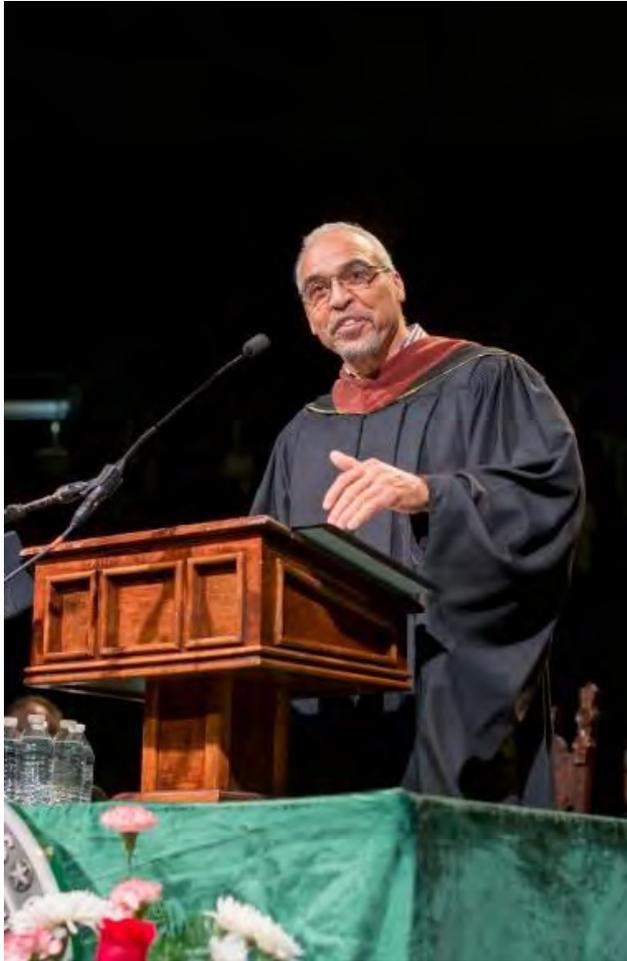


Photo courtesy of UCM

Distinguished Professor Charles Smith led Ohio University in celebrating the accomplishments of more than 650 graduates at our fall commencement ceremony

University Spotlight



The OHIO Reach Scholars Program

The best student-centered learning experience in America
Office of the President



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PRESIDENT'S REPORT

presented to

Ohio University Board of Trustees

January 22, 2016

The best student-centered learning experience in America
Office of the President



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Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost
Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: FY 2017 Budget – 2nd Cohort OHIO Guarantee Rate Increases

Over the past several years, the University has made significant financial commitments to key institutional priorities that directly impact our students, faculty and staff. These investments are intended to both address long standing problems as well as position the University for the future:

- Programmatic/revenue growth and Innovation Strategy
- Faculty and Staff Compensation
- Facilities Capital Plan and Deferred Maintenance
- Student Affordability and Financial Aid

At the same time we were making these commitments, the University moved to Responsibility Centered Management (RCM) and transitioned our planning and budget process to incorporate all sources of funds (tuitions, state support, grants, fundraising, investments, etc.). Today we are implementing multi-year forecasting in order to better evaluate potential revenues and the impact of inflationary cost pressures on the University. At the same time we seek to position our colleges and departments so they may proactively manage against future economic downturns that so negatively impacted the University's budget between 2001 and 2010.

Implementation of the RCM Model has provided us with greater transparency of revenues and expenses across our functions and planning units, as well as providing enhanced information to inform our decision making processes going forward. This year we began our planning process in October, with Financial Review meetings and discussions in the November/December timeframe that included current year forecasts compared to budget, as well as four years of projected operations into the future. While these discussions have been extremely informative and beneficial, they are still very preliminary as we continue to work with the academic leadership of the colleges to refine their budget assumptions and develop a more comprehensive view of their financial performance for the current year. These projections will be included in your Board materials in the FY 2015-16 Financial Update report.

At the January board meeting we will be asking the Board to approve Tuition, Room and Board increases for freshman and transfer students who will matriculate in the fall of 2016 as the 2nd cohort under the OHIO Guarantee initiative. (Continuing students will see no changes in their rates.) In considering what these increases should be, we have developed, in consultation with the Budget Planning Committee, a series of assumptions related to our institutional priorities and

developed multi-year projections as to what resources will be necessary to sustain these commitments going forward. The PowerPoint attached to this memo provides a significant level of detail associated with these assumptions and projections in order to provide the Board with the justification supporting our proposed increases. The materials highlight both our expenditure planning assumptions related to our strategic priorities and our projections for core revenues available to support them. As noted above these are still preliminary numbers, thus creating a budget shortfall that we will need to solve for during the Spring Semester. We are providing this information today to help inform our January discussions.

The materials further include a multi-year view as to how the decisions we will be making in this budget will impact future budgets. We believe this information will be valuable to the Board both in terms of helping inform the decisions we are asking you to make this year, but also in terms of laying the foundation for decisions that you will be asked to make in the future. The information highlights that we remain focused on the Board's strategic priorities – compensation, financial aid and deferred maintenance – while we continue to set aside investment dollars to support new program development in our colleges and academic departments. While we clearly have more work ahead before we can finalize the FY 2017 University Budget, our January presentation will provide the framework that we will be working toward in order to insure that we maintain our commitment to institutional priorities and providing the colleges with the flexibility to make investments in their priorities at the same time.

BALANCING UNIVERSITY BUDGET PRIORITIES

January 21, 2016



OHIO
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Outline

- Budget and Planning Process and Timeline
- University & Board Priorities
 - Programmatic/revenue growth and Innovation Strategy
 - Employee Compensation
 - Capital Plan
 - Student Affordability
- Current Initiatives, Planning Assumptions, and Projected Costs
- Balancing Cost Growth, Revenue Growth, & Student Affordability

Budget and Planning Process

- Preliminary, multi-year projections from Planning Units in the Fall are a starting-point to understand:
 - The financial impact of our planning assumptions
 - The cost of potential planning unit and central investments
 - Opportunities for revenue growth
- Improvements to budgeting process:
 - Broader visibility to the interaction of potential cost and revenue growth across multiple years
 - Greater understanding of adjustments that may need to be made to get to a final budget, inclusive of both programmatic investments and goals for program and revenue growth
 - Permits us to be more strategic by engaging in conversations with the colleges and departments about reallocating existing resources to higher priorities

Priority: Programmatic/revenue growth and Innovation Strategy

- Program growth and renewal is an essential component to offset cost increases associated with University and Board priorities and to ensure that OHIO maintains academic quality while remaining competitive
- Each college and planning unit is vetting program and revenue opportunities along with associated financial impacts:
 - Evaluation of the infrastructure to launch and maintain programs
 - Assessment of the unique markets and competitive position for each college's programs
 - Leveraging regional and satellite locations (OHIO for Ohio)

Priority: Compensation – Salaries & Wages

- **Faculty Comp Plan**

- Goals:
 - Maximize our ability to attract and retain talented faculty
 - Move the average salary for tenure-track faculty to the rank of 3rd among the four-year public universities in Ohio (includes faculty on Athens and regional campuses)
- 3-year implementation timeline; maintain position in future years
- FY17 planning assumption: 1.4%
- FY18-20 planning assumption: 1%

- **Staff Comp Initiative**

- Goal: Market-based Staff Comp Structure
- FY17-20 planning assumption: 1%

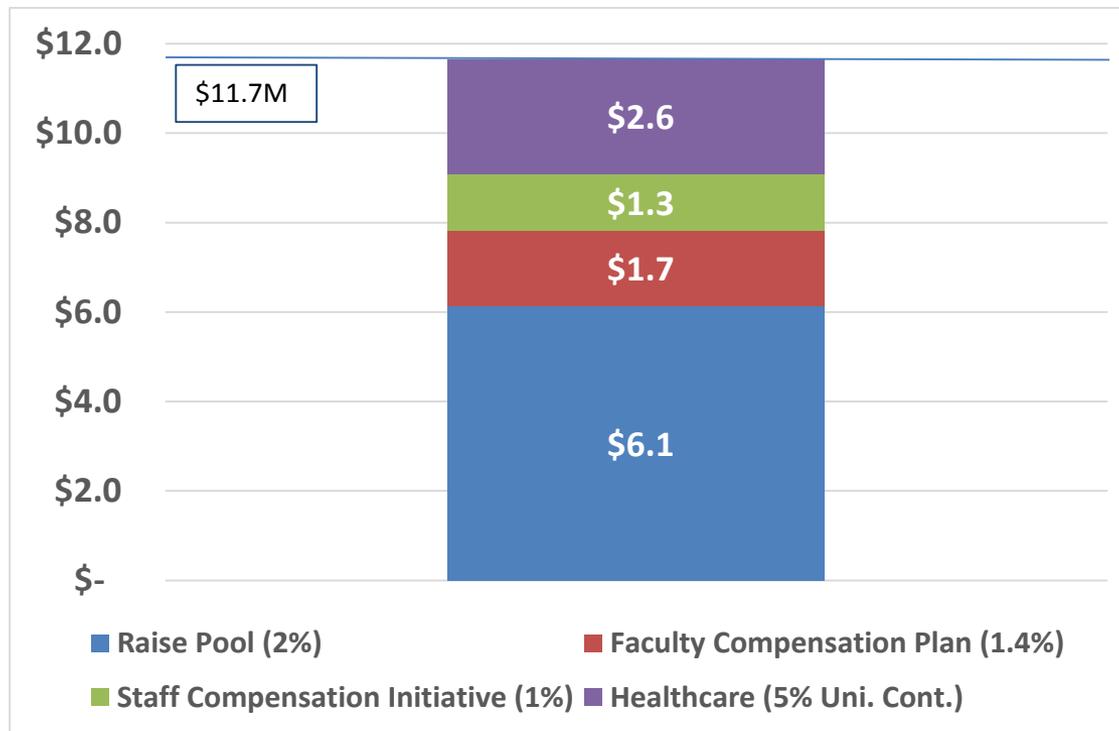
- **Raise Pool**

- FY17-20 planning assumption: 2%

Priority: Compensation – Benefits

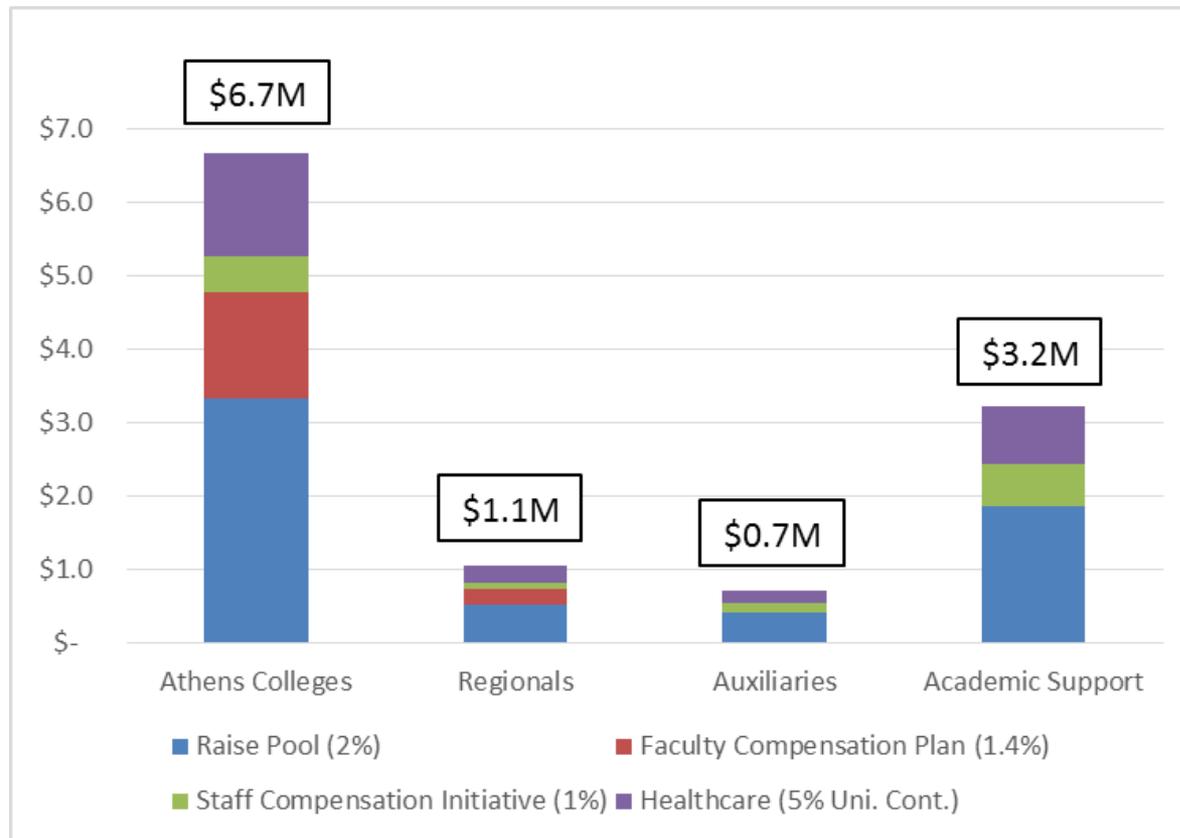
- **Benefits Advisory Committee**
 - Manage University Contribution Growth
 - Avoid ACA Cadillac Tax (state mandate)
 - Benchmarking benefit programs and plan design
- **Healthcare FY17-20 planning assumption:**
 - 6% Cost Growth
 - 5% University contribution

Expense Growth: FY17 Compensation Impacts



(in millions; includes associated benefit increases)

Expense Growth: FY17 Compensation Impacts



(in millions; includes associated benefit increases)

Priority: Capital Plan

Capital Improvement Planning: Project Buckets

Deferred Maintenance Assessment

The University is committed to addressing deferred maintenance needs and energy conservation measures. Ohio University has spent the past biennium in planning and assessment processes designed to provide us with the tools to prioritize investments in our facilities.



Images from Condition Assessments



Aerial infrared image

Condition Assessments

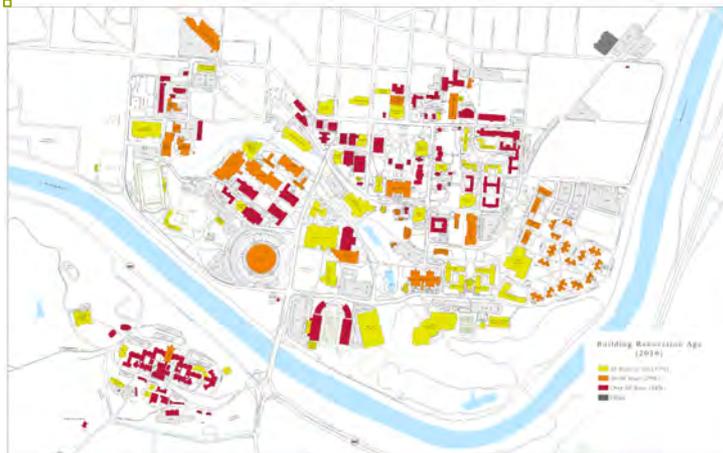
In the fall of 2014, the University performed a Facilities Condition Assessment (FCA) pilot project. The effort identified, quantified and prioritized deferred maintenance in the buildings. A comprehensive assessment of four buildings was catalogued in a database and evaluated the type and existing conditions of:

- Building exterior systems: roofs, walls, window systems, exterior doors, and structural components
- Building interior systems: walls, doors, floors and ceilings
- Linear systems
- Heating, ventilation and air conditioning, controls and instrumentation, special equipment, Electrical service and distribution, Lighting and branch wiring, Communications and Security, Plumbing, Fire protection, Elevators

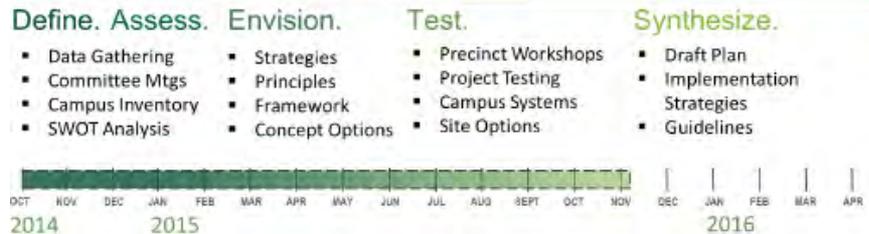
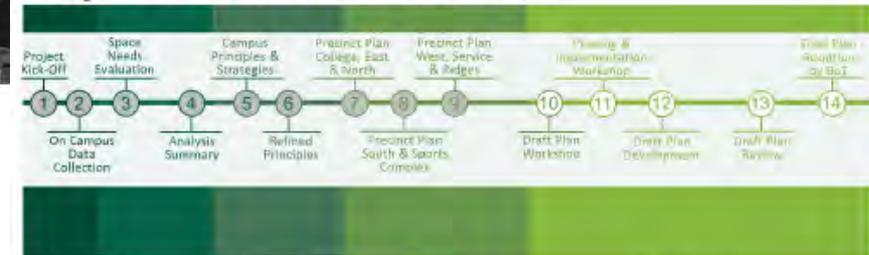
The FCA pilot identified the renewal or replacement year and cost for each item. Given the value realized in the pilot FCA, the University is now conducting an FCA for all buildings with a target completion date of September 2016. The University will use the results of this effort to help inform Deferred Maintenance Project Planning and Capital Renewal decisions in the coming years. This new tool will allow the University to quantify the Deferred Maintenance Inventory and monitor progress to reduce it as projects are completed.

Roof Assessments

The University commissioned an aerial infrared heat distribution, liquid leak, energy loss and roof survey that was conducted in April 2015. The survey identified 49 of the 202 buildings surveyed as being in need of further field inspection, repair or replacement. The survey is an important tool used in prioritizing roof projects, and the survey results are being incorporated in to the FCA database.



Project Phases and Schedule

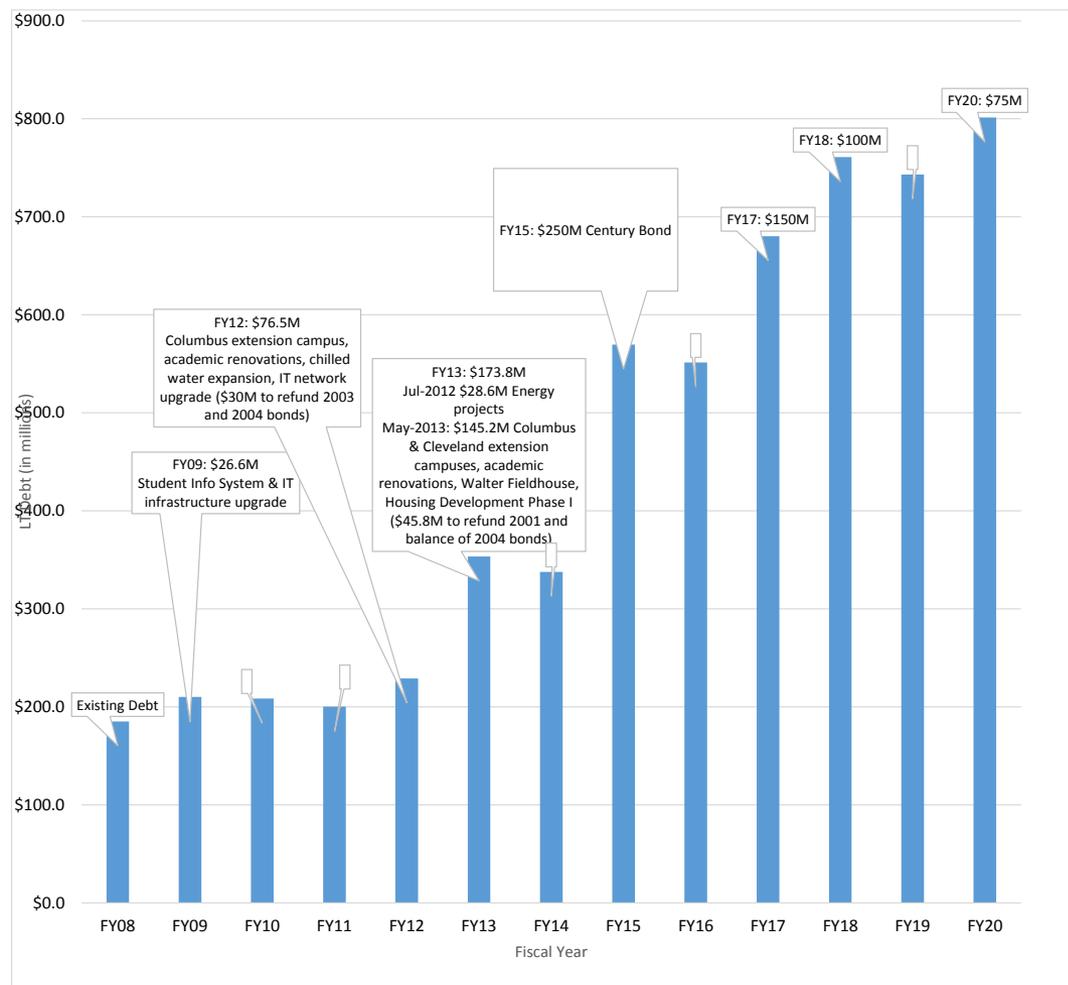


Capital Plan: Century Bond Deferred Maintenance Program

Loan Terms (\$ Millions)	
Amount	\$10.0
Term	10
Rate	5.50%
Debt Service	\$1.3

\$160M of Debt Proceeds; \$10M Distribution for 16 Years																	Capital Investment	Internal Debt Service
Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Internal Debt Service	FY15	\$1.3															\$10.0	\$1.3
	FY16	\$1.3	\$1.3														\$10.0	\$2.7
	FY17	\$1.3	\$1.3	\$1.3													\$10.0	\$4.0
	FY18	\$1.3	\$1.3	\$1.3	\$1.3												\$10.0	\$5.3
	FY19	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3											\$10.0	\$6.6
	FY20	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3										\$10.0	\$8.0
	FY21	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3									\$10.0	\$9.3
	FY22	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3								\$10.0	\$10.6
	FY23	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3							\$10.0	\$11.9
	FY24	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3						\$10.0	\$13.3
	FY25		\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3					\$10.0	\$13.3
	FY26			\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3				\$10.0	\$13.3
	FY27				\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3			\$10.0	\$13.3
	FY28					\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3		\$10.0	\$13.3
	FY29						\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$10.0	\$13.3
	FY30							\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$10.0	\$13.3
	FY31								\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$10.0	\$11.9
	FY32									\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$10.0	\$10.6
	FY33										\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$10.0	\$9.3
	FY34											\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$10.0	\$8.0
FY35												\$1.3	\$1.3	\$1.3	\$1.3	\$10.0	\$6.6	
FY36													\$1.3	\$1.3	\$1.3	\$10.0	\$5.3	
FY37														\$1.3	\$1.3	\$10.0	\$4.0	
FY38															\$1.3	\$1.3	\$10.0	\$2.7
FY39																\$1.3	\$10.0	\$1.3

Capital Plan: Issuance of Debt



	FY12	FY13	FY14	FY15	FY16	FY16	FY17	FY18	FY19	FY20
	Actuals	Actuals	Actuals	Actuals	Budget	Forecast	Forecast	Forecast	Forecast	Forecast
Operating Results										
Internal Loan - Principal & Interest	\$ 17.3	\$ 18.3	\$ 24.1	\$ 27.4	\$ 38.8	\$ 38.7	\$ 41.6	\$ 47.7	\$ 50.2	\$ 52.9
GAAP Adjusted Totals										
Debt Service - Interest	\$ 6.1	\$ 6.1	\$ 10.0	\$ 21.4	\$ 26.0	\$ 25.9	\$ 32.0	\$ 35.9	\$ 35.3	\$ 38.1

Priority: Student Affordability

- Enhanced Financial Aid
 - Signature Program
 - Endowed Scholarship Matching Program
 - Scholarships Holding Value (OHIO Guarantee)
- Transparency of Student Costs – The OHIO Guarantee
- Moderate Rate Increases

Priority: Student Affordability

Moderate Rate Increases

Continuing Students (non-Guarantee)

	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18*</u>	<u>FY19*</u>
Tuition	3.5%	3.5%	1.6%	1.5%	0.0%	0.0%	2.0%	2.0%
Non-Resident Surcharge	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Room	2.5%	3.5%	3.5%	3.5%	3.5%	0.0%	0.0%	0.0%
Board	0.0%	1.5%	0.5%	1.0%	1.0%	0.0%	0.0%	0.0%

OHIO Guarantee - Class of 2019

	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18*</u>	<u>FY19*</u>
Tuition					5.1%	0.0%	0.0%	0.0%
Non-Resident Surcharge					0.0%	0.0%	0.0%	0.0%
Room					5.3%	0.0%	0.0%	0.0%
Board					1.5%	0.0%	0.0%	0.0%

OHIO Guarantee - Class of 2020

	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17**</u>	<u>FY18*</u>	<u>FY19*</u>	<u>FY20*</u>
Tuition						1.7% - \$196	0.0%	0.0%	0.0%
Non-Resident Surcharge						5.6% - \$500	0.0%	0.0%	0.0%
Room						3.5% - \$223	0.0%	0.0%	0.0%
Board						2.0% - \$ 90	0.0%	0.0%	0.0%

Non-Guarantee Cap - 0%

4-year rate Guarantee - no fee increases in years 2-4

Guarantee Tuition Cap: Non-Guarantee Cap (0%) + 5-year average CPI

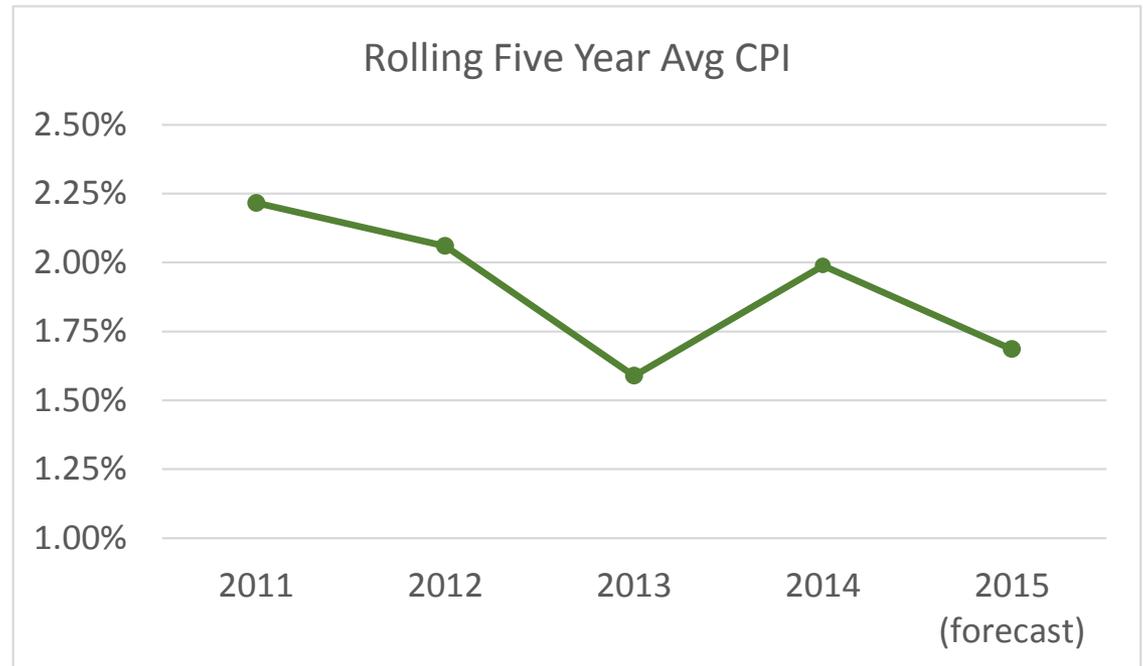
*Current Planning Assumptions

**Dollar Increases represent full-time, annual rates (Room & Board: Standard Double & 20 Meal Plan)

Planning Assumption for Future Guarantee Cohorts: Legislative Cap

Guarantee Tuition Cap – FY17

- Non-Guarantee Cap – 0%
- 5-year CPI – 1.7%



Non-Resident Competitive Cost Comparison

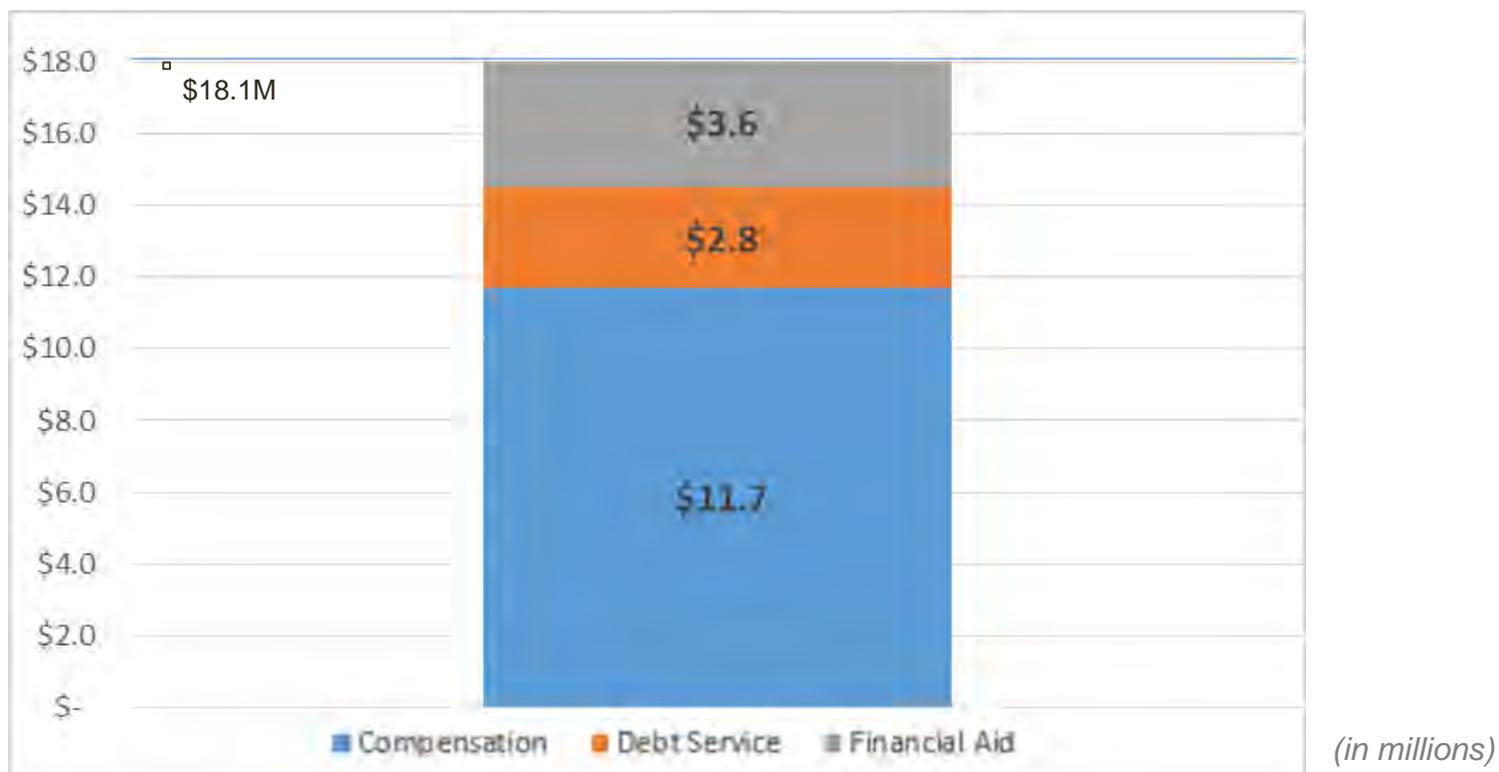
	Resident Tuition	Out-of-State Surcharge	Non-Resident Total	Non-Resident Surcharge as a % of Resident Tuition
OHIO	\$11,548	\$8,964	\$20,512	78%
Cleveland State	\$9,848	\$3,308	\$13,156	34%
Shawnee State	\$7,558	\$5,398	\$12,956	71%
Youngstown	\$8,087	\$6,000	\$14,087	74%
Kent State	\$10,012	\$8,200	\$18,212	82%
Wright State	\$8,730	\$8,368	\$17,098	96%
Univ. of Akron	\$11,215	\$8,549	\$19,764	76%
Univ. of Toledo	\$9,428	\$9,338	\$18,766	99%
Univ. of Cincinnati	\$11,000	\$15,334	\$26,334	139%
Miami University	\$13,533	\$16,107	\$29,640	119%
Ohio State	\$10,037	\$17,328	\$27,365	173%

- OHIO Non-Resident Surcharge has been unchanged since FY08

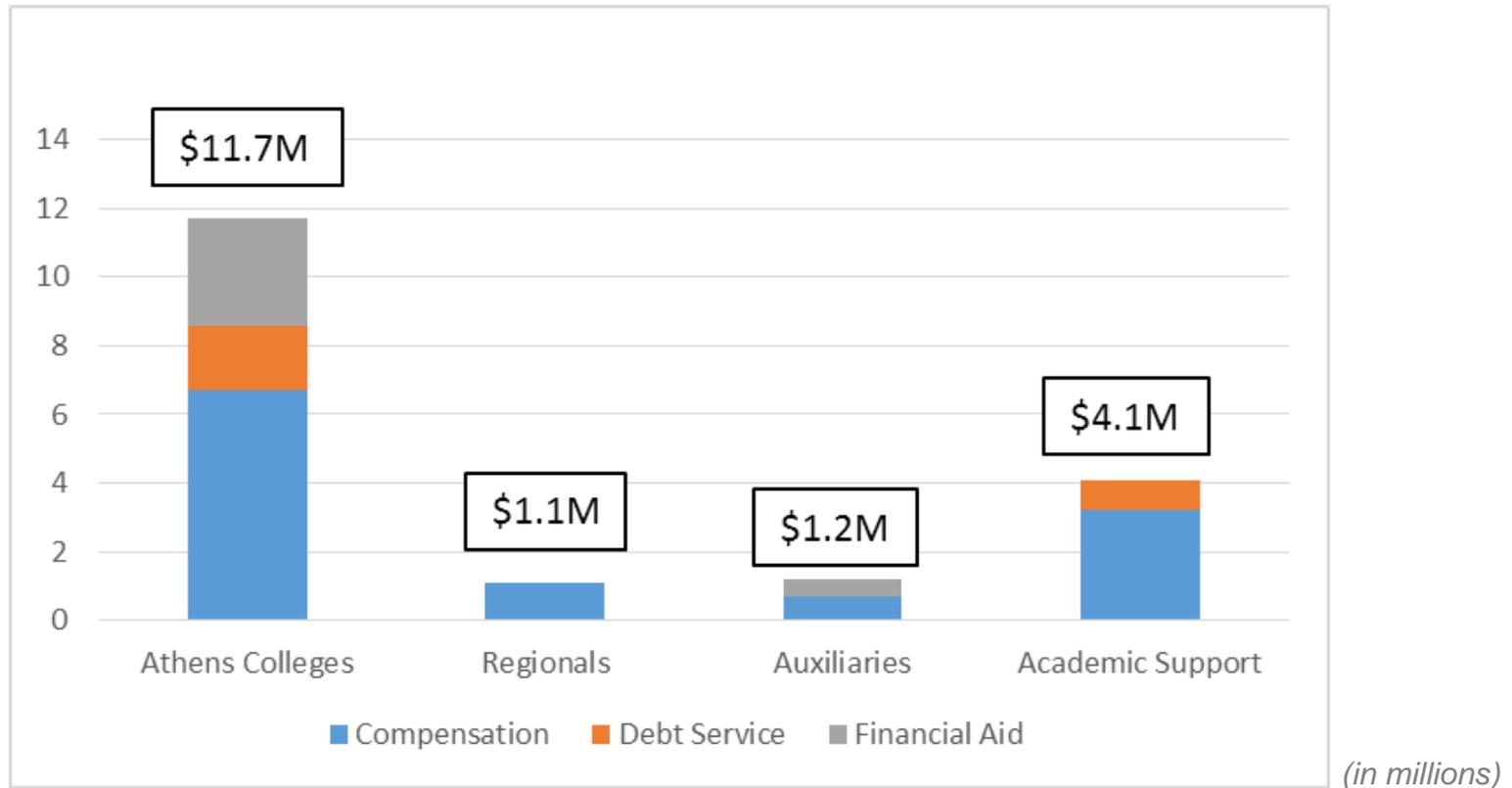
Housing & Culinary Priorities

- Housing and Residence Life
 - Continuation of Housing Development Plan
 - Integration of Phase II with University Master Plan
 - Supporting University enrollment strategy
 - Commitment to the two-year residency requirement
- Culinary Services
 - Addressing inflationary costs
 - Funded Depreciation model
 - Expanding offerings to respond to customers
 - Supporting Ohio businesses (17% spend)
 - Offsetting inflationary costs with cultivation of external revenues

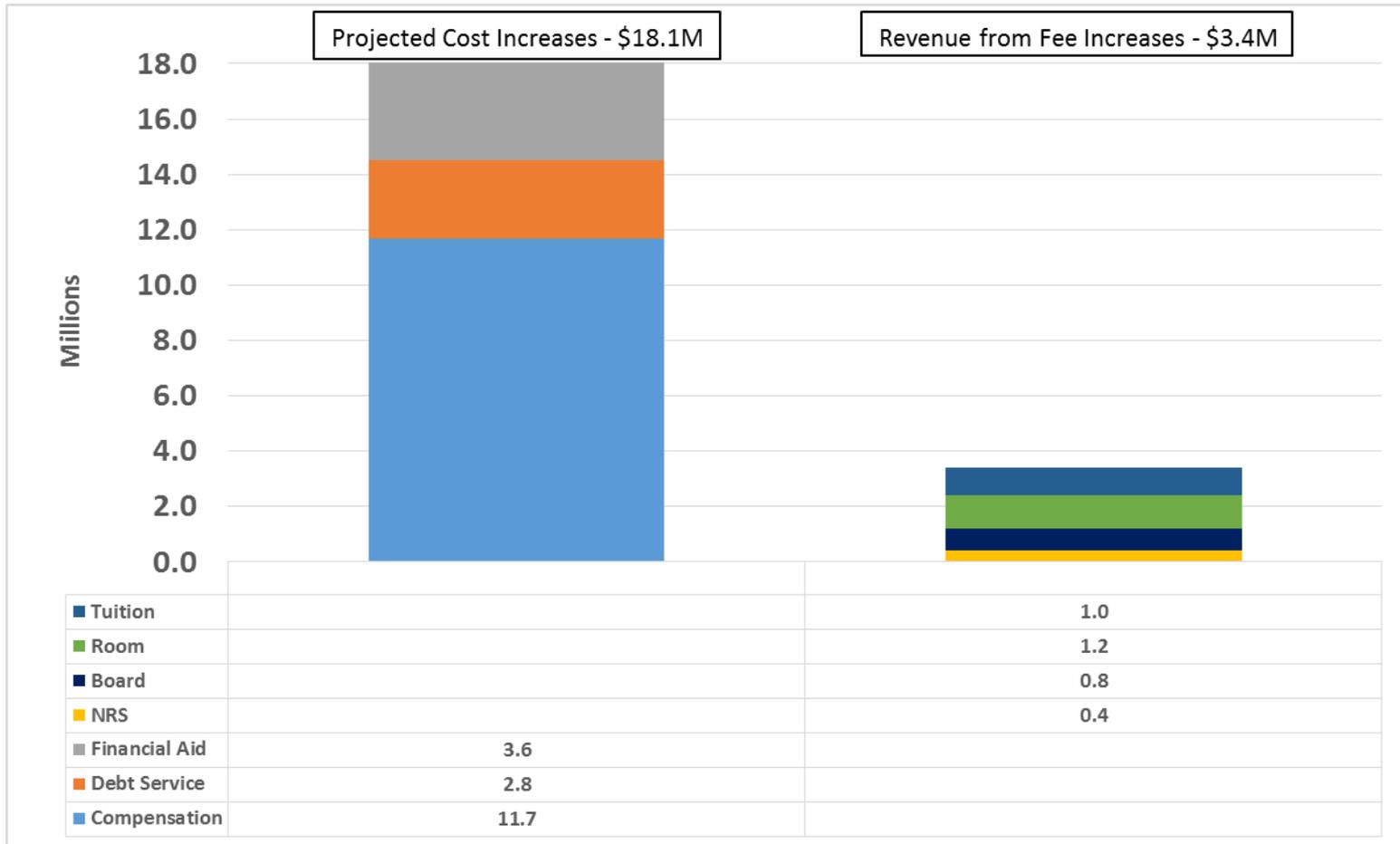
Priorities: Projected Cost Increases



Priorities: Projected Cost Increases



Impact of Guarantee Student Fee Increases



Note: This presentation of revenue growth does not include growth from other student populations nor other sources of revenue (State appropriations, endowment distributions, etc.)

Planning Assumptions: Multi-Year

	FY17	FY18-20 (annualized)
<u>Revenue</u>		
State Appropriations	3.6%	2.0%
<u>Rates</u>		
UG Guarantee (new cohorts)		
Tuition	1.7%	3.7%
Room	3.5%	3.5%
Board	2.0%	2.0%
Regionals & Non-Guarantee		
Tuition	0.0%	2.0%
Room	0.0%	0.0%
Board	0.0%	0.0%
<u>Enrollments</u>		
Athens UG	3.6%	2.0%
Regionals	0.0%	0.0%
eLearning	-6.6%	-2.8%
Grad	5.0%	1.5%
Medical	14.2%	6.7%
<u>Financial Aid</u>		
UG	10.7%	3.3%
Grad	2.5%	0.5%
<u>Healthcare</u>		
Cost Growth	6.0%	6.0%
University Contribution	5.0%	5.0%
<u>Salaries & Wages</u>		
Raise Pool	2.0%	2.0%
Faculty Compensation Initiative	1.4%	1.0%
Staff Compensation Initiative	1.0%	1.0%
<u>Debt Service</u>		
Deferred Maintenance	\$1.3M	\$1.3M
Energy Infrastructure	\$0.5M	\$0.1M
Academic Debt	\$1.5M	\$1.5M
Housing	\$0.5M	\$0.3M

- UG enrollments
 - Can we maintain class size against state demographic trends?
 - Non traditional student growth
 - Assumptions built from college bottom-up projection; will be validated by top-down review of new students and retention
 - eLearning will require new program growth to offset reliance on RN-BSN program
- Analysis of investments to support program growth and renewal
 - Many planning units have included all preliminary expense assumptions and are still evaluating which will actually occur
 - Enrollment impacts (revenues) have not yet been included for most programs
- Comprehensive Master Plan
 - 6-year CIP will be completed by Spring 2016
 - Will inform cash flow and debt assumptions
- Research revenues
 - Impact of faculty/investigator retirements
 - Start-up costs to recruit
 - State of facilities
- Investment through the Strategic Investment Pool (\$100M Strategy)
 - Transition of impact of financial aid strategy (through 2020)
 - Innovation Strategy project funding
 - Scholarship matching
 - Continued execution of SAI strategy

5 Year DRAFT Financial Projections

Consolidated University Forecast						
	FY2016	FY2017	FY2018	FY2019	FY2020	
	FORECAST	FORECAST	FORECAST	FORECAST	FORECAST	
	ALL FUNDS	ALL FUNDS	ALL FUNDS	ALL FUNDS	ALL FUNDS	
Total Operating						
4	REVENUES					
5	State Appropriations	\$ 165.8	\$ 158.1	\$ 161.5	\$ 164.6	\$ 167.8
14	Net Undergraduate Tuition & Fees	\$ 241.9	\$ 240.5	\$ 249.7	\$ 263.1	\$ 276.2
21	Net Graduate Tuition & Fees	\$ 70.8	\$ 79.4	\$ 87.6	\$ 94.7	\$ 99.0
23	Tuition & Educational Fees (net of financial aid)	\$ 312.7	\$ 319.9	\$ 337.3	\$ 357.8	\$ 375.1
26	Room & Board	\$ 95.3	\$ 97.8	\$ 100.5	\$ 103.3	\$ 106.2
31	Grants and Contracts	\$ 50.4	\$ 50.8	\$ 49.9	\$ 50.0	\$ 50.7
32	Facilities & Admin Costs Recovery	\$ 6.5	\$ 6.8	\$ 6.9	\$ 6.9	\$ 7.0
33	Gifts	\$ 7.8	\$ 9.1	\$ 9.3	\$ 8.6	\$ 8.8
34	Endowment Distributions	\$ 25.0	\$ 25.9	\$ 28.8	\$ 29.2	\$ 30.0
35	Investment Income	\$ 5.9	\$ 6.1	\$ 6.1	\$ 6.2	\$ 6.2
36	Other External Sales	\$ 38.7	\$ 34.6	\$ 38.4	\$ 38.5	\$ 38.9
37	Total Revenues.....	\$ 708.1	\$ 709.0	\$ 738.8	\$ 765.1	\$ 790.8
38	EXPENSES & INDIRECT COST ALLOCATIONS					
47	Total Salaries, Wages, & Other Payroll	\$ 348.4	\$ 367.3	\$ 380.4	\$ 391.0	\$ 401.7
54	Total Benefits	\$ 115.6	\$ 122.9	\$ 129.8	\$ 135.3	\$ 140.8
55	Salaries, Wages, & Fringe Benefits	\$ 463.9	\$ 490.2	\$ 510.2	\$ 526.2	\$ 542.5
63	Supplies & Services	\$ 180.7	\$ 181.9	\$ 184.4	\$ 187.4	\$ 190.8
64	Capitalized Costs	\$ 5.7	\$ 5.8	\$ 5.7	\$ 5.6	\$ 5.9
65	Depreciation	\$ -	\$ -	\$ -	\$ -	\$ -
66	Internal Loan - Principal & Interest	\$ 38.7	\$ 41.6	\$ 47.7	\$ 50.2	\$ 52.9
69	Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -
70	Internal Sales	\$ (21.9)	\$ (22.5)	\$ (23.2)	\$ (23.5)	\$ (23.9)
71	Total Direct Expenses	\$ 667.1	\$ 697.0	\$ 724.7	\$ 745.9	\$ 768.1
78	Total Internal Allocations & Sales	\$ 9.1	\$ 11.8	\$ 13.2	\$ 13.6	\$ 12.8
123	Total Indirect Costs Allocations	\$ (0.2)	\$ 4.3	\$ 11.6	\$ 17.2	\$ 21.2
124	Depreciation Allocation	\$ (0.0)	\$ (0.0)	\$ 0.4	\$ 0.2	\$ 0.3
125	Subvention/Strategic Pool Allocation	\$ 0.0	\$ (1.7)	\$ (1.7)	\$ (1.7)	\$ (1.8)
126	Transfers to (from) Strategic Investment Pool	\$ (0.0)	\$ -	\$ -	\$ -	\$ -
127	Total Expenses, Allocations & Indirect Costs.....	\$ 676.0	\$ 711.5	\$ 748.3	\$ 775.2	\$ 800.6
128						
129	Results of Operations.....	\$ 32.1	\$ (2.4)	\$ (9.5)	\$ (10.0)	\$ (9.8)
130						
131	Transfers to (from) Operations	\$ (7.4)	\$ (5.0)	\$ (5.2)	\$ (4.6)	\$ (3.8)
132	Transfers to (from) Quasi Endowments	\$ 1.5	\$ 1.8	\$ 3.4	\$ 3.2	\$ 3.0
135	Transfers to (from) Capital Projects	\$ 36.9	\$ 26.7	\$ 33.0	\$ 31.7	\$ 32.0
136	Total Funding Transfers.....	\$ 31.0	\$ 23.4	\$ 31.2	\$ 30.4	\$ 31.2
137						
138	Total Expenses & Funding Transfers.....	\$ 707.1	\$ 734.9	\$ 779.5	\$ 805.5	\$ 831.8
139						
140	Net Results.....	\$ 1.1	\$ (25.8)	\$ (40.7)	\$ (40.4)	\$ (41.0)



OHIO
UNIVERSITY

Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost
Stephen T. Golding, Vice President Finance & Administration, CFO and Treasurer

Re: **Comprehensive Master Plan Update**

For the past two years we have been sharing with you our progress towards aligning management of our physical campus and future investments to nurture Smart Growth for Ohio University. Guided by the University Strategic Plan and Four Fundamentals, the process to update the master plan has been collaborative and productive as we integrate multiple planning efforts and balance vision with what is achievable for the next ten years of campus development.

The process began with developing a planning structure and team to provide oversight, guidance, and feedback. In October 2014, the University hired consulting firm Ayers Saint Gross of Baltimore, MD. to assist the University's Planning office in the direction, facilitation, and development of the comprehensive plan.

The planning team laid out a five phase process:

1. **Define:** Information gathering, campus interviews
2. **Assess:** Campus inventory: land and its resources including buildings and space, Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis
3. **Envision:** Campus Planning Principles, Concept Framework and draft concept options
4. **Test:** Precinct workshops, project and site testing, and review of campus systems
5. **Synthesize:** Draft Plan, Implementation Strategies, Architectural guidelines, final plan

In March of 2015, University Planner, Shawna Bolin, presented a summary of the **Define and Assess phases**—where study of the campus environment, constraints and opportunities provided base understanding of our existing campus and future needs. The Board engaged in the presentation providing insight, guidance and reflection on what was shared as well as feedback on these key questions:

- *What do you believe are the strengths and weaknesses of the existing campus?*
- *What is most memorable about the campus and what aspects of the University's history should be maintained and celebrated as we move forward?*
- *What do you aspire to see in your University in the future?*

The Board of Trustees' feedback, along with feedback gathered from the campus community, inspired the next two phases of the process--**Envision and Test** upon which we engaged in a workshop at the August 2015 retreat facilitated by our consultant team, Ayers Saint Gross—Kevin Petersen and Luanne Greene.

The workshop comprised of a comprehensive update of the concepts and ideas being reviewed in each area of the campus by sharing sketches and ideas on a large map.

The planning team also shared Principles and Framework that was developed to guide a master plan that will sustain and strengthen OHIO's position as one of the nation's best transformative learning community. They are overlapping and complementary principles predicated on the idea that physical place plays an important role in attracting, retaining and growing talented students, faculty and staff:

- ***A distinctive residential university experience***
Enhance OHIO's distinctive physical environment and strengthen connections to its natural setting, City of Athens and southeast Ohio, and 200 years of campus history.
- ***A community of learners***
Support a transformative living and learning environment including flexible, technology-enabled and collaborative spaces for teaching, research, outreach and innovation.
- ***Stewardship of assets***
Support OHIO's commitment to sustainability and Smart Growth by responsibly renewing, using and leveraging our existing built and natural resources.
- ***A welcoming and user friendly campus***
Make our campus engaging, accessible and safe to a diverse and inclusive campus community and visitors.
- ***Support future evolution of campus needs***
Create flexible plans that will meet our future needs through integrating functions, supporting partnerships, smart utilization and agile implementation.

The team is currently in **Phase 5—Synthesize** and is ready to share the draft Comprehensive master plan with you. The **10-year draft Comprehensive Master plan** guided by the Four Fundamentals integrates past and existing planning efforts and presents a vision for physical improvements for near term and long term campus needs.

At the January 2016 meeting, Shawna Bolin, University Planner along with Kevin Petersen, Ayers Saint Gross, will present the draft Comprehensive master plan which builds on past planning and values to facilitate integrated/comprehensive improvements that meet our current and future needs.

There are five core ideas that guide the plan and the future development of the campus and the plan is flexible as long as we are staying true to them:

- **Stewardship of Assets:** A broad look at space needs, the need to right size, type, and fit, and Smart Growth recommendations.
- **A distinctive setting:** Recommendations that build on our distinctive residential university experience and history of planning
- **A campus of greens:** Strengthening existing greens and enable new ones to support evolution of campus needs.
- **Connected and Integrated:** Campus-wide system improvements to facilitate access, connectivity, and safety as well as promote student focused program delivery.
- **Welcoming and User Friendly:** Considerations to support a diverse and inclusive campus experience.

The presentation is attached and includes information regarding next steps.



DRAFT PLAN

COMPREHENSIVE
MASTER PLAN
2016 UPDATE

Ohio University, Athens Ohio, January 2016

Agenda



Planning Context

Core Ideas

Implementation

The Four Fundamentals

Academic Strategic Plan

Ohio University will be the nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.



Planning Process

Assess Existing Conditions



2015

Test Scenarios and Ideas



Final Plan March 2016

Final Documentation
Campus Guidelines
Capital Plan Integration

2016

Envision strategies and conceptual framework



Synthesize Draft Plan



Campus Engagement



Campus Community and City of Athens

Physical Planning Task Groups

Facilities Planning and Advisory Committee (FPAC)



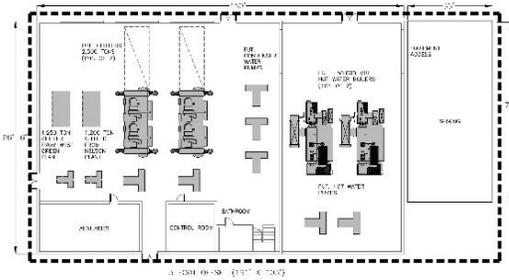
Steering committee

Board of Trustees

Planning Integration

Utility Master Plan

Utility Corridors, Infrastructure Plant



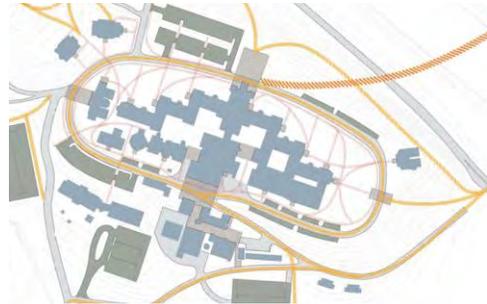
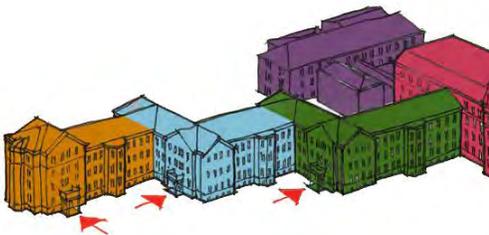
Signage and Way finding

Improve Visitor Experience, Flexible, Incremental, Efficient



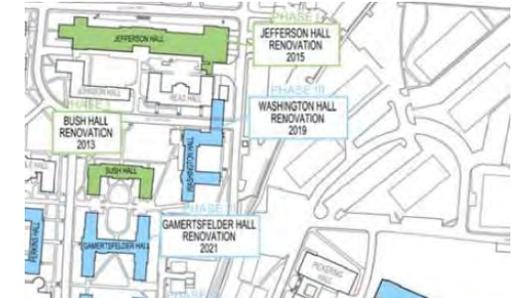
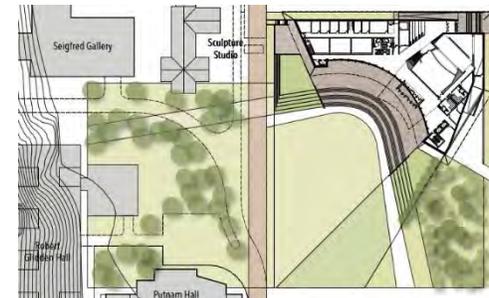
Ridges Framework

Connections, Compatibility, Mix Use, Partnership



Past Planning

Capital Plan, Project Planning, Housing Master Plan



5 Core Ideas

Stewardship of Assets

1

A Distinctive Setting

2

A Campus of Greens

3

Connected and Integrated

4

Welcoming and User Friendly

5



Athens Campus Today

212 Buildings

8.4 Million Gross Square Feet

1,800 acres approximate land area

294 classrooms

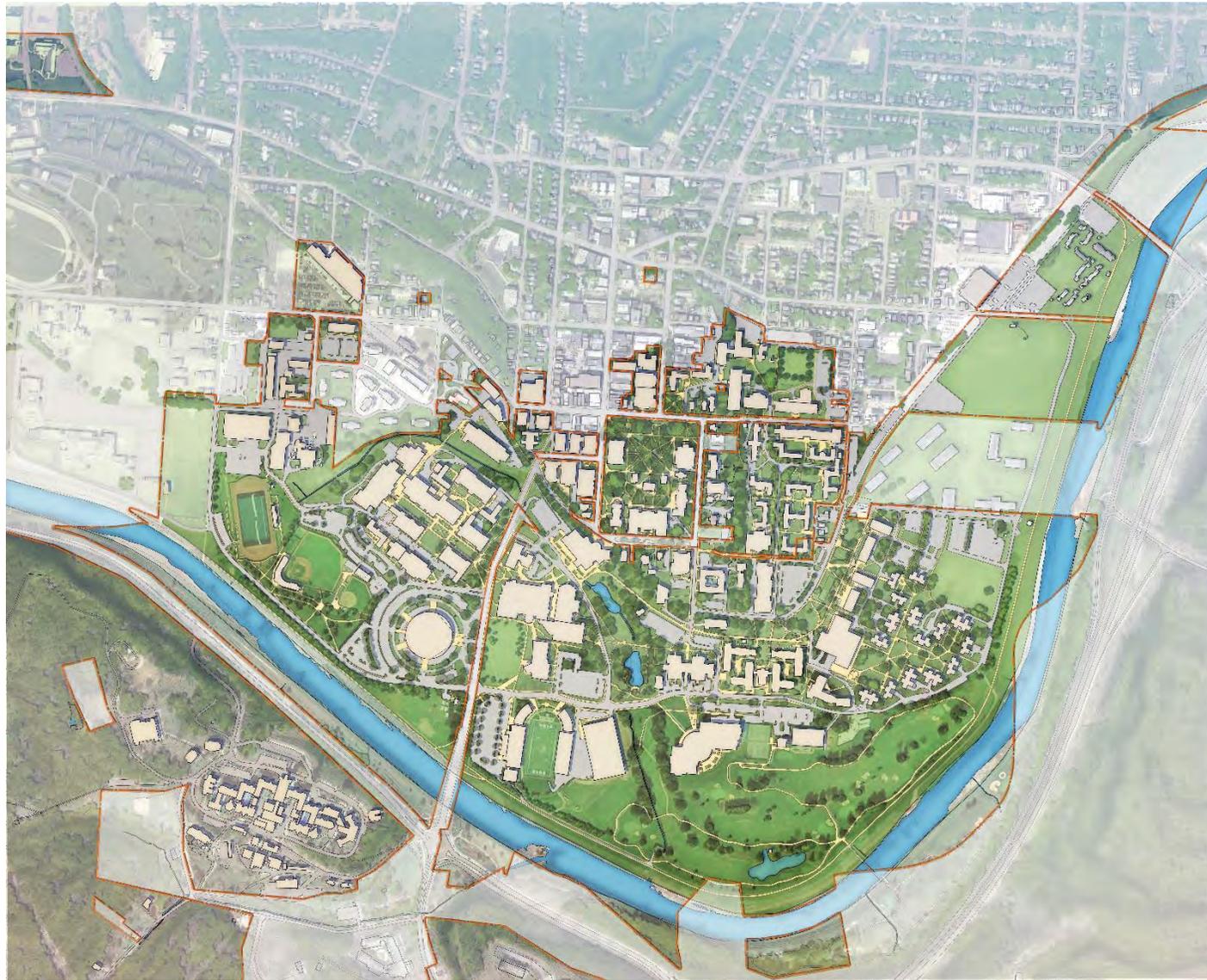
237,000 net square feet of class laboratory space

6.6 miles of roads maintained by the University

62 acres of parking lots

67 acres of building footprint

2.5 M GSF is Residential Housing & Dining facilities



Integrated Space Plan

Space Needs

Right Size Campus Space

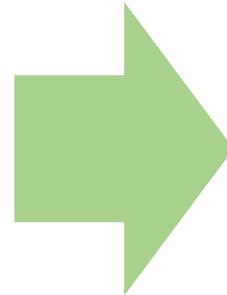
Address campus space needs

Be Compatible

Right fit / type of space

Highest + Best Use

Right space for the right place



Smart Growth

Repurpose Space

WUSOC, Grosvenor, Clippinger

Replace Space

Bird, South Green, Facilities, Floodplain

Balance Gross Square Feet

Edit, new, research corridor

Repurpose Campus Space

WUSOC
110,500 GSF

Seigfred
87,200 GSF

Jefferson
139,700 GSF

Stocker
192,500 GSF

Wilson
93,800 GSF

Ellis
53,500 GSF

Parks
50,100 GSF

Alden
285,700 GSF

Grosvenor West
22,600 GSF

President's Residence
8,900 GSF

Grosvenor
93,700 GSF

Stocker
192,500 GSF

Ridges Complex
282,000+ GSF

Ping
169,300 GSF

1.8m

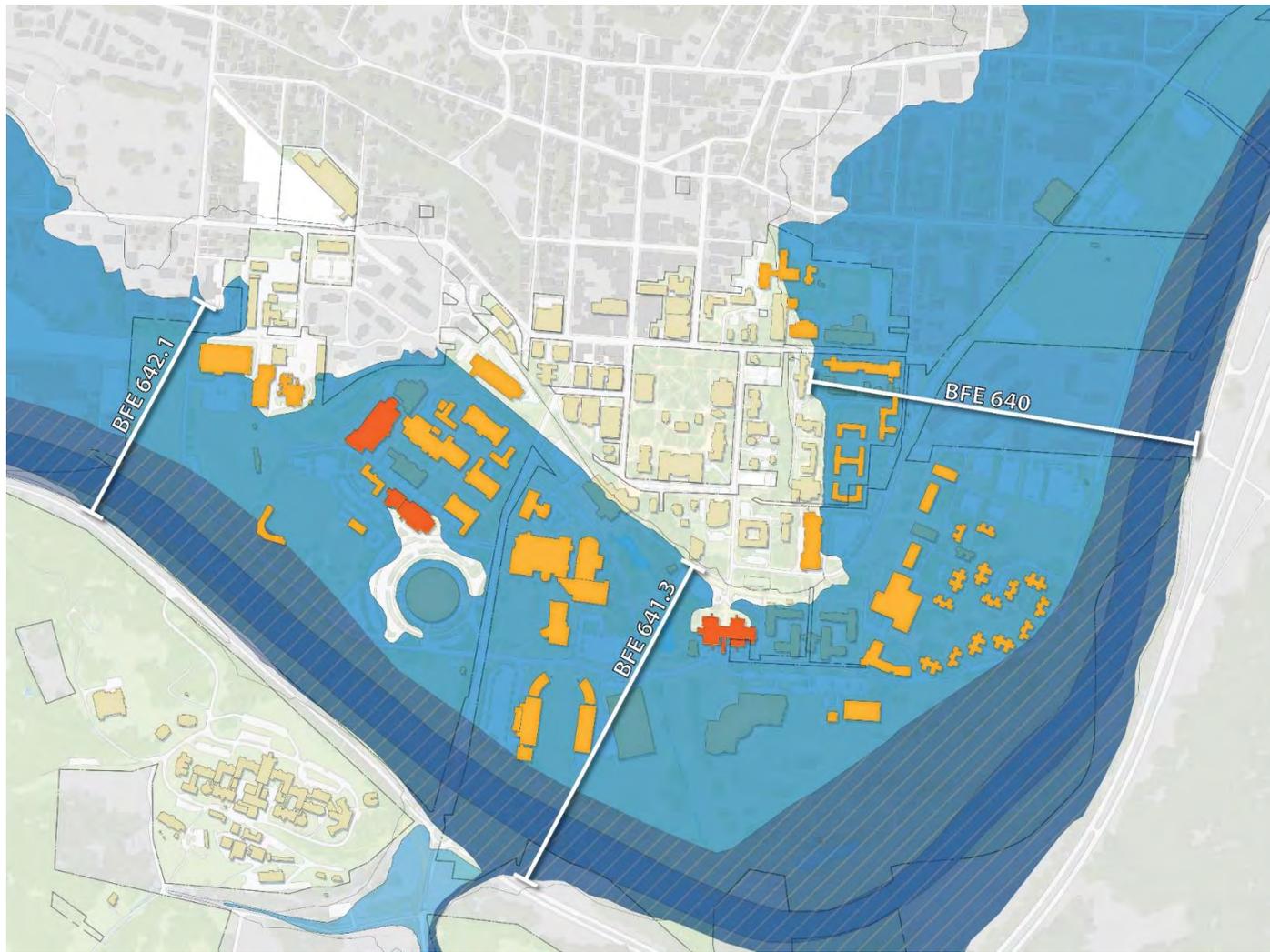
Replace Space: Floodplain

83% of campus property north of the Hocking River is in zone AE - 1% annual change of flood.

100,000 NASF of basement space in the floodplain has major building systems impacted.

- Clippinger Laboratories
- Stocker Center
- Grosvenor Hall
- Grosvenor West

-  Building impacted by 100yr risk
-  Major building occupiable space impacted by 100yr risk

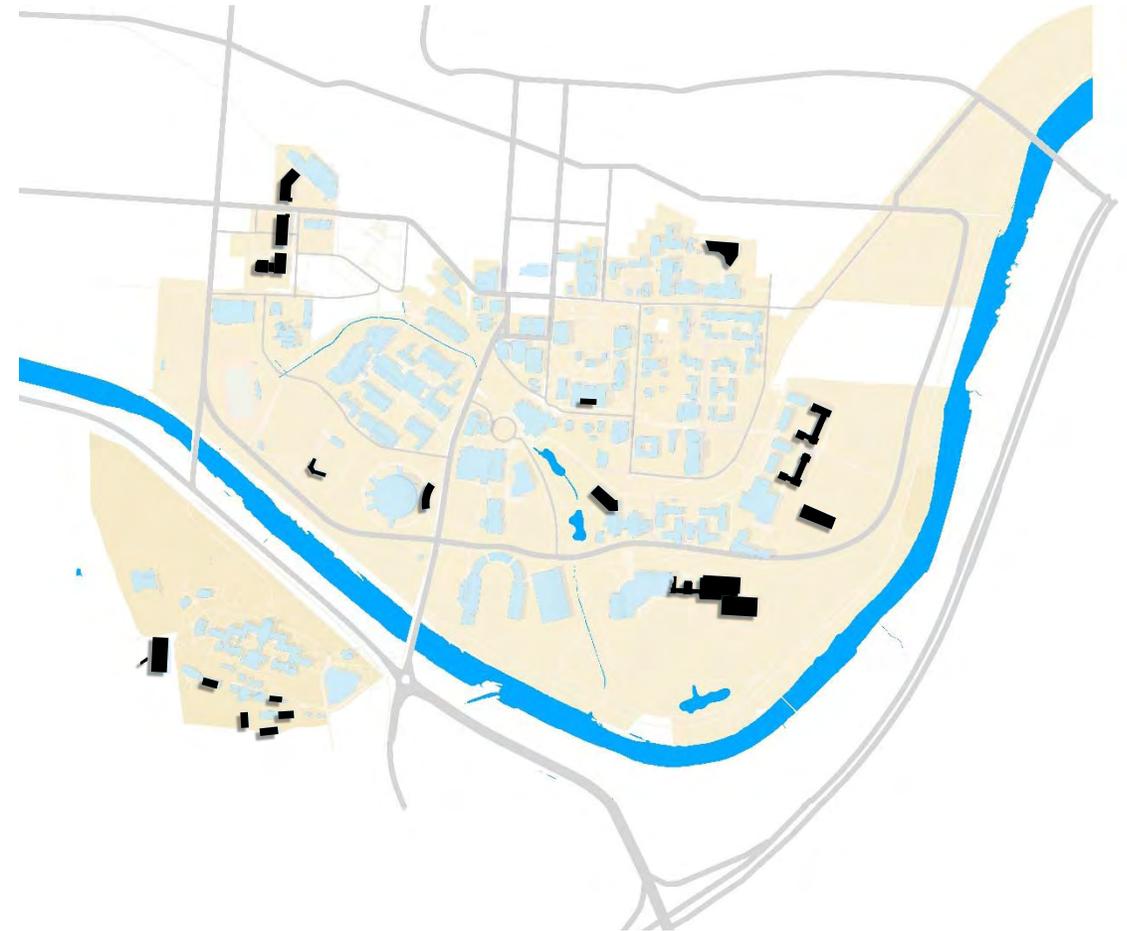


Balance New and Demolition



- 850k GSF of demolition

Best use of the campus core + replace inadequate buildings



+ 855k GSF of new construction

Smart growth + adapting to evolving needs

Preserve and enhance the campus river front





A Distinctive Setting

An active and connected campus river front

Preservation of the Historic Core



Preservation of scale and character



Historic College Green

Preservation of the historic core

Key Characteristics:

- Urban qualities and interface with the city of Athens
- Green Space
- Woodlands along the hillside
- Small houses – varied scale
- Collegiate Architecture



 Campus Building to be Preserved

 Small House

 Recent Renovation or Capital Investment

The City of Athens

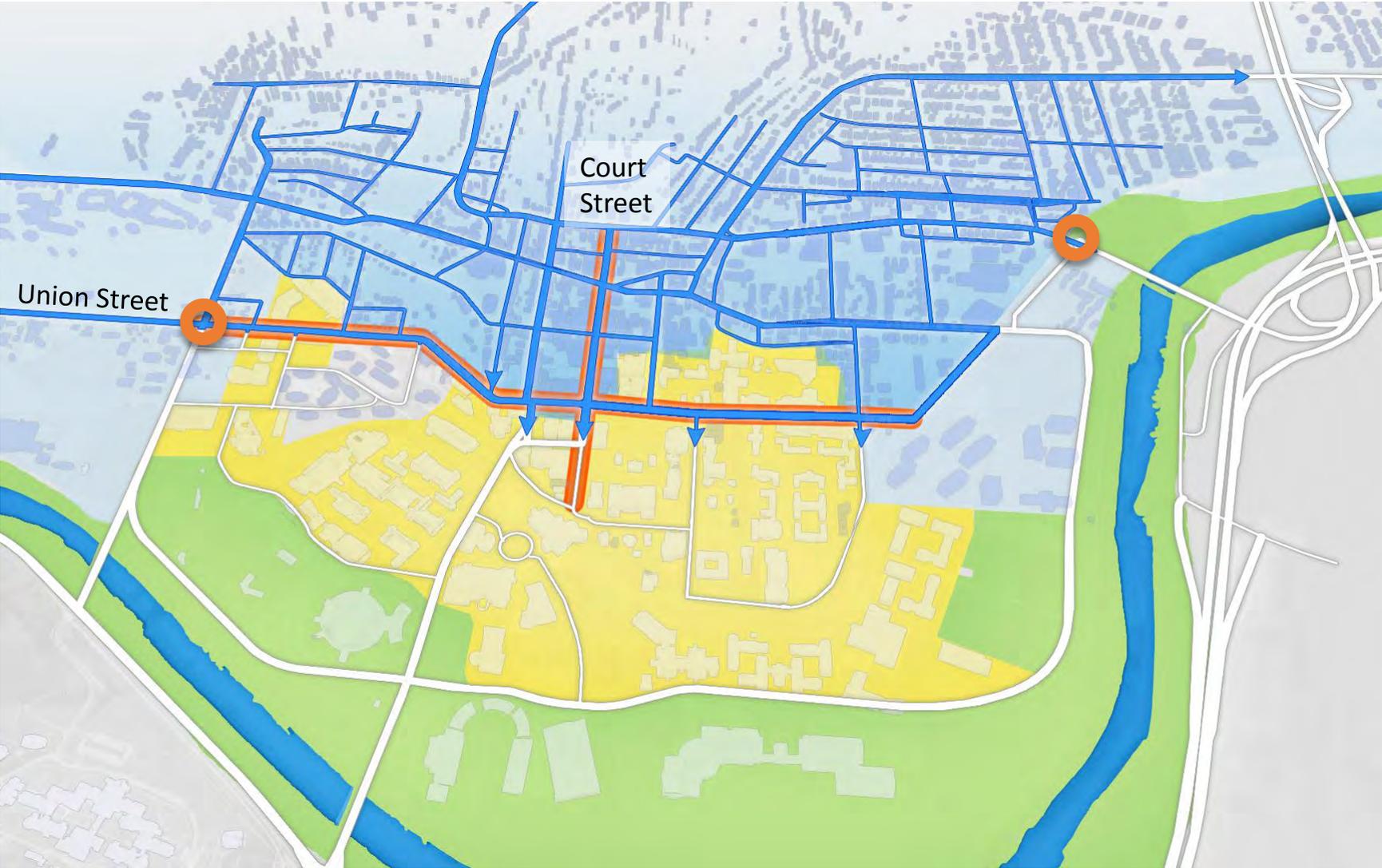


Opportunity area for enhancement
West Union Street Gateway



Strengthen interface with active uses
Union and Court Street

Reinforce Urban Context



- Enhance major vehicular Gateways
- ▬ Locate active ground floor uses in Campus building on Court and Union Street
- ▬ Help spur infill development and enhance connectivity along the west union street corridor

Balance Student Housing Across the campus



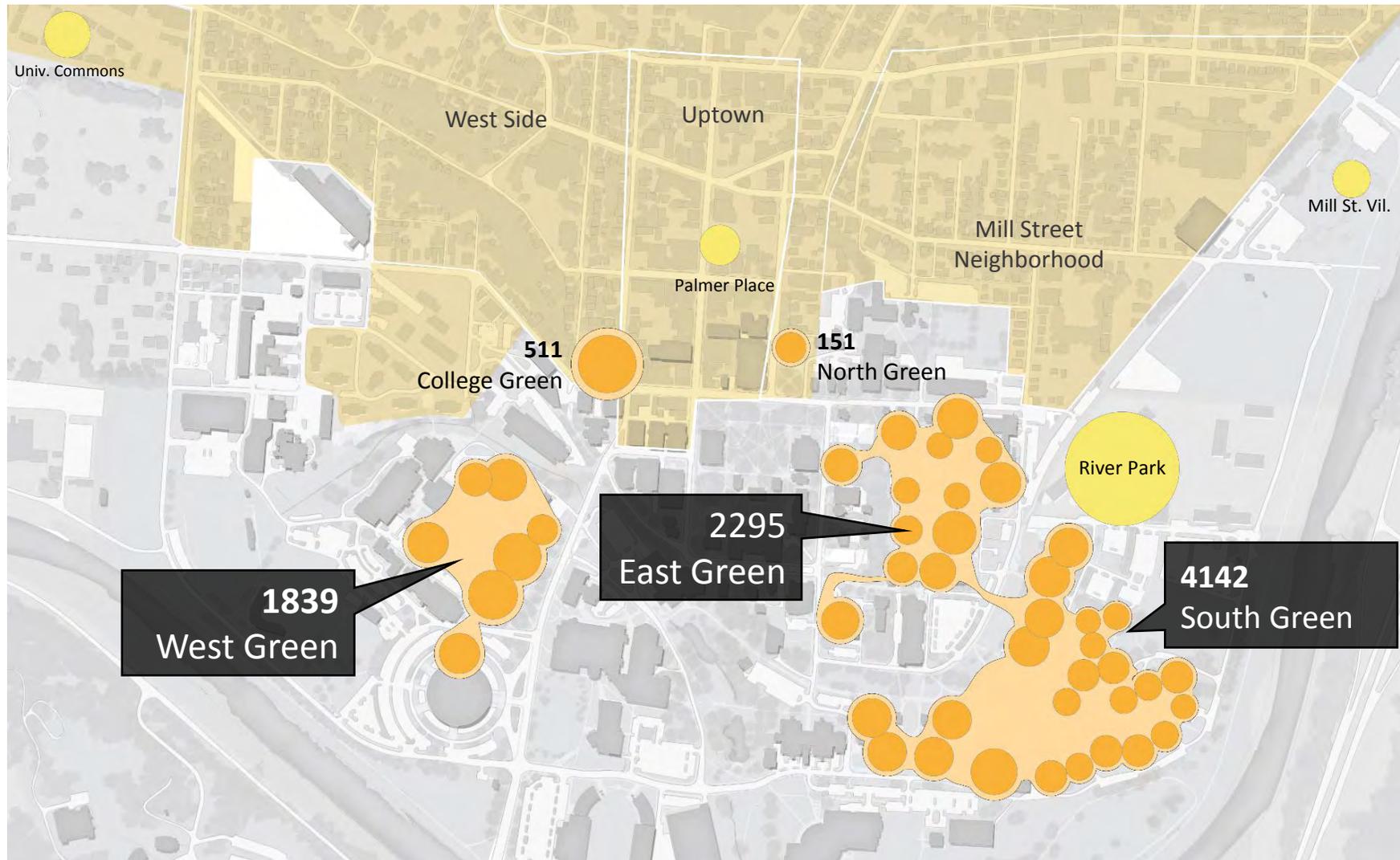
Renovation Opportunity on West Green



Redevelopment Opportunity on South Green

Balanced Housing Strategy

Existing Condition

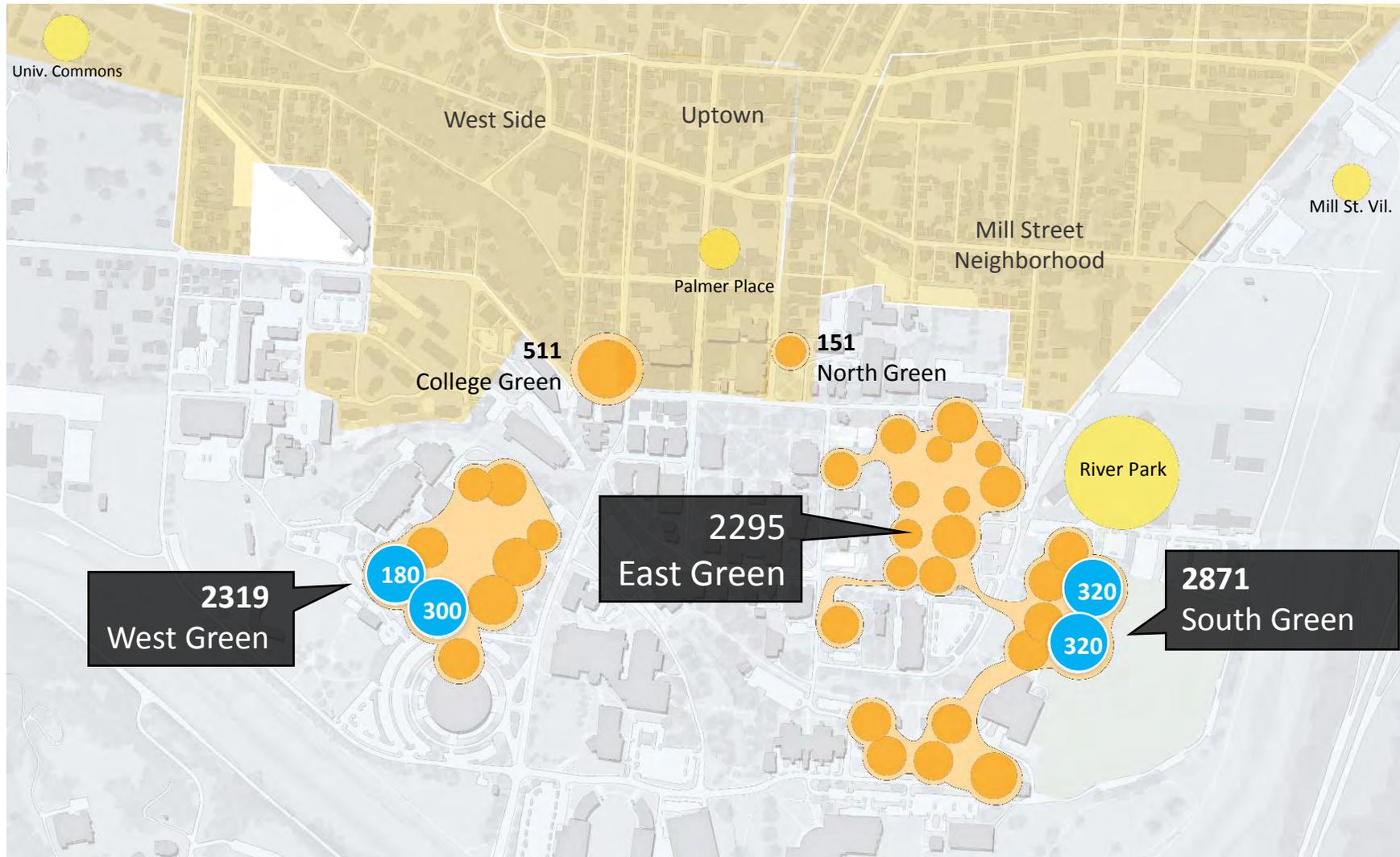


● Off-campus Housing (sized by bed count) ● On-campus Housing (sized by bed count)

■ Off-Campus Neighborhood

Balanced Housing Strategy

Recommended distribution of beds
Renovation opportunity on West Green



- Off-campus Housing (sized by bed count)
- On-campus Housing (sized by bed count)
- Off-Campus Neighborhood

Balanced Housing Strategy



West Green

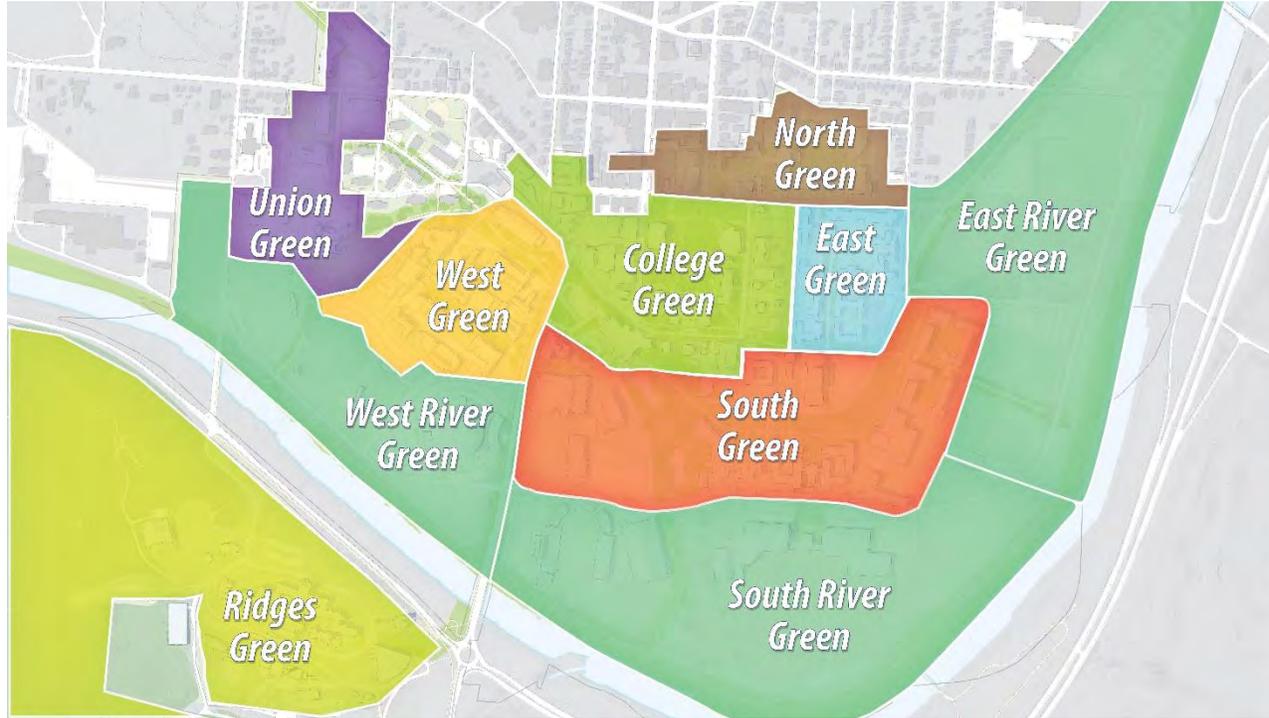
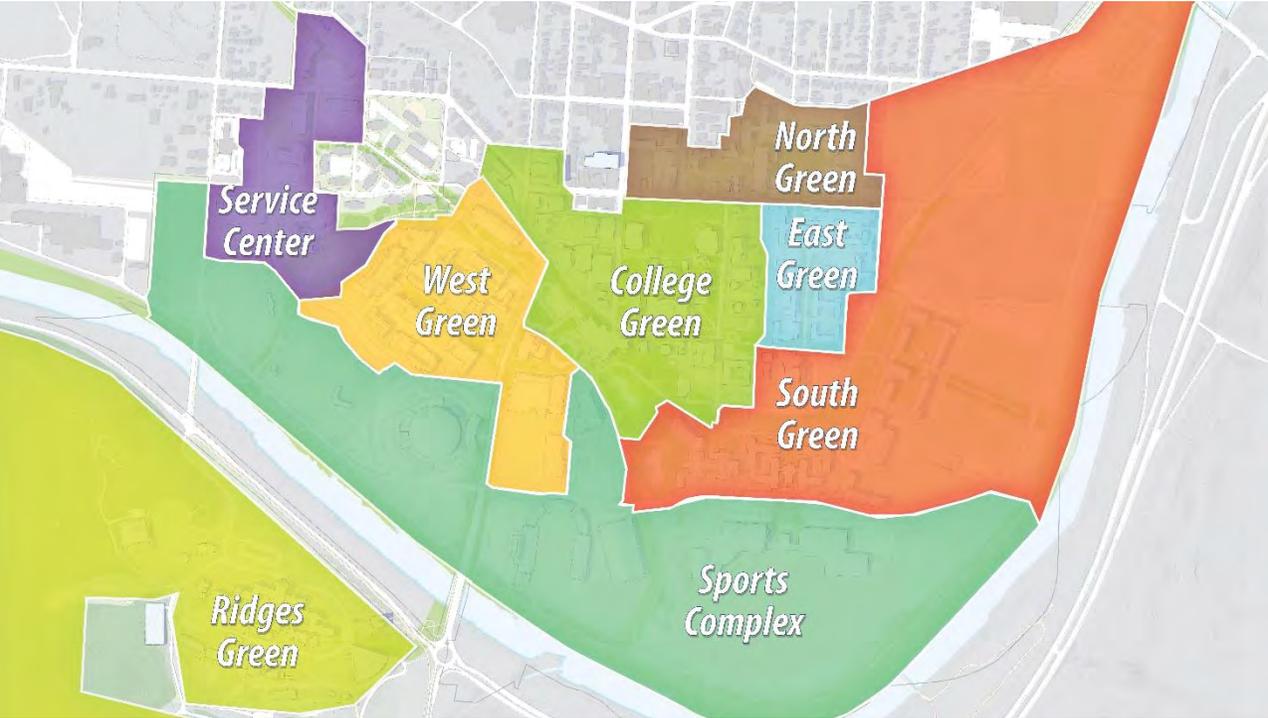
480 Beds renovation
Mix of unit types, living and learning



South Green

680 Beds new construction
unit type flexibility, recreation, compact

Clarify Green boundaries



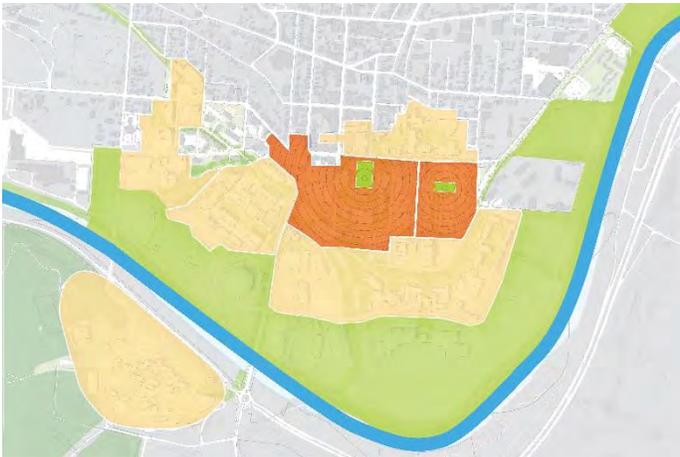
East and College Green

College Green

Historic, Enhance Student Activity Space

East Green

Renew, Connect



North, West and South Green



South Green

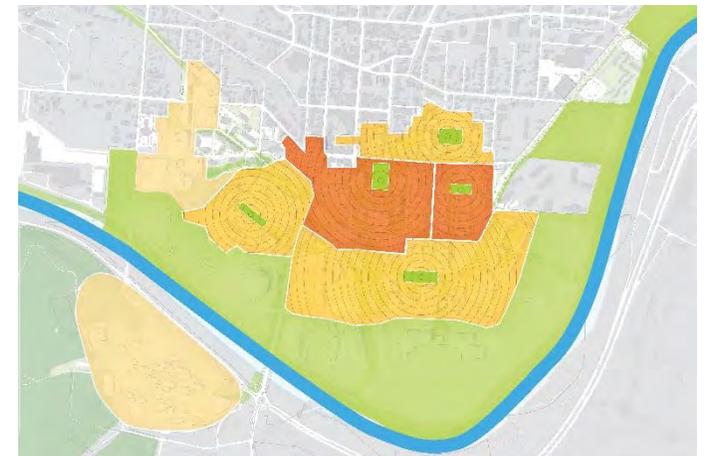
Consolidate, Renew, Extend Open Space

North Green

Create a Green, Connectivity

West Green

Decant, Repurposing, Balance



Union and Ridges Green

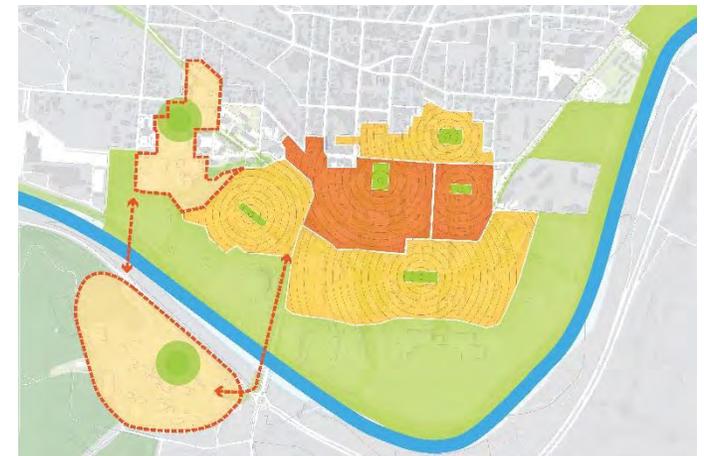


Union Street Green

Gateway, Integrated, Strategic

Ridges Green

Connection, Mixed-Use, Trans-Institutional

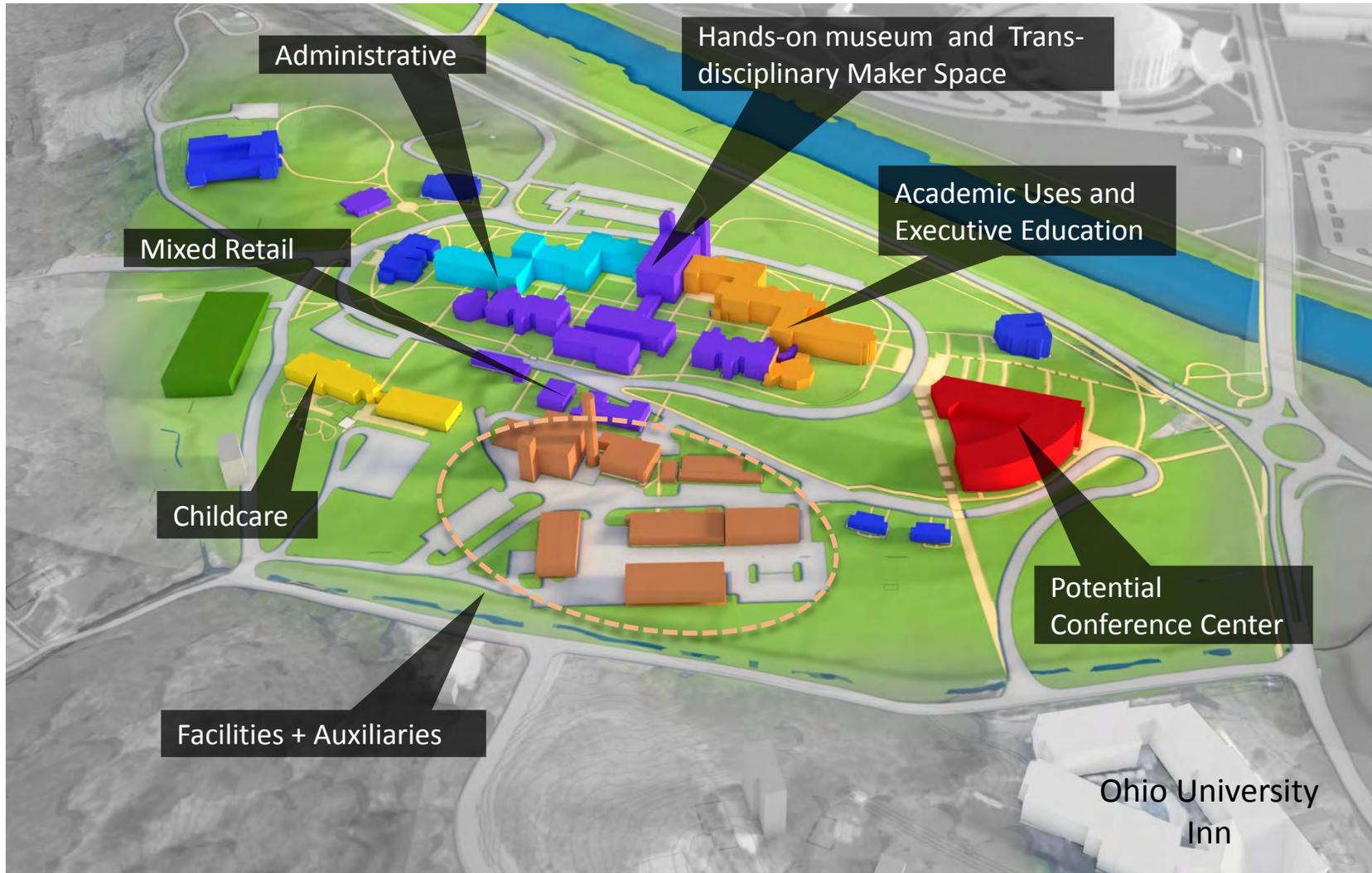


West Strategy

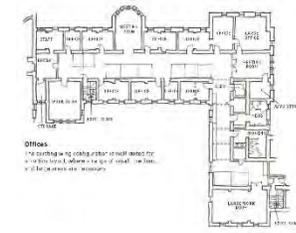
Baker
Center



Ridges Green



Strengthen Connections

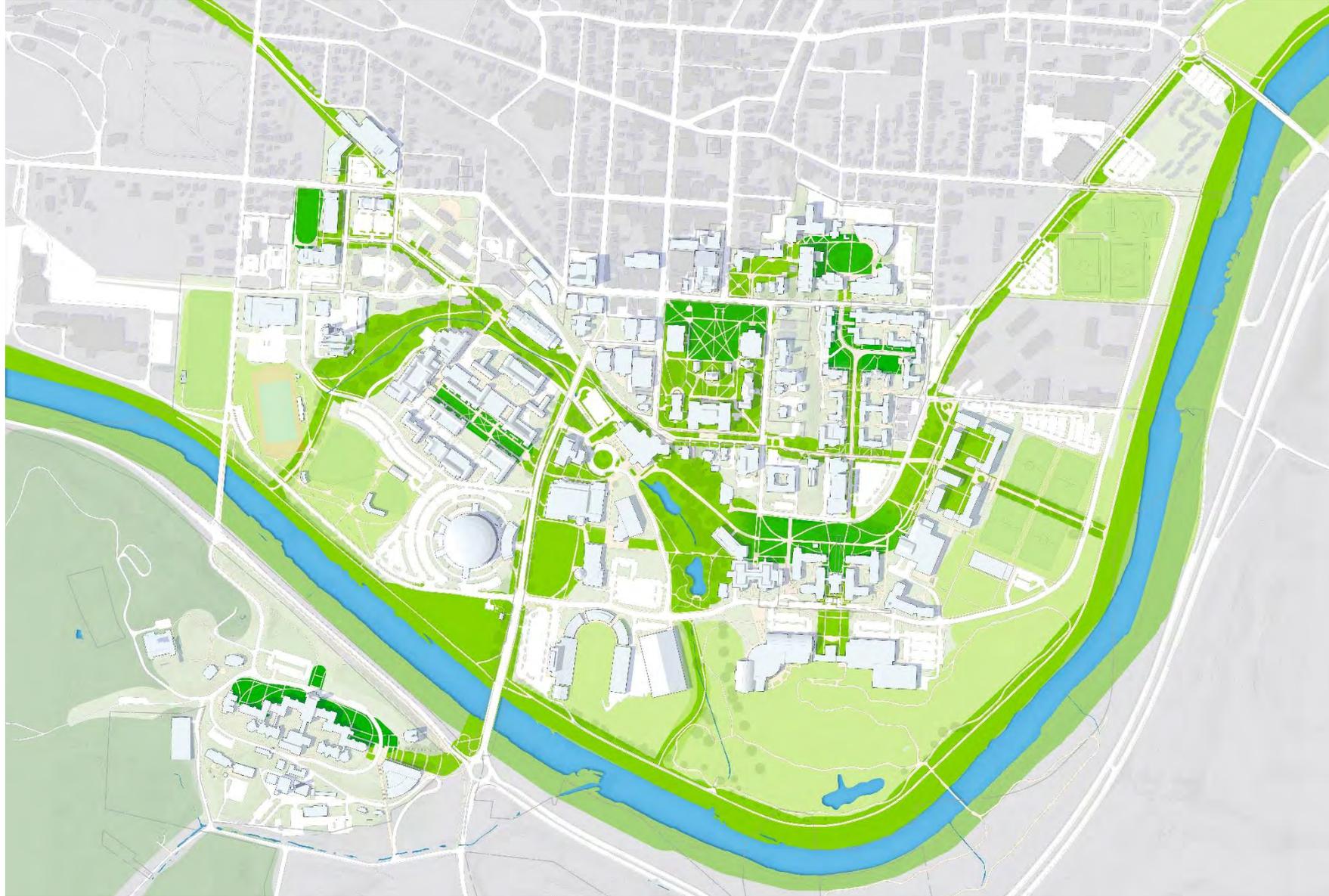


Mix of Uses and Building Compatibility



Trans Disciplinary, Applied ideas + Partnerships

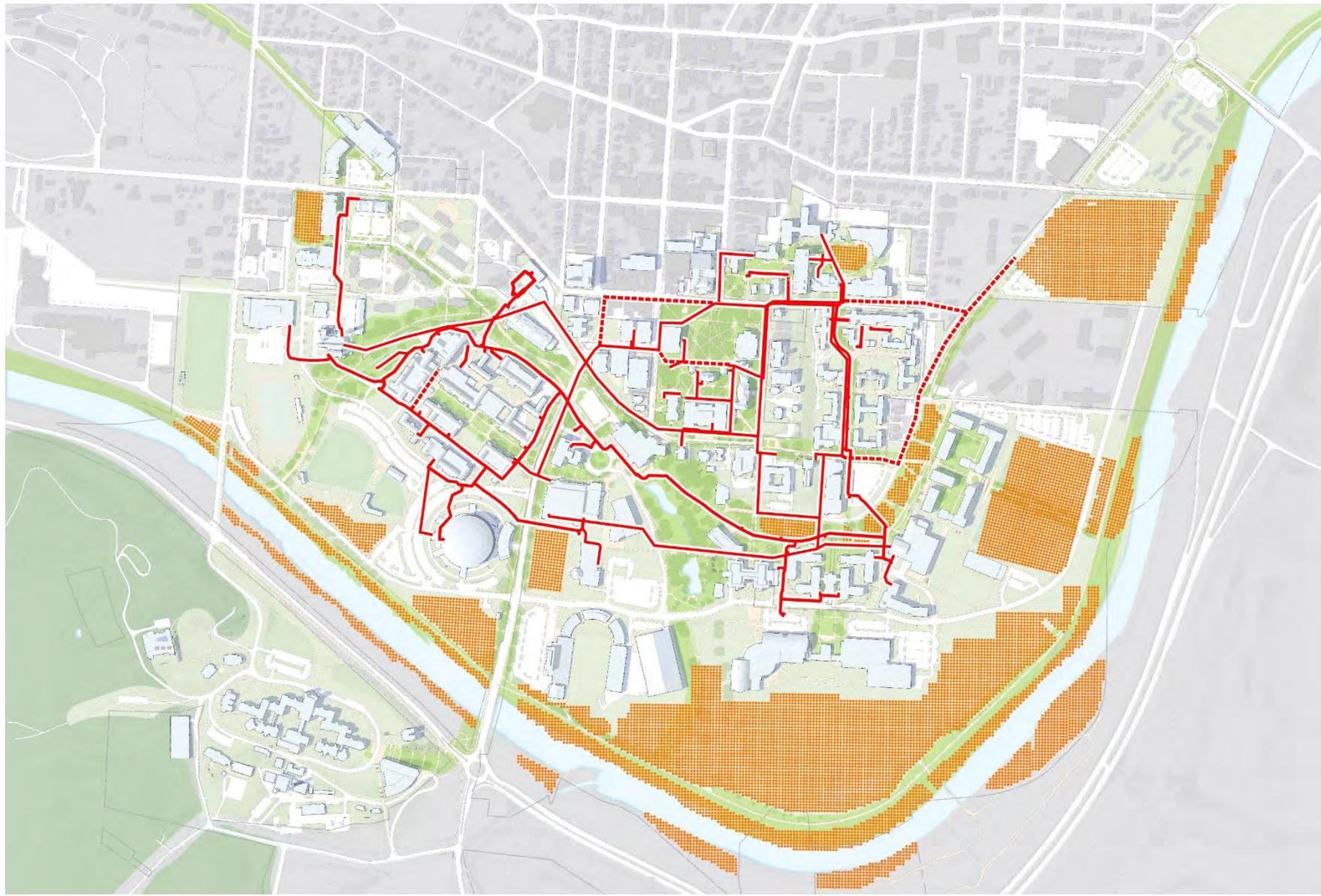
Open Space System



Utility System

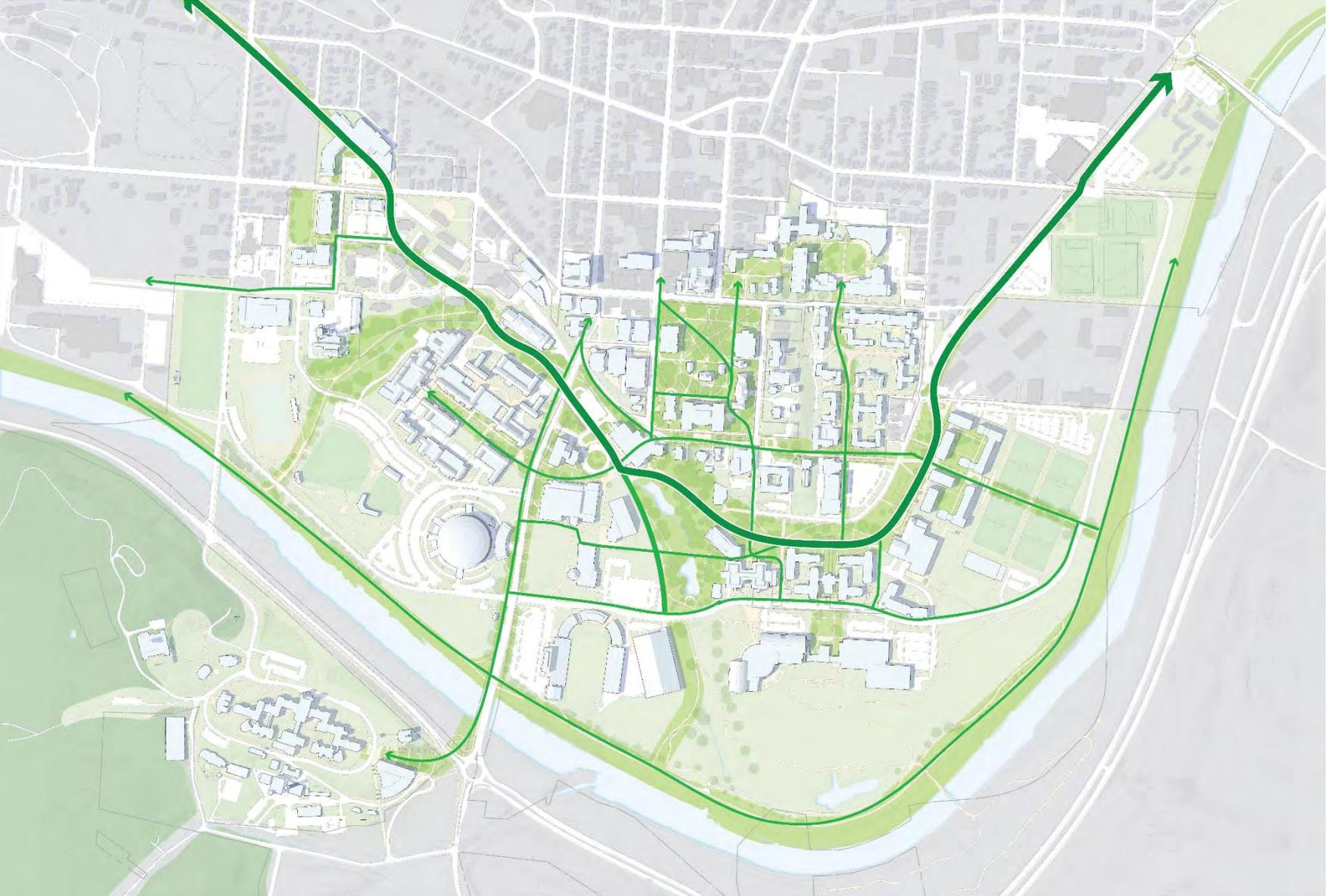
Existing Western Plant to Remain

Future Eastern District Energy Plant Site
(Location to be coordinated with master plan)



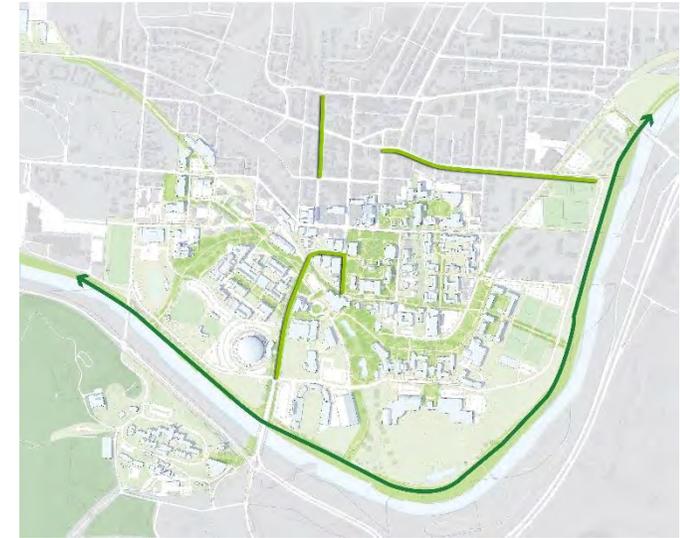
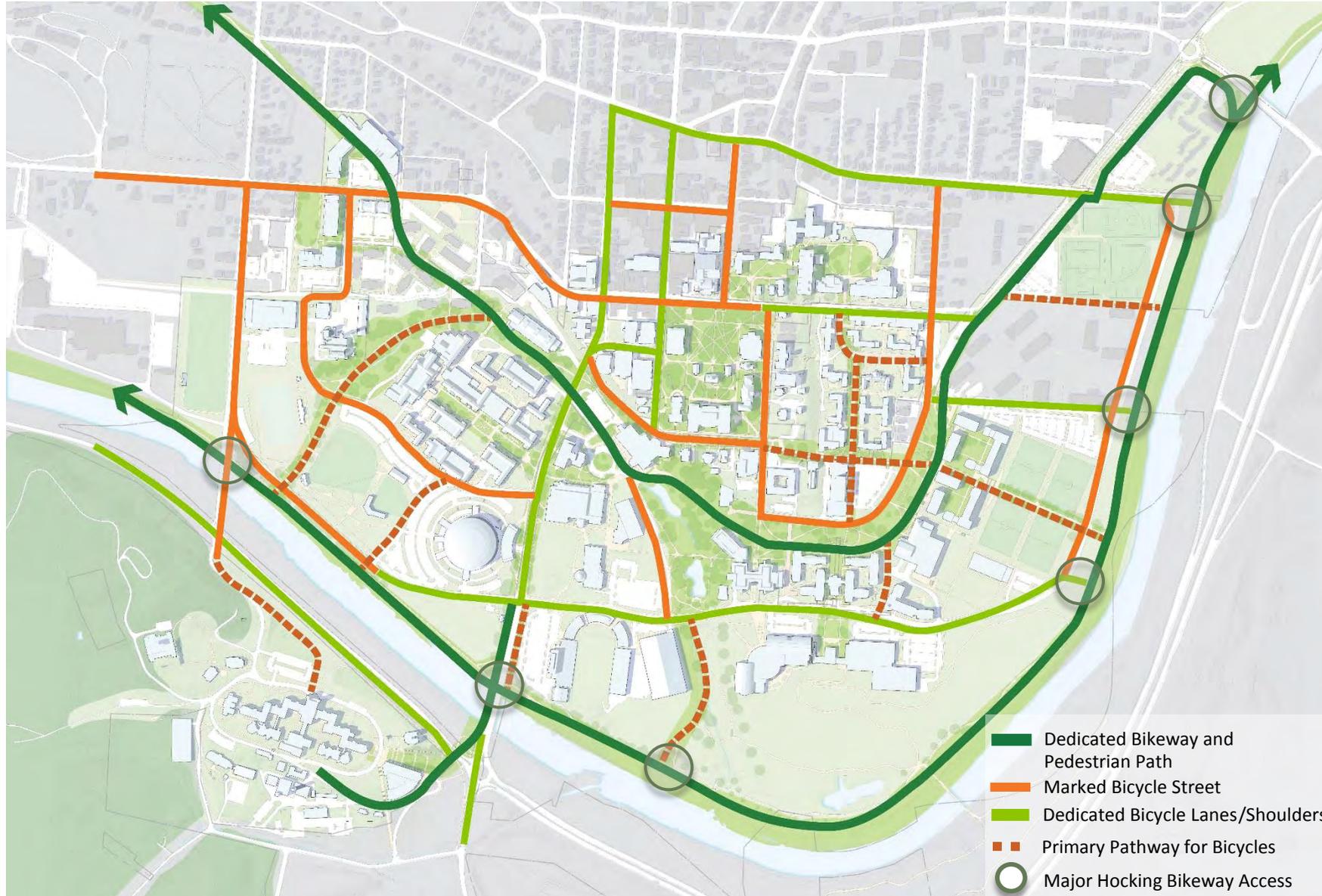
- Existing Tunnel and Chilled Water Piping
- Future Utility Corridor
- Potential Geothermal Energy Well

Paths System



- Proposed Dedicated Bikeway and Pedestrian Path**
- Major Pedestrian Path**

Bicycle System

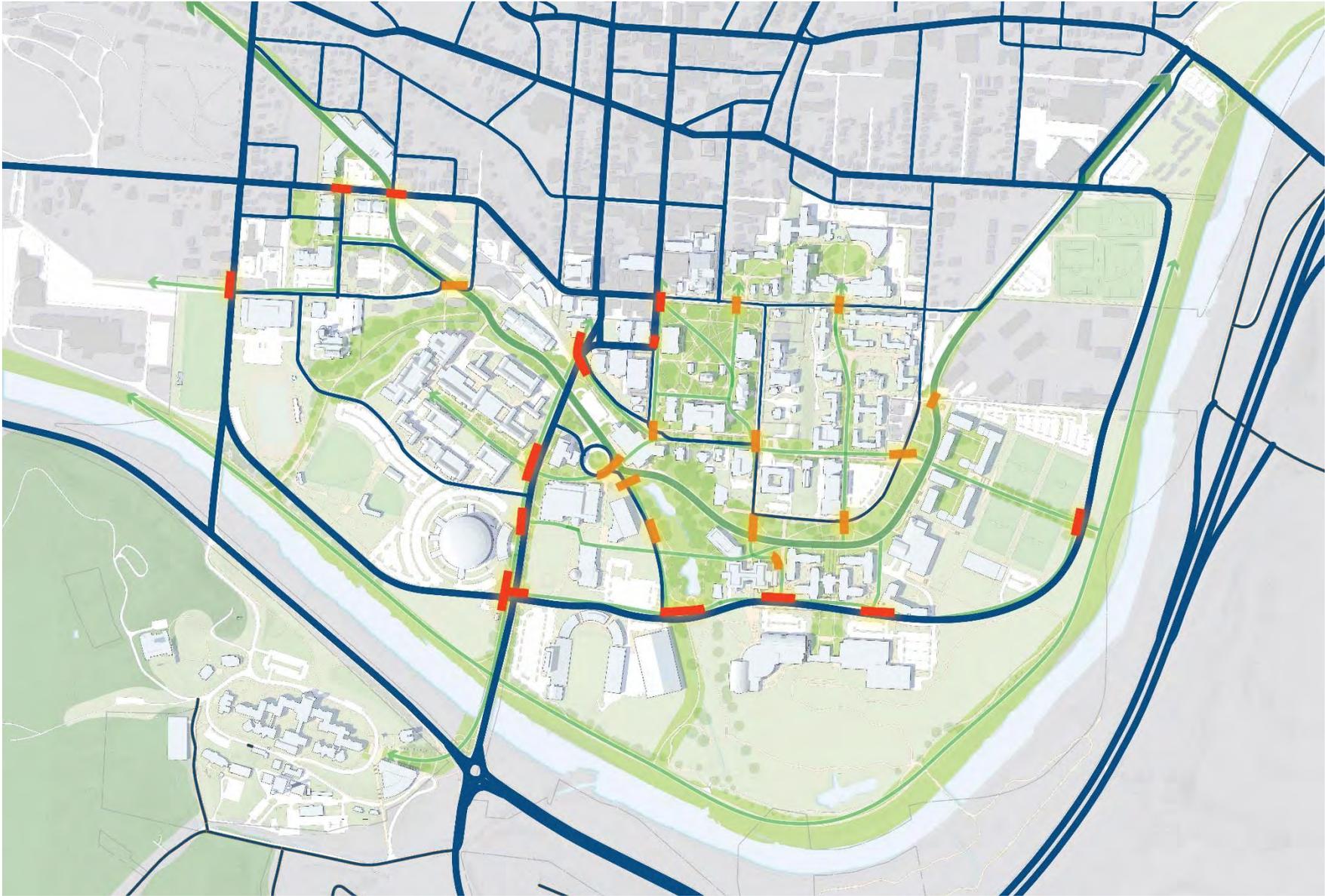


Existing Bicycle System



University of Colorado

Street System



- Primary Road Conflict Zones
- Secondary Road Conflict Zones
- Major Roadway
- Major Pedestrian Path

Addressing Pedestrians and Vehicular Conflicts



Pedestrian Tunnel

Grade-separated pedestrian crossing for Richland Avenue

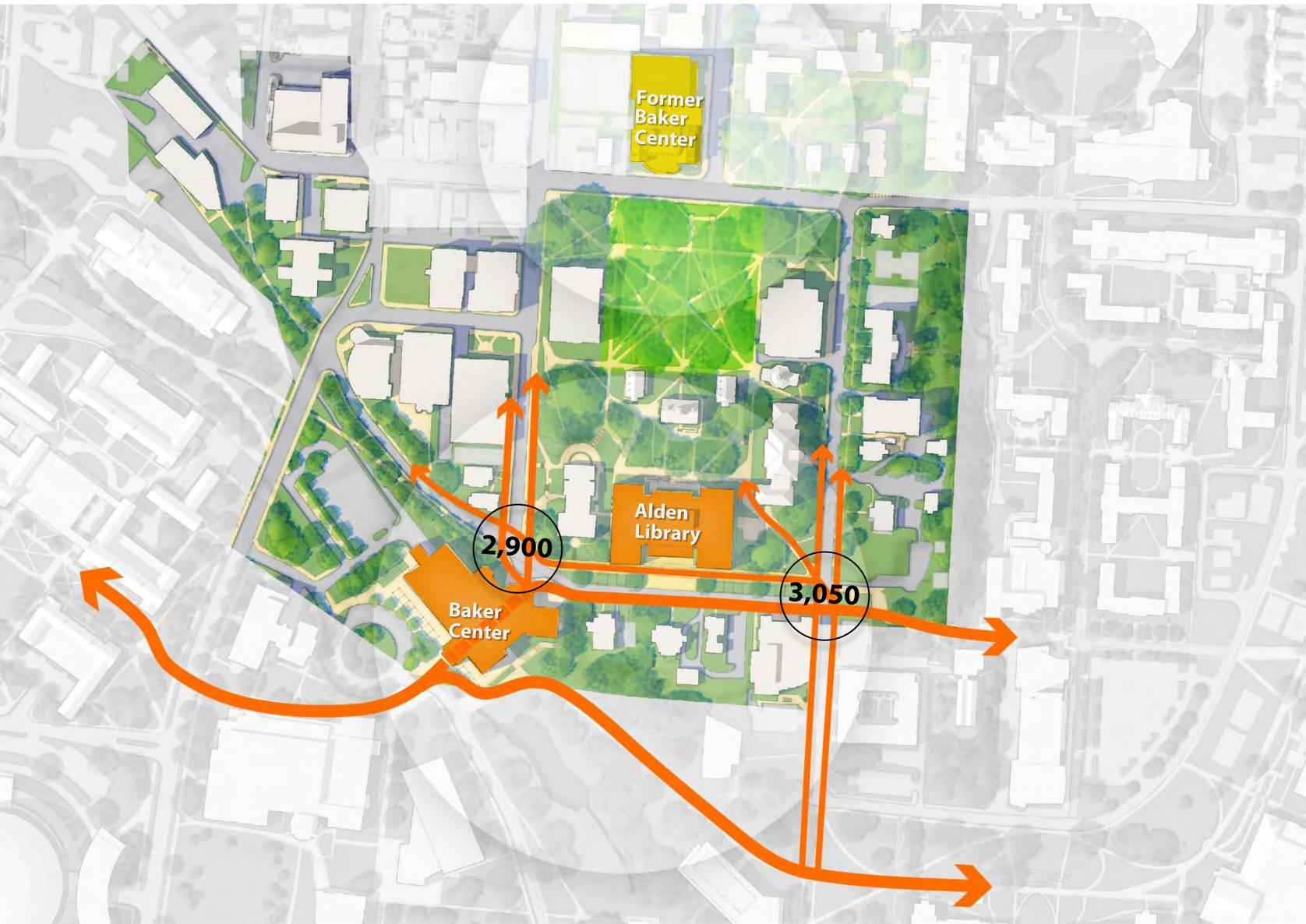
(Photo: The Quad – Route 11, James Madison University)



Pedestrian Safety Measures

High-visibility crosswalks and Flashing Beacons,
Raised Crosswalks and In-road Lighting.

Park Place



Observed Pedestrian Count
10AM-12PM, 2015

Major Pedestrian Route

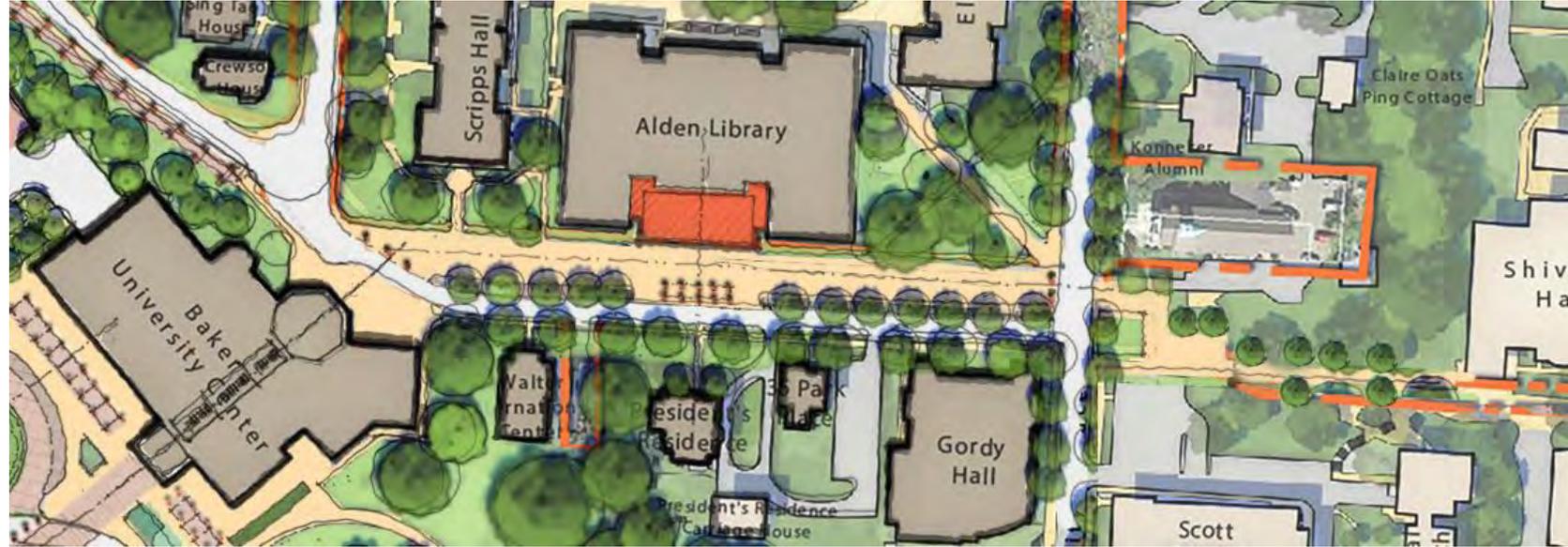
Park Place

Strategic location and high pedestrian flows

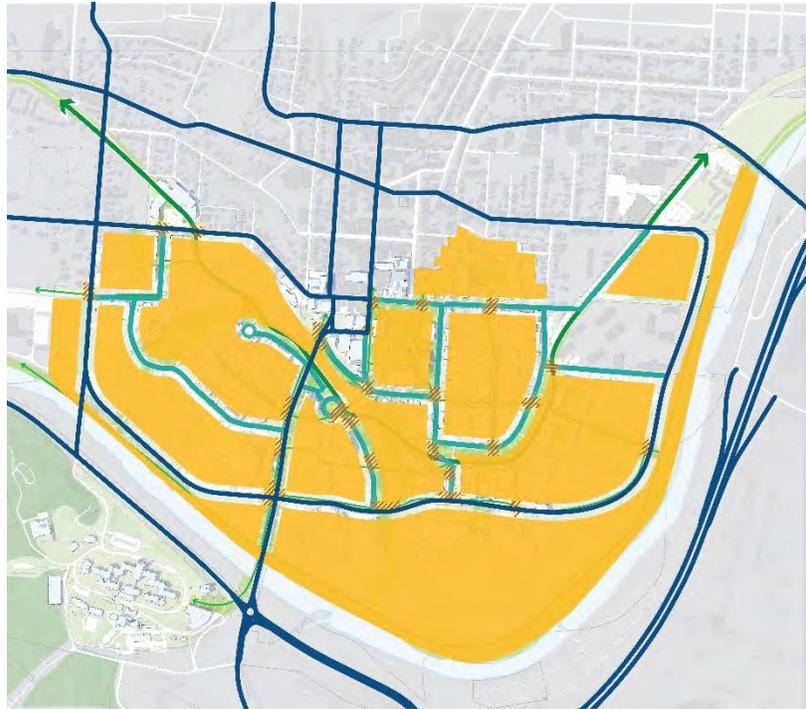
Need for student activity and program space

Partner with the City of Athens to envision the space

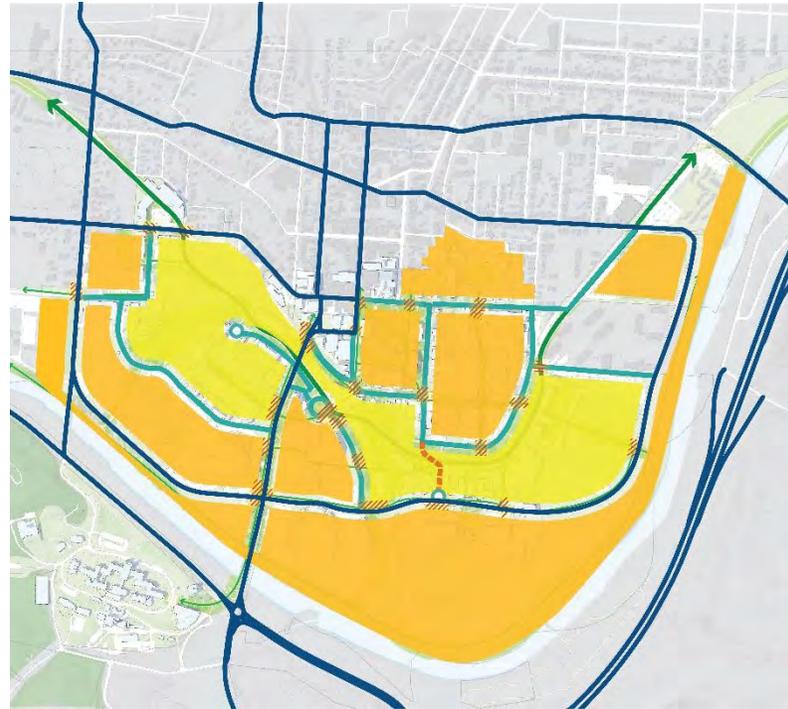
Review vehicular access



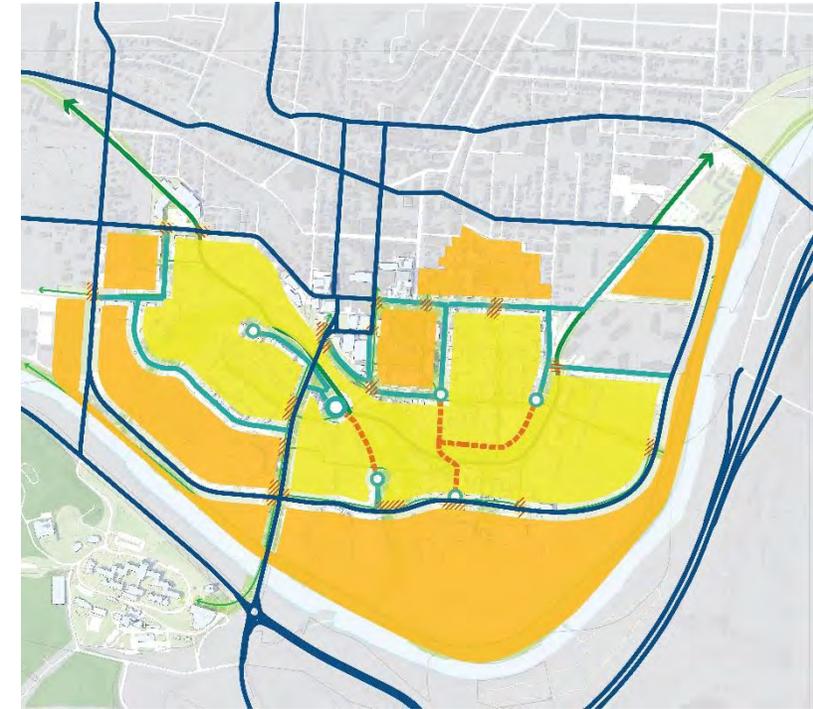
Expanding the Pedestrian Campus



Existing Condition



Near-term



Long-term

Parking Strategy

Preserve and expand pedestrian zones

Locate surface lots on campus edges with direct access to major roads

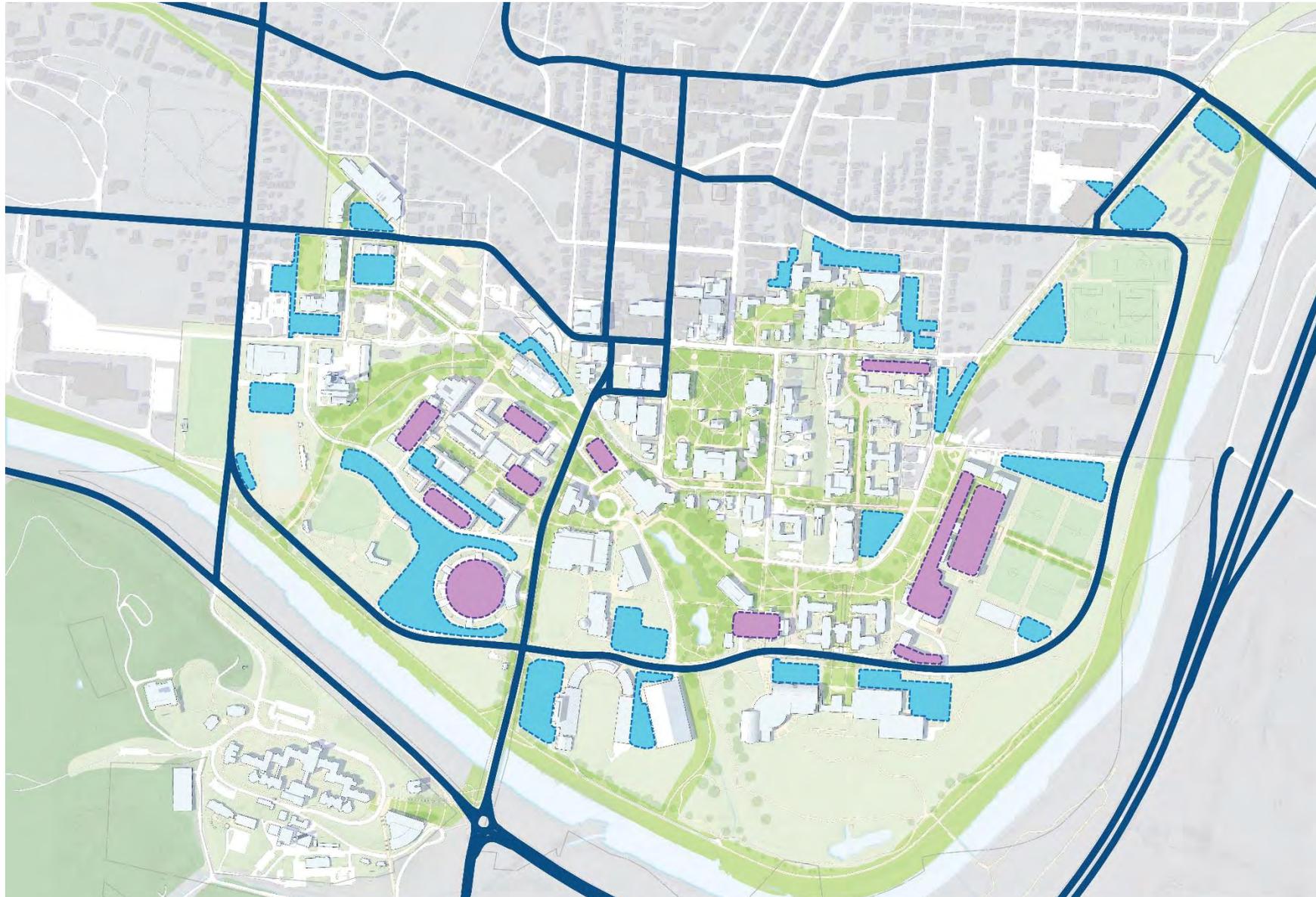
Leverage floodplain basement space to provide close in parking

Work to reduce surface lots within the campus core

380 Net Spaces Gained

 Basement Parking

 Surface Lot

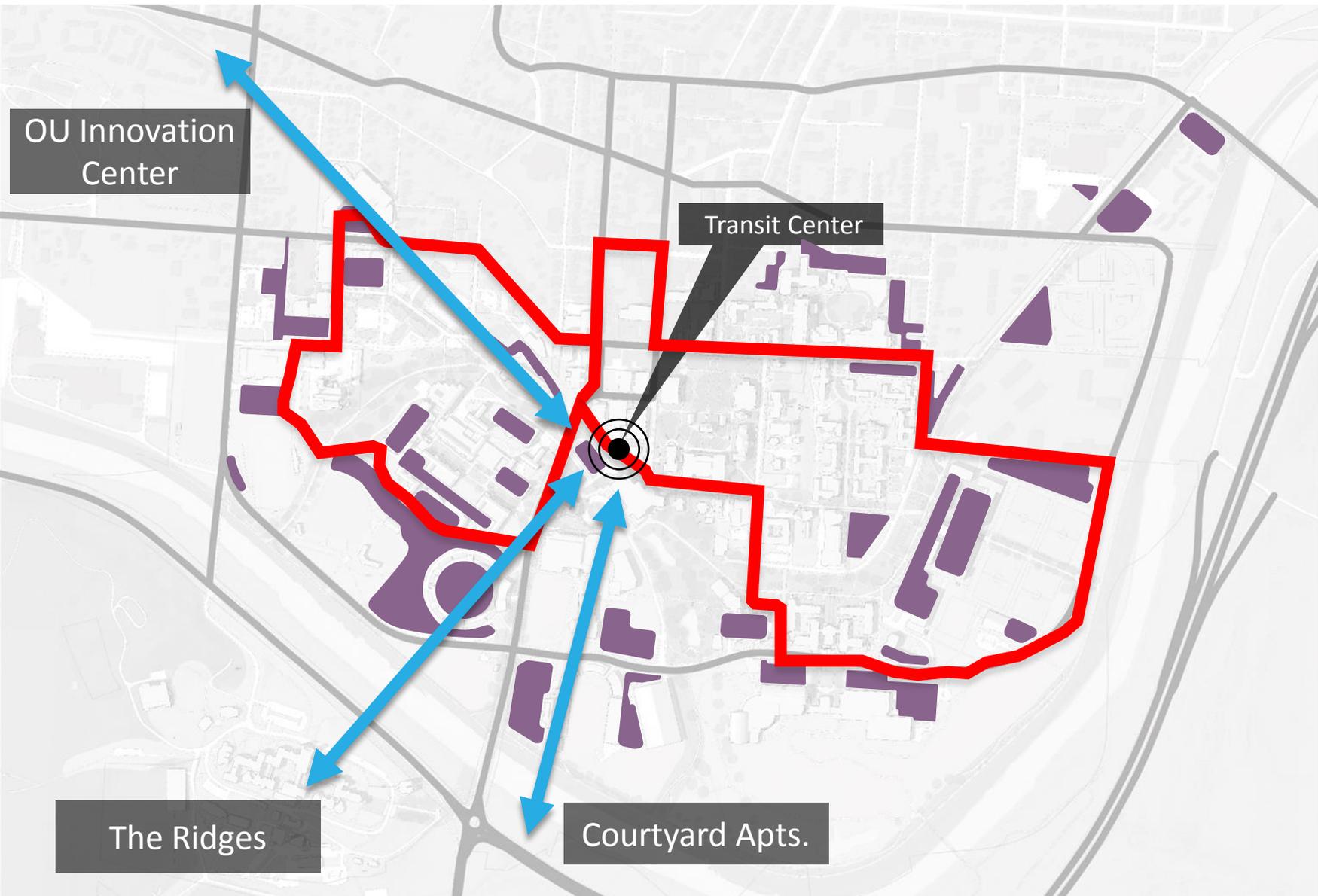


Transit Supported

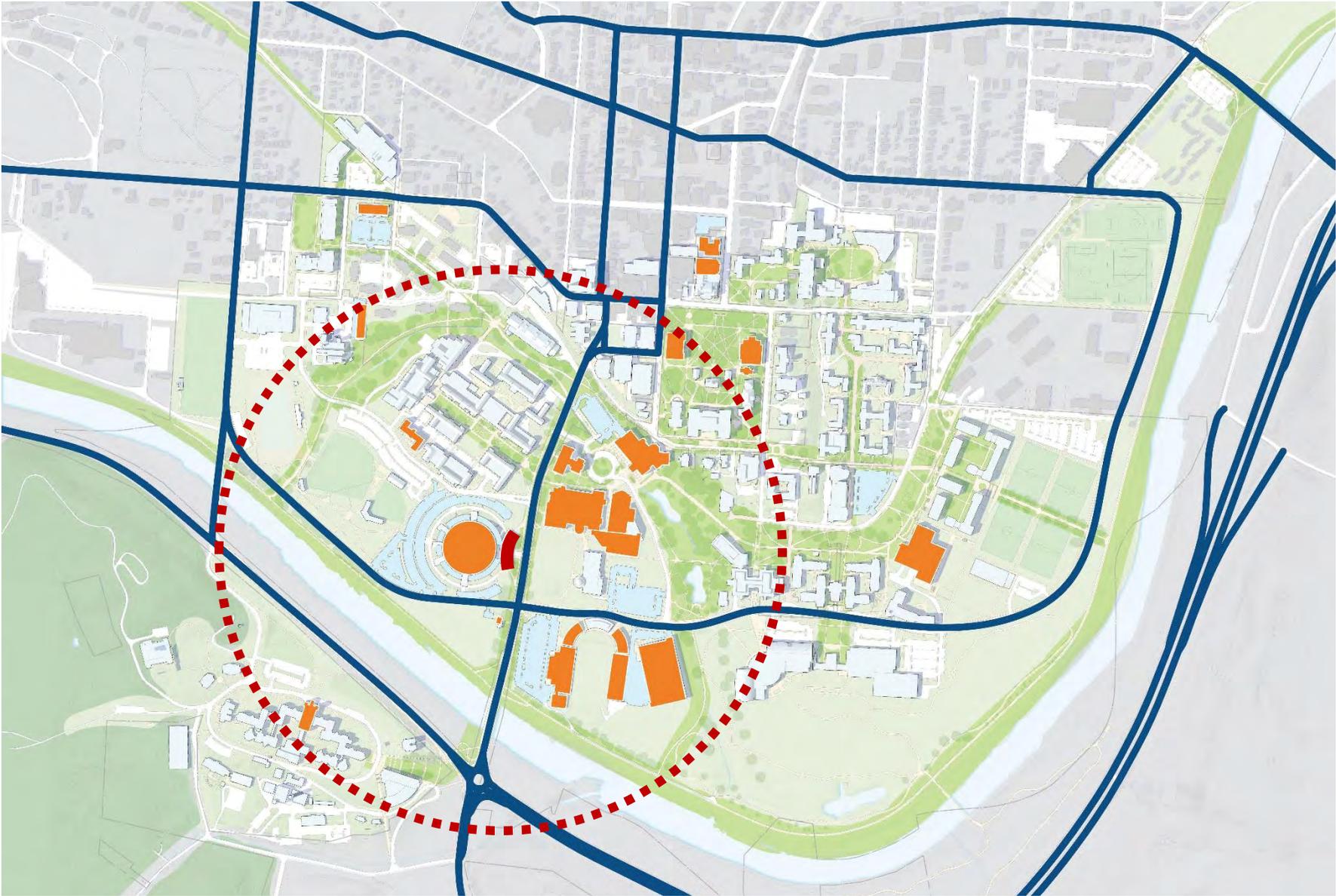
Two predictable and intuitive circulators that serves key destinations and parking lots

Convenient point-to-point routes servicing destinations not served by the circulator

A transit center that links all route and connects to city transit route



Key Visitor Access Points



Visitor Center



Signage and Wayfinding



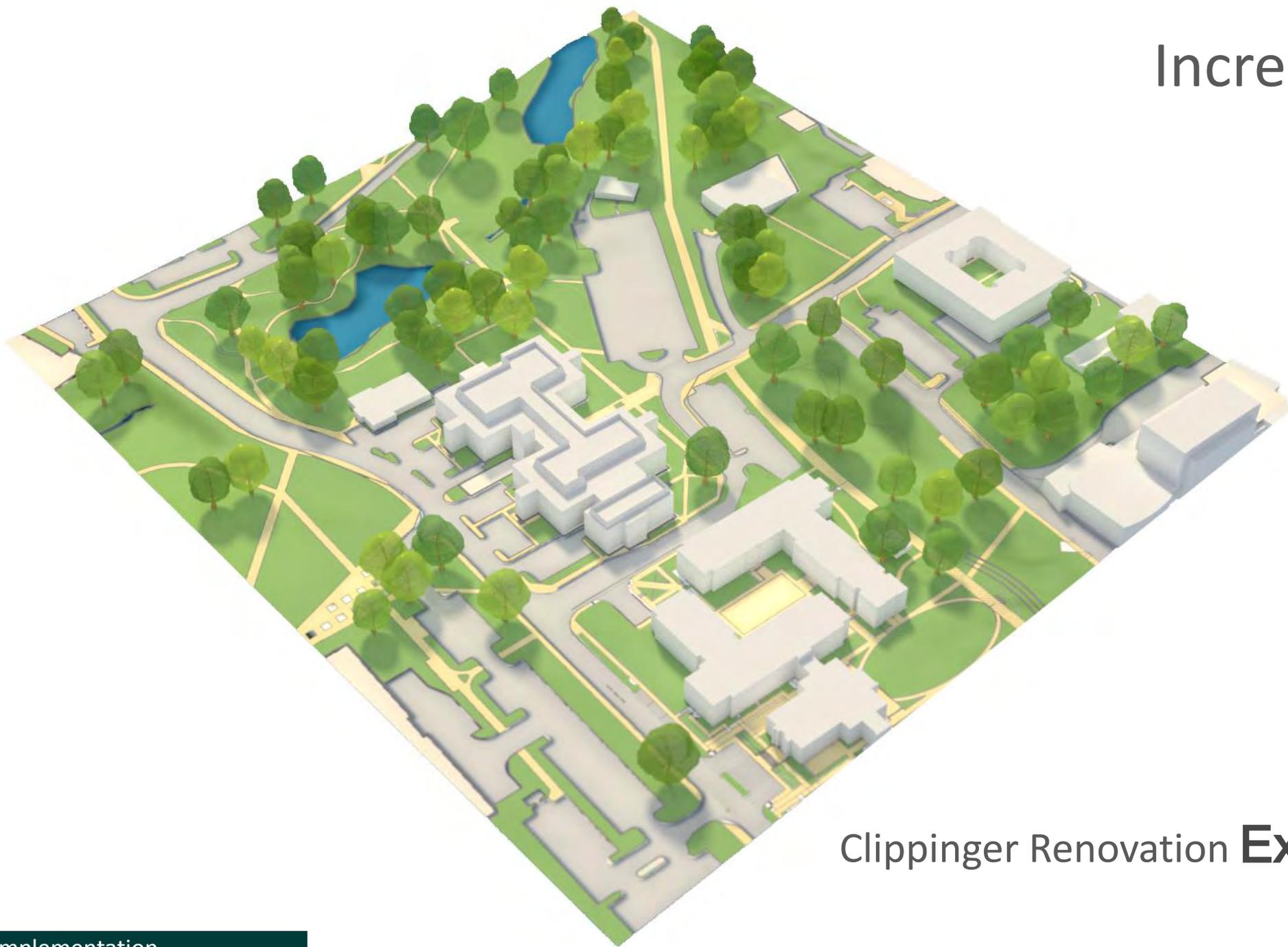


Implementation

Near-term Priorities



Incremental Phasing



Clippinger Renovation **Existing Conditions**

Incremental Phasing



Clippinger Renovation **Phase 1**
82,000 GSF Addition

Incremental Phasing



Clippinger Renovation **Phase 2A**
70,450 GSF Renovation

Incremental Phasing



Clippinger Renovation **Phase 2B**
70,450 GSF Renovation

Incremental Phasing



Clippinger Renovation **Phase 3**
48,100 GSF Renovation

Partnership Opportunities



Future Building Sites





The Master Plan and Capital Improvement Plan are interrelated:



- Four Fundamentals
- Ohio for Ohio
- University Dashboard
- College Academic Plans
- Capital Plan Strategy
- Innovation Study

- Master Plan**
- Integrated Planning
 - Transformational Projects
 - Framework for Decisions
 - Balance vision with what can be implemented

- Financial Analysis and Funding Strategies
 - Six Year Outlook
 - Annual Snapshot
- Implementation**

Campus Master Plan (CMP):
 A long-term view that guides the day-to-day decisions and investments on the Athens Campus. It builds on past investment, supports the University’s Strategic Priorities and directs the development of a physical learning environment with long-lasting value.



Capital Improvement Program (CIP):
 Details OHIO’s plan to preserve and enhance facilities through a six-year projection of new construction and renovation projects. It is realized and funded from Unit, University revenue sources, and State Capital Appropriations.

CMP and CIP Schedules

		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2015	Deferred Maintenance	Review Approved Projects	Building Condition Analysis	Deferred Maintenance Prioritization	Annual Plan Development		FY16 Annual CIP 1	FY17/FY18 Deferred Prioritization		Prep for State Request with Six Year Draft	FY17-FY18 State Submission 2		
	Programmatic Priorities	Space Analysis			Programmatic Review	Project Testing, Units Identified their top priorities			Project Estimate and Funding Feasibility		Prioritization		
Comprehensive Master Plan (CMP) Development													
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2016	Deferred Maintenance	Building Condition Analysis	Deferred Maintenance Prioritization		Six Year CIP Booklet and Annual CIP Development		FY17 Annual CIP within the FY17-FY22 Six Year CIP Context 3						
	Programmatic Priorities	Draft Plan		Final Plan		CMP Approval							

STEP ONE

The FY16 CIP process was step one of a multi-step effort to prioritize capital expenditures for the campus. It was prepared with a view to the immediate one-year requirements/ capital needs reflecting our planned projects over the next year. The FY16 CIP includes all fund sources.

STEP TWO

The FY17-FY18 State Capital Project plan represents an assessment of capital priorities based upon information provided by the building condition assessments and prioritized by the Facilities rating system utilized in step one. The FY17-FY18, currently only includes projects funded with anticipated state capital appropriations and from our Century Bond fund sources.

STEP THREE

Step three of the process will be the completion of the FY17-FY22 Six Year CIP. The Six Year CIP will reflect all fund sources available to us and layer in strategic priorities from all areas of the University. Refinement and prioritization of projects in the FY15-FY20 CIP as well as new needs that have emerged through the planning exercises are in progress and expected to finalize in Spring of 2016.



- 1. Stewardship of Assets**
- 2. A distinctive University Setting**
- 3. A Campus or Greens**
- 4. Connected and Integrated**
- 5. Welcoming and User Friendly**

Flexible Implementation Guided by 5 Core Ideas



OHIO
UNIVERSITY

Date: January 4, 2016

To: The President and Board of Trustees

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost
Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: Governor's Task Force on Affordability and Efficiency Update

Over the past six months significant progress has been made in aligning the Governor's Task Force on Affordability and Efficiency recommendations with OHIO's ongoing efforts. The attached spreadsheet has been prepared to highlight our steps taken to date and where the University has more work to do. The spreadsheet represents only one component of our work over the last six months and during the first quarter of 2016 we will be integrating the OHIO Task Force on Affordability and Efficiency and Huron recommendations with the Governor's Task Force recommendations in order to provide a clear path forward for our June Board report and required submittal to the Chancellor by July 1st.

As we look ahead, in order to achieve the Governor's Task Force "Master Recommendations", our next task will be to undertake a cost diagnostic looking back at where the University has grown over the past decade and whether that growth can be justified based on changing demographic patterns, increasing regulatory requirements or other warranted factors. This diagnostic effort when combined with the OHIO Task Force on Affordability and Efficiency and Huron recommendations for potential cost saving will inform the five year cost savings target that we will be presenting at the June board meeting for adoption. In addition to a savings target, we will also be presenting a revenue growth target such that the combined total will represent the Board's commitment to increased investment in reducing student costs and enhancing the quality of their academic experience. Over the course of the spring semester, we will also be developing our recommendations as to how these two goals can be accomplished during the five year measurement period, as further required by the General Assembly.

In addition to setting revenue and expenditure targets, under the umbrella of the OHIO Task Force on Affordability and Efficiency, we will be monitoring the implementation committees that we have already commissioned as well as form new ones. More specifically, as demonstrated by the attached spreadsheet, we currently have a number of committees already working on specific recommendations related to:

- Procurement
- Asset & Operational Reviews
- Administrative Cost Reforms
- Time to Degree

We look forward to updating you on the individual committee efforts and to addressing any questions you may have with regard to individual projects associated with each of these major categories. As you will see from the spreadsheet each category has a number of sub-recommendations and in many cases we are actually working on multiple-projects in order to effectively address the Governor's Task Force recommendations. We believe that our June report will show significant progress in a number of areas which will be both a testament to efforts that were already underway before the Governor's Task Force was formed, as well as demonstrating that we have taken their recommendations seriously.

At the March meeting we will also be prepared to update you on the Educational Advisory Board (EAB) initiative related to class size and benchmark comparisons with peer academic departments and colleges. This EAB effort is a much more granular look at the cost drivers and as noted previously is an OHIO specific analysis that can be used by our colleges and academic departments in consultation with the Provost to determine if there are opportunities to reduce costs.

As was discussed during the August Board Retreat, if we are to achieve our goals of making OHIO more affordable for our students and improving our operating efficiency, we must look at all aspects of university operations and we believe the attached spreadsheet demonstrates that is exactly what we are doing.

GOVERNOR'S TASK FORCE ON AFFORDABILITY AND EFFICIENCY - RECOMMENDATIONS
Ohio University Proposed Strategies

Category	Recommendation	Responsible Entity		Explanation/OHIO Progress
		OHIO	State	
Master Recommendation	1 Students Must Benefit Savings/new revenue from the recommendations must be employed to reduce student costs. Other uses must show tangible benefits for the quality of the students education.	√		OHIO University will develop recommendations for the Board of Trustees as to how the savings generated in our five year goals will be used to reduce the cost of a student's education or improve the quality of their educational experience. These recommendations will be made after consultation with the University's academic leadership as to both the five year goals and the application of any savings that are generated.
Master Recommendation	2 Five Year Goals Each institution to set a goal for efficiency savings and new resources to be generated through FY21 and a framework for investing these dollars in student affordability while maintaining/improving academic quality.	√		OHIO University will develop an activity-based budget process that will produce a review of University administrative and academic expenditures in order to generate cost efficiency recommendations. This review will generate a report that identifies the cost savings associated with the proposed efficiency recommendations and shows their alignment with OHIO's academic priorities.

Category	Recommendation	Responsible Entity		Explanation/OHIO Progress
		OHIO	State	
Strategic Procurement	3A Campus Contracts Institutions must require that its employees use existing contracts for purchasing goods and services. Institutions must report the utilization of existing contracts annually to its board of trustees.	√		The OHIO University Affordability and Efficiency Task Force identified this initiative as one of their priorities for the coming year. The sub-committee established by the OHIO Task Force is currently considering how best to implement this recommendation and achieve campus buy-in. In order for this recommendation to be successfully implemented the campus will have to comply by utilizing the preferred vendor contracts when awarded.
Strategic Procurement	3B Collaborative Contracts Institutions, working through the IUC Purchasing Group must pursue new and/or strengthened joint purchasing agreements in copier/ printing services, office computer hardware, travel services, outbound shipping, science supplies, and office supplies.	√		The IUC Purchasing Group is looking at the Governor's Task Force recommendations. Most of the categories specified in their recommendation would necessitate OHIO changing vendors and mandating the use of contracts to be in alignment with the joint purchasing effort. It is important to note here that OHIO's current policies do not mandate the use of a preferred vendor contract so this would be a significant change in our business practices.

GOVERNOR'S TASK FORCE ON AFFORDABILITY AND EFFICIENCY - RECOMMENDATIONS
Ohio University Proposed Strategies

Category	Recommendation	Responsible Entity		Explanation/OHIO Progress
		OHIO	State	
Assets & Operations	4A Asset Review Institutions must conduct an assessment of non-core assets to determine their market value if sold, leased or repurposed.	√		OHIO University retained Huron Consulting to undertake a review of potential non-core assets that we could divest. While most of their recommendations related to operations, they did consider real estate and opportunities for public-private partnerships. The University is currently working to sell land it currently ground leases and partnering with Ohio University Foundation to sell Courtyard.
Assets & Operations	4B Operations Review Institutions must conduct an assessment of non-academic operations that might be run more efficiently by a regional cooperative, private operator, or other entity e.g. dining, housing, student health insurance, child care, IT help desk, janitorial, facility maintenance, parking, landscaping).	√		OHIO University has undertaken several operational reviews over the past several years and will share those with the Board of Trustees over the course of the spring. Additionally there are studies that we will undertake in the next several months to assess other outsourcing/P3 opportunities and will be making recommendations regarding those studies when they are completed.
Assets & Operations	4C Affinity Partnerships/Sponsorships Institutions must evaluate opportunities for affinity relationships and sponsorships that can support students, faculty, and staff.	√		OHIO University has historically established Affinity Partnerships through its Foundation/Alumni Association and Intercollegiate Athletics Department, but in recent years has begun to explore these relationships through other departments and academic support units across the University. It will continue to pursue such opportunities in the coming years, but recognizes they may be limited given our geographical location and size.

GOVERNOR'S TASK FORCE ON AFFORDABILITY AND EFFICIENCY - RECOMMENDATIONS
Ohio University Proposed Strategies

Category	Recommendation	Responsible Entity		Explanation/OHIO Progress
		OHIO	State	
Administrative Cost Reforms	5A Cost Diagnostic Each institution must produce a diagnostic to identify its cost drivers, along with priority areas that offer the best opportunities for efficiencies.	√		The IUC Business Officers have discussed using the OSU template for developing a uniform methodology of reporting this information. OSU will forward its template to the IUC who will share with the other IUC institutions
Administrative Cost Reforms	5B Productivity Measure Develop a common measurement of administrative productivity for all institutions.		√	The Department of Higher Education is charged with developing a common measure of administrative productivity that can be adopted across Ohio's colleges and universities.
Administrative Cost Reforms	5C Organizational Structure Each institution should review its organizational structure to identify opportunities to streamline and reduce costs.	√		As a part of Huron's study this summer we looked at organizational issues and Huron made some recommendations that we will be looking at over the spring and making a determination if there are ones that we would like to implement. These recommendations will be a part of the report the Board will receive at the June meeting.
Administrative Cost Reforms	5D Health Care Costs To drive down costs and take advantage of economies of scale, a state-wide working group should identify opportunities to collaborate on health care costs.		√	The IUC Business Officers are convening a small group of CFO's, HR Directors and other faculty and industry experts to undertake a study and make recommendations back to the member institutions and the Department of Higher Education as to what is possible here. These recommendations may require legislative authorization and OHIO will be represented on the committee.
Administrative Cost Reforms	5E Data Centers Institutions must develop a plan to move their primary or disaster recovery data centers to the State's Computer Center	√		We currently are conducting a study to determine viability and possible timelines for a data center migration. The study includes analysis of an existing, reciprocal relationship with Wright State for no-cost, in-kind backup hosting at both schools; recent multi-million dollar investments into OHIO's local data center; the energy, infrastructure and staffing requirements of our local data center; and the value of the space that could be repurposed. The projected completion for this analysis is February 2016.
Administrative Cost Reforms	5F Space Utilization Each institution must study the utilization of its campus and employ a system that encourages optimization of physical spaces.	√		OHIO University has just completed a comprehensive space utilization analysis as a part of the Comprehensive Master Planning (CMP) exercise and we will use the CMP data in our capital planning process going forward. We are also building a data base of institutional spaces so they can be better managed on a going forward basis.

GOVERNOR'S TASK FORCE ON AFFORDABILITY AND EFFICIENCY - RECOMMENDATIONS
Ohio University Proposed Strategies

Category	Recommendation	Responsible Entity		Explanation/OHIO Progress
		OHIO	State	
Textbook Affordability	6A Negotiate Cost Professional negotiators must be assigned to help faculty obtain the best deals for student textbooks starting with high volume, high cost courses.	√		We are developing a data picture that will enable us to identify target areas and responsible administrative offices to begin negotiations for AY17.
Textbook Affordability	6B Standardize Materials for Gateway Courses Institutions must encourage departments to choose common materials, including digital elements, for gateway courses that serve large volume of students	√		This is already happening. One challenge is that important publisher provided digital components associated with many commonly used textbooks have one-time access associated with the textbook, making resale of used textbooks of limited value. We plan to approach publishers about this. Some departments have created open or at least homegrown alternatives. The alt-text initiative out of the libraries is incentivizing further exploration of both open resources and licensed materials digitally available as an alternative to expensive commonly used texts and ancillary materials.
Textbook Affordability	6C Develop Digital Capabilities Institutions must be part of a consortium to develop digital tools and materials for reducing costs and perhaps provide revenue opportunities by offering materials to other institutions.	√		We are building a production capacity to help instructors create high quality courses. Together with the library's alt-text initiative, we anticipate movement toward open and licensed materials that are substantially lower in cost to students than typical textbooks. OhioLINK's Electronic Book Center (EBC) provides a central location/interface for eBooks available statewide. The Electronic Journal Center (EJC) is another standing consortial digital tool that serves a similar purpose, and is in the process of being rebuilt. OIT is exploring additional consortial opportunities with peers in the state and beyond, including Unizin as a potential future commitment.

GOVERNOR'S TASK FORCE ON AFFORDABILITY AND EFFICIENCY - RECOMMENDATIONS
Ohio University Proposed Strategies

Category	Recommendation	Responsible Entity		Explanation/OHIO Progress
		OHIO	State	
Time to Degree	7A Education Campaign Each Institution must develop a campaign to educate full-time undergraduate students about the course loads needed to graduate on time.	√		The OHIO Affordability and Efficiency Task Force has recommended that the colleges develop pathway programs to help students graduate in four years. A committee created by the Provost is looking at an implementation strategy and will be reporting out later in the spring.
Time to Degree	7B Graduation Incentive Institutions should consider establishing financial incentives that encourage full-time students to take at least 15 hours per semester.	√		The OHIO Guarantee allows for a student to be assured of an all-in Ohio University cost for 12 consecutive semesters. This program was specifically designed to allow a student to complete a 120 credit bachelor's degree in 4 years/8 terms taking 15 hours per term. This assurance creates the incentive for a student to remain full time throughout his or her career and to not see any increase in this level comprehensive rate model for tuition, housing, dining and fees.
Time to Degree	7C Standardize Credits for a Degree Institutions should streamline graduation requirements so that most bachelor's degree programs can be completed in four years or less, except where accreditation standards dictate otherwise.	√		OHIO has developed three year degree pathways and approximately 58% of students are enrolled in degree programs that offer a three year option. Also, we have sought to contain the number of credit hours required for undergraduate degrees to a preferred 120 credit hour standard. During the quarters to semester conversion in 2012, we evaluated all courses and programs to ensure that learning outcomes were achieved following conversion. OHIO offers 274 baccalaureate major programs and only 80 programs are above 120 credit hours. The programs that are above the 120 credit hour standard are subject to accreditation requirements. When Ohio University implemented the OHIO Guarantee, we sought to improve affordability by guaranteeing a level rate of tuition for four years. This incentivizes students to complete in four years. Therefore, we needed to make sure the majority of our students can complete in four years. This makes a 120 hour degree the most cost-effective for Ohio University, as we allow students whose programs are greater than 120 credit hours to have one additional semester under the Guarantee. We are self-incentivizing to keep major programs at 120 credit hours.

GOVERNOR'S TASK FORCE ON AFFORDABILITY AND EFFICIENCY - RECOMMENDATIONS
Ohio University Proposed Strategies

Category	Recommendation	Responsible Entity		Explanation/OHIO Progress
		OHIO	State	
Time to Degree	7D Data Driven Advising Institutions should enhance academic advising services so that students benefit from high-impact, personalized consultations and data systems that proactively identify risk factors.	√		In AY15, seven new student success advisors were hired and embedded in the colleges, but coordinated centrally to ensure consistency. These advisors focus on first- and second-year student advising, and student success and retention initiatives, including Mapworks, OHIO's early intervention and retention software. Mapworks uses a combination of incoming academic risk factors (e.g., test scores, high school GPA) as well as student surveys as early as the first weeks of the freshman year to assess non-cognitive risk factors. This allows advisors to proactively reach out to at-risk students well before traditional indicators of academic problems—such as midterm grades—are known. Mapworks was piloted with a small group of undecided students in AY12, and has grown each year; next year it (or a similar program) will be used for all undergraduates as well as for online students.
Time to Degree	7E Summer Programs Each campus must develop plans to evaluate utilization rates for summer and consider opportunities to increase productivity activity.	√		In Spring of 2014 a taskforce analyzed data on summer enrollments at Ohio University and made recommendations designed to increase summer enrollments. Units have used those recommendations to schedule courses that demonstrate higher demand, both face-to-face and online. We are also expanding our portfolio of credit-bearing workshops and camps for high school students. The Scripps College of Communication is testing a pilot program that incentivizes new majors to take 10 credits during the summer (the incentive is a \$500 scholarship for the summer courses). The pilot program is designed to boost summer enrollments while also helping students reduce time to graduation.
Time to Degree	7F Pathway Agreements Ohio institutions should continue to develop agreements that create seamless pathways for students who begin their education at a 2 year college and complete them at a university	√		Ohio University has 20 signed Community College Partnerships that allow for a formal relationship and combined efforts to provide seamless pathways for students to begin at a community college and finish their degree at OHIO. In addition, OHIO has an additional nine instructions where we have either explored or already have completed articulation agreements but have not yet officially signed a MOU yet.
Time to Degree	7G Competency Based Education Institutions should consider developing or expanding programs that measure student success based on demonstrated competencies instead of the time it takes to study and complete a course.	√		Ohio University has created a task force made up of the College of Business and the regional campuses to develop a pilot competency based degree completion program in high job demand degrees, including bachelor of business administration and the bachelor of applied management. Students will be able to obtain course credit based on prior knowledge and experiences. They can then complete remaining degree requirements using on-line and hybrid delivery.

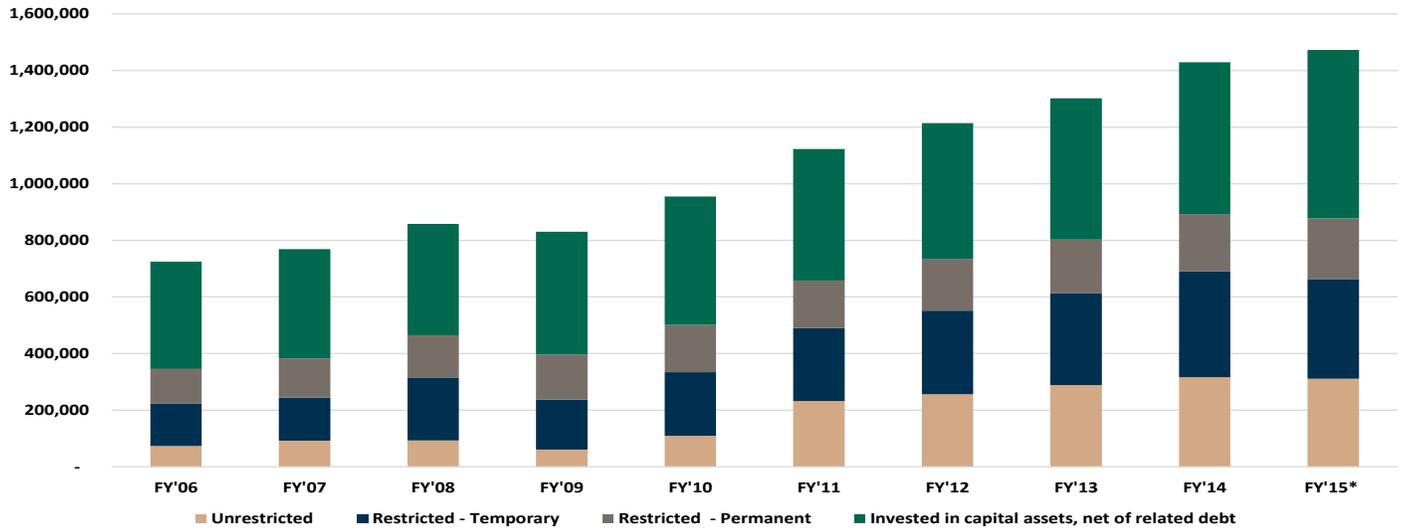
GOVERNOR'S TASK FORCE ON AFFORDABILITY AND EFFICIENCY - RECOMMENDATIONS
Ohio University Proposed Strategies

Category	Recommendation	Responsible Entity		Explanation/OHIO Progress
		OHIO	State	
Duplicative Programs	<p>8 Program Review Institutions should consider consolidating programs that are duplicated at other colleges and universities in their geographic area.</p>	√		<p>Ohio University continues to work with partner IHEs to offer co-located academic programs and to identify opportunities for shared general education coursework, streamlined transfer programs, and associates-to-bachelors completer programs. This is particularly appropriate on some regional campuses such as Ohio University Zanesville where the campus is located in proximity to other institutions and a larger population base. Likewise, expansion to extension campuses at Dublin and Cleveland provides opportunities to partner with other IHEs that are in close proximity. Consolidation with other institutions is geographically challenging on the main Athens campus, which is located in a rural area and which has few opportunities to partner with peer institutions to consolidate peer or similar academic programs.</p>
Co-Located Campuses	<p>9 Joint Oversight Boards The state should establish joint oversight boards between co-located community colleges and regional campuses of universities in order to improve efficiency and coordination.</p>		√	<p>Ohio University Eastern Campus is co-located with Belmont College and Ohio University Zanesville campus is co-located with Zane State Community College. Ohio's Regional Higher Education office is supporting ongoing discussion between the Eastern and Zanesville campuses and their co-located partners to develop best practices for co-located campuses, including building a shared services model and planning a shared student engagement space that would provide counseling and career advising, and potentially tutoring and testing facilities. OHIO and its partner institutions have created a Joint Oversight Board that will be populated with representatives from each partner. Other Initiatives that have been identified as having high potential for savings and efficiency are shared bookstore, food service, and maintenance. Academically, Eastern and Zanesville are exploring targeting small general education sections for joint enrollment, if applicable. Also of interest is creation of a two-year pathway the would lead students to complete an Associate degree at the community college with a seamless enrollment process to complete a bachelor degree at OHIO.</p>

GOVERNOR'S TASK FORCE ON AFFORDABILITY AND EFFICIENCY - RECOMMENDATIONS
Ohio University Proposed Strategies

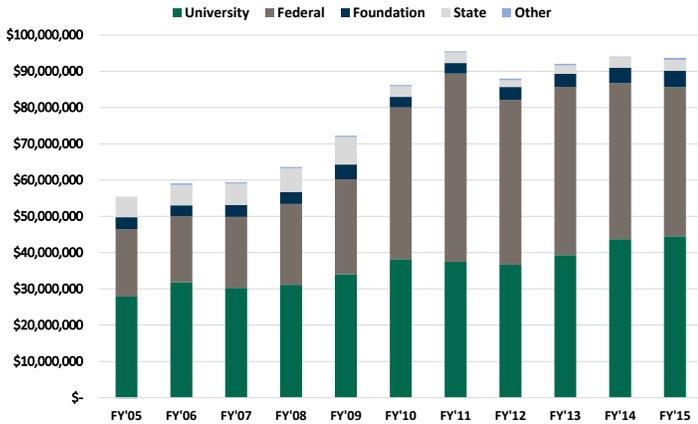
Category	Recommendation	Responsible Entity		Explanation/OHIO Progress
		OHIO	State	
State Policy Reforms	10A Financial Advising Ohio's colleges and universities should make financial literacy a standard part of a students' education.	√	√	Ohio University offers individual counseling about the impact of taking on student loan debt to students who seek financial aid advising and also provide written materials to students who do not seek in-person assistance. Ohio University currently offers on-line financial literacy for students through GradReady, a product from Great Lakes and Affiliates that is designed to assist students with money management and financial health planning. Information about this tool was shared with all first year students at orientation this summer and through email and social media with continuing students. Over the past several years, we have also provided varying on-line opportunities to our freshman learning communities through two different organizations. Additionally, student financial aid staff often speak to learning communities and other student groups about financial aid options and budgeting.
State Policy Reforms	10B Obstacles The Dept. Higher Education and/or state legislature should seek to remove any roadblocks in policies, rules, or statute that inhibit the efficiencies envisioned in these recommendations.		√	State issue.
State Policy Reforms	10C Real Estate Sales State law should be updated to streamline the process for how public institutions sell, convey, lease or enter into easements of real estate.		√	State issue.
State Policy Reforms	10D Insurance Pools State law should be clarified related to the IUC Insurance Consortium which buys property and casualty insurance on a group basis for most institutions.		√	State issue.

University & Foundation Net Assets (in thousands)

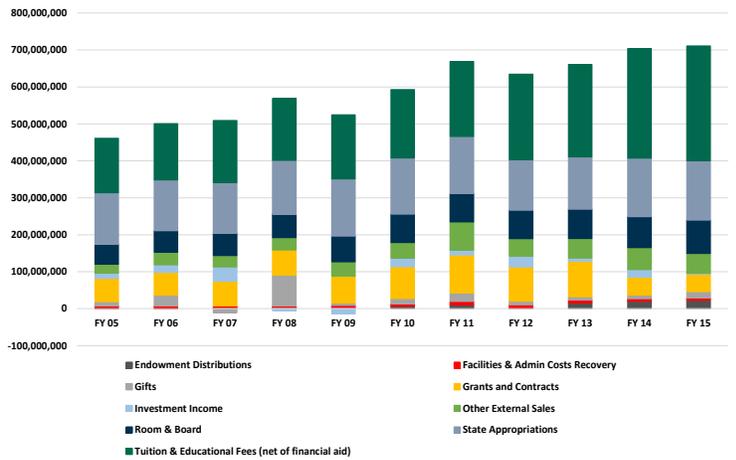


* Excludes GASB 68

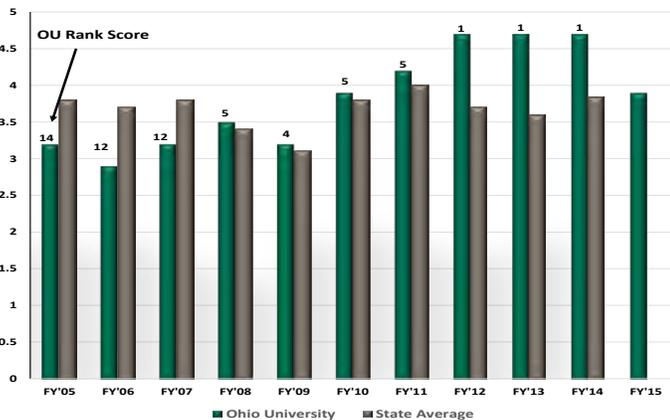
Undergraduate Financial Aid



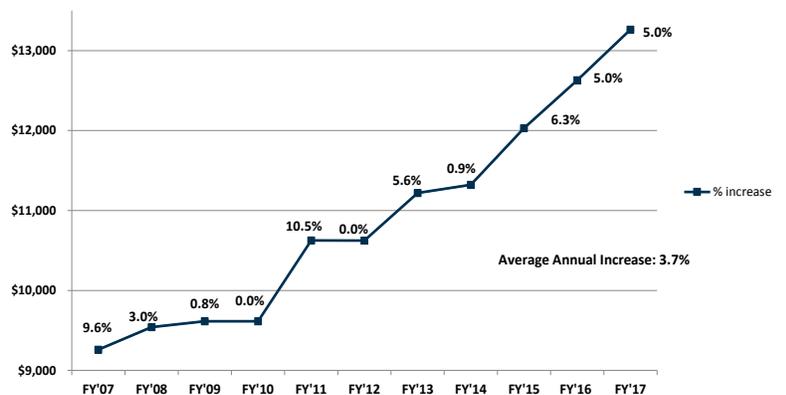
Operating Revenue



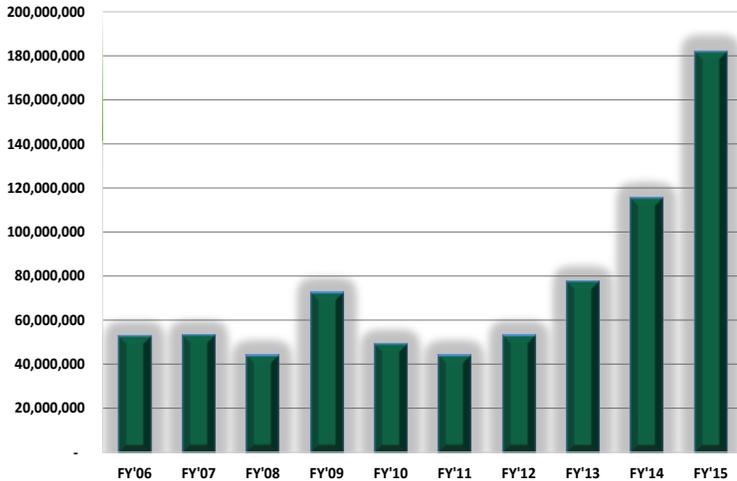
Senate Bill 6 Composite Score



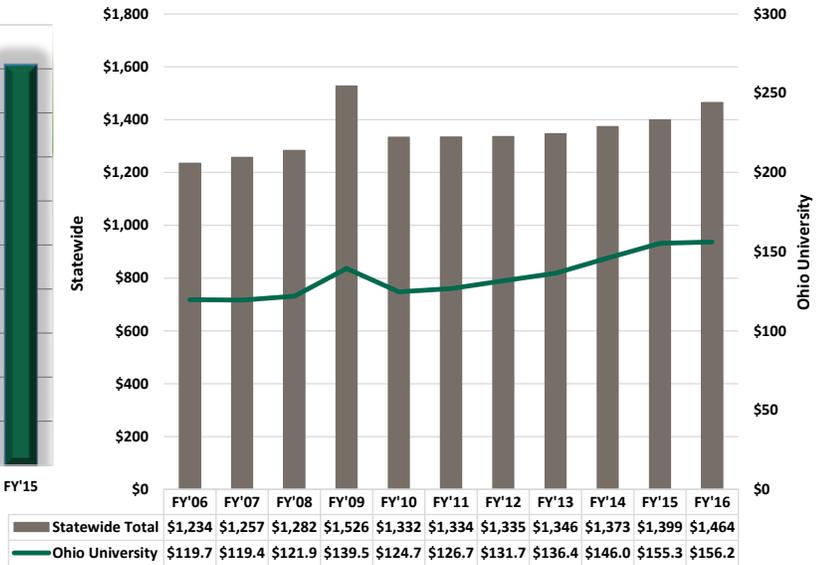
OU Contribution to Employee Healthcare



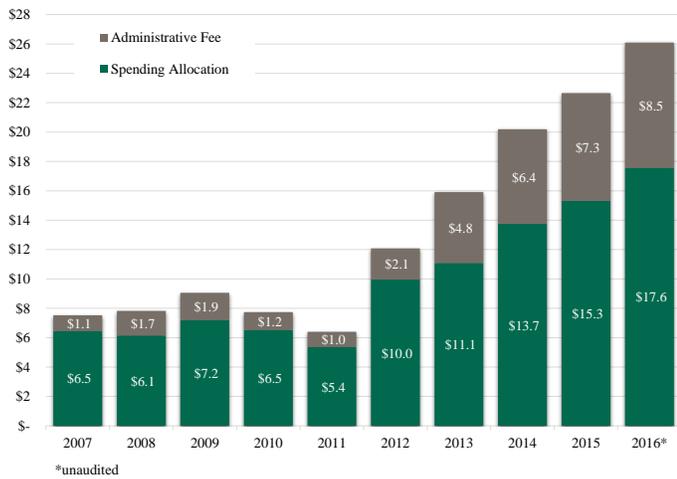
Capital Expenditures



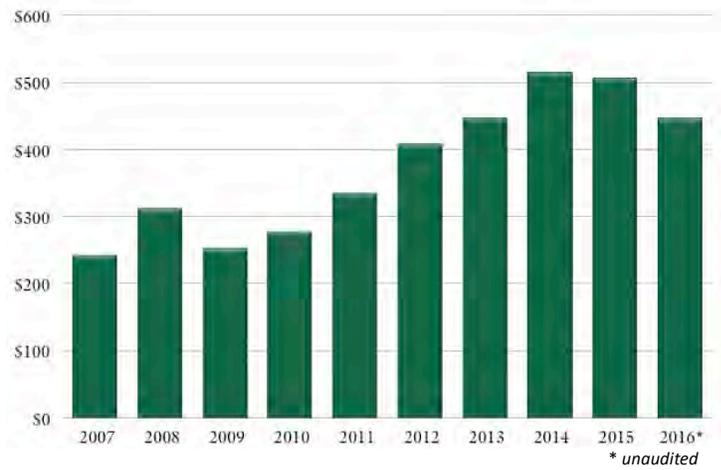
SSI Funding (in millions)



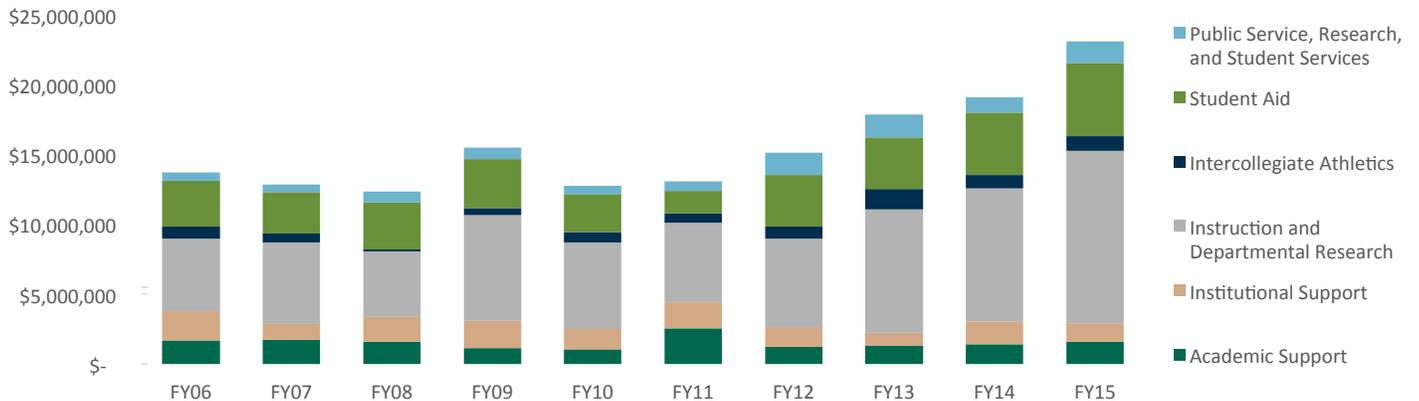
Endowment Distributions (in millions)



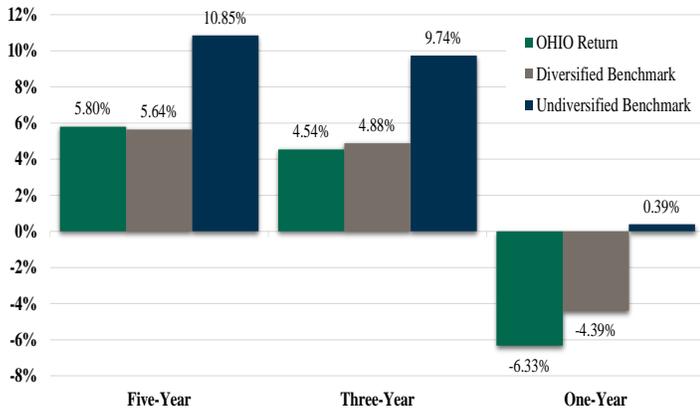
Endowment Value (in millions)



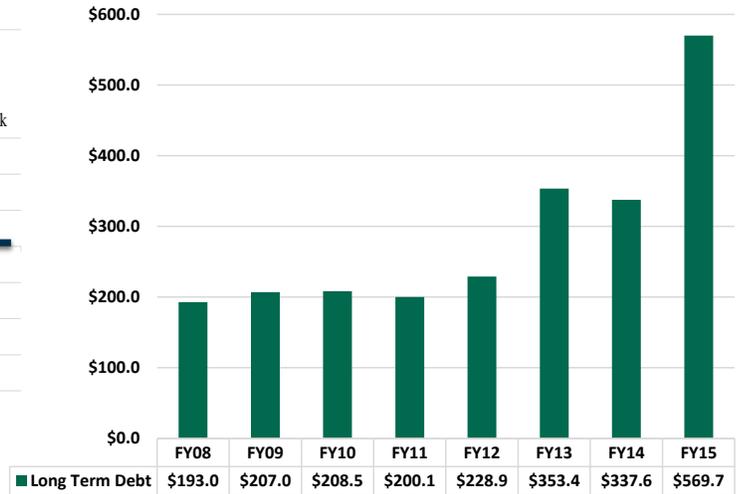
Foundation Support of University Funding



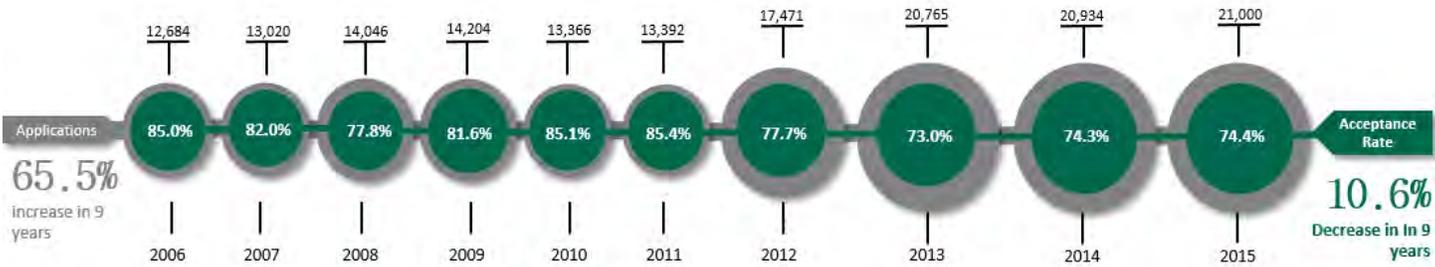
Investment Performance (as of 9/30/15)



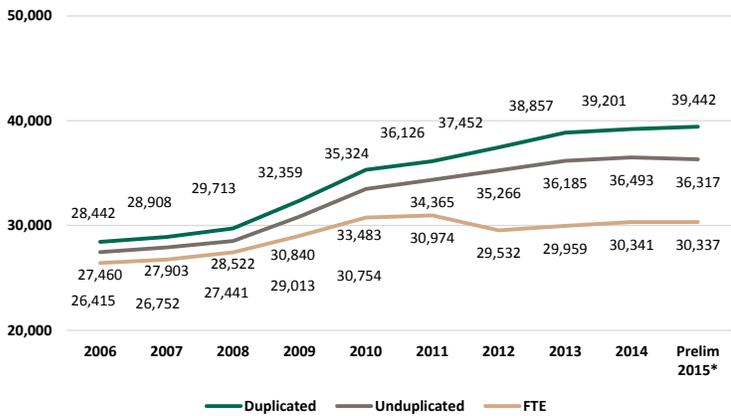
Outstanding Debt



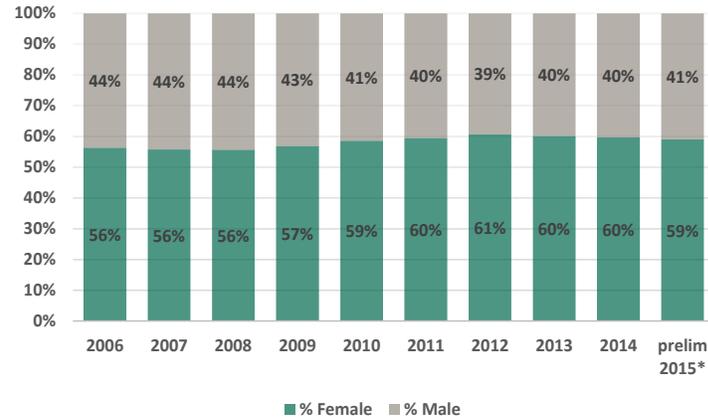
New Freshman Applications



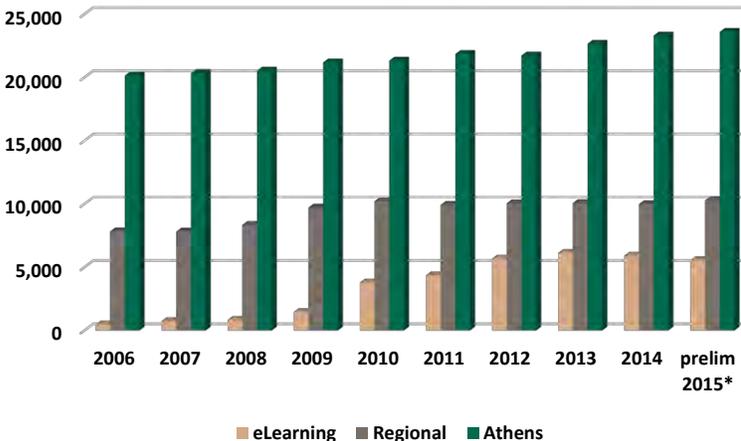
Total Headcount Enrollment



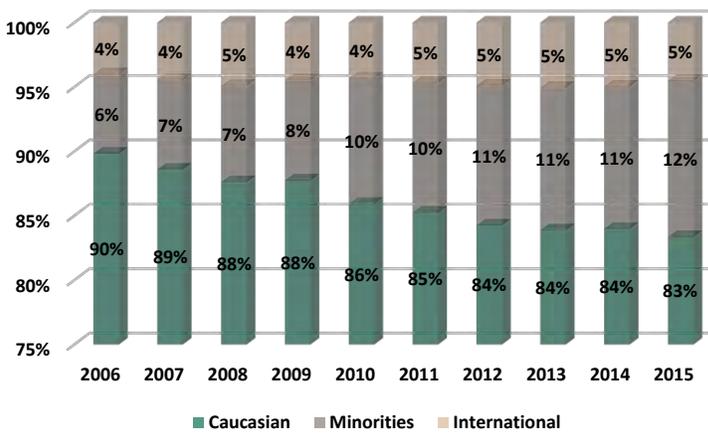
Total Enrollment by Gender



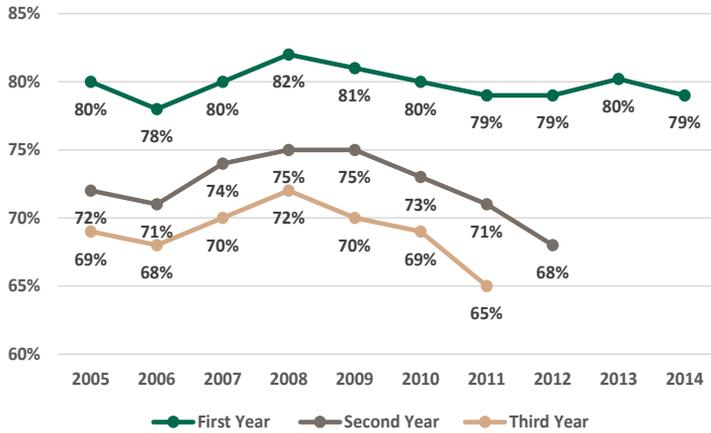
Total Enrollment by Campus



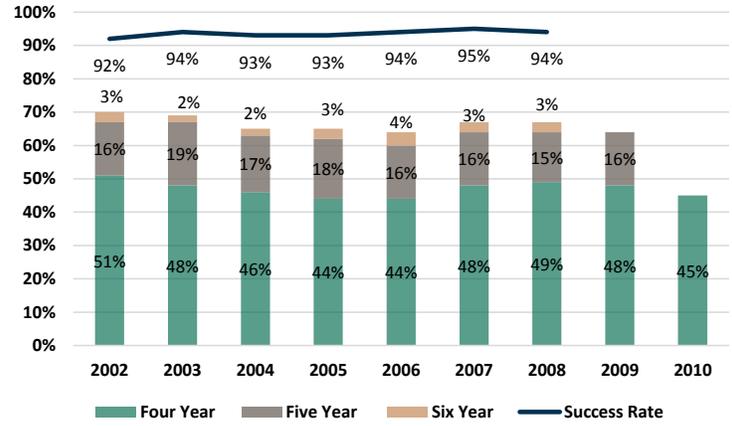
Total Enrollment by Race



Retention Rates

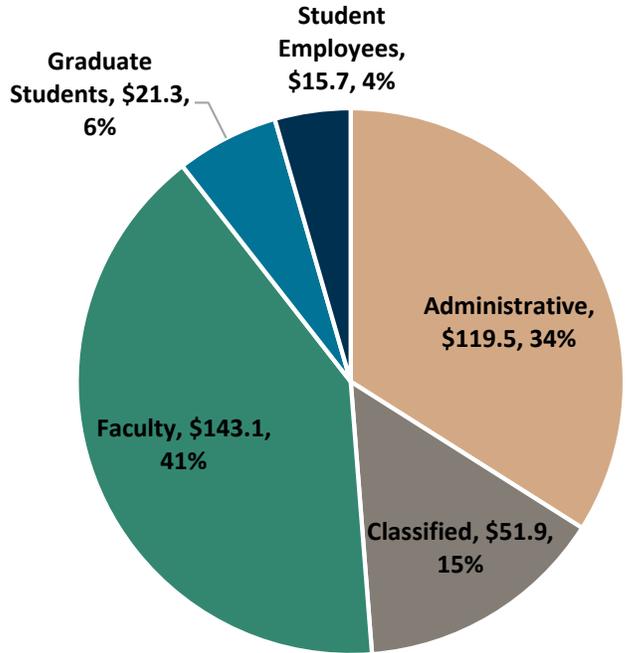


Graduation & Success Rates



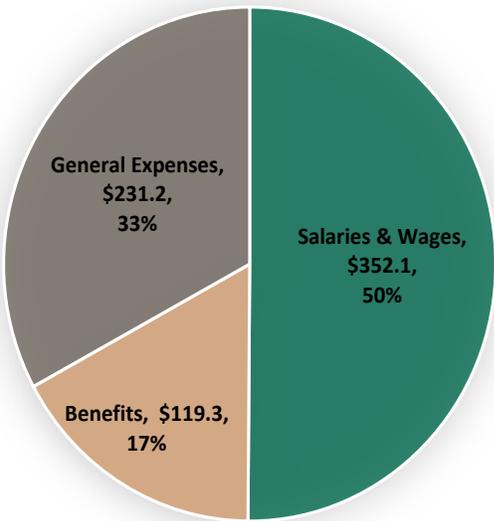
The overall success rates includes students who have graduated from OHIO, completed their degree at another institution or who are still enrolled.

FY16 Compensation Budget – Salaries & Wages (\$352.1 Million)

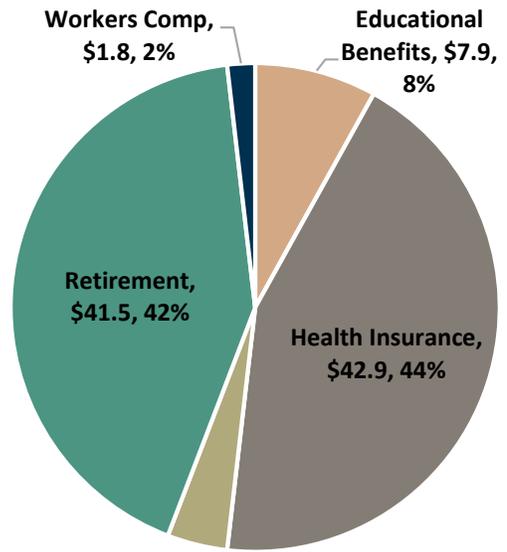


FY16 Personnel Share of Budget (\$702.6 M)

FY16 Benefits (\$98M)



\$702.6M Budget – 67% Personnel



Medicare, \$3.9, 4%

Medical/Rx Plan Comparison

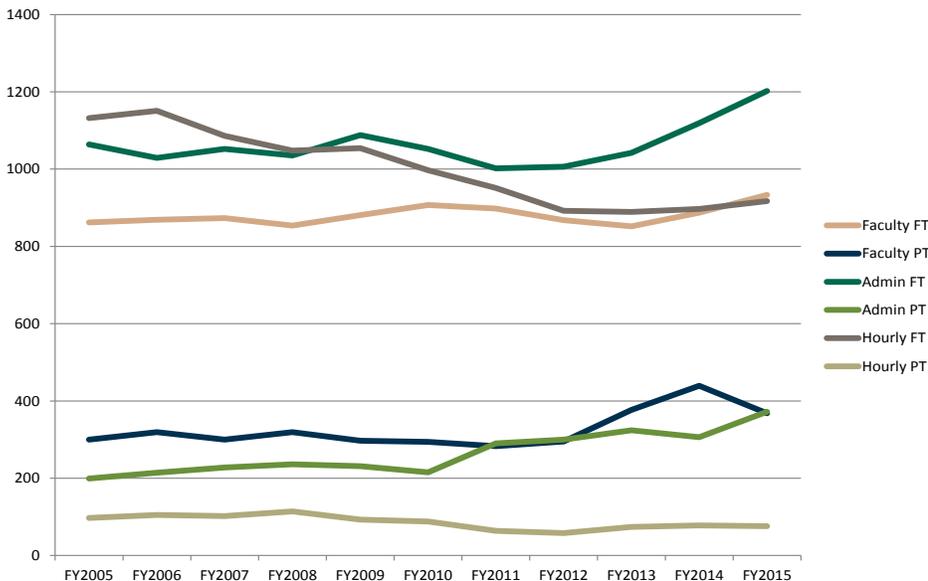
PPO Plan Design	Ohio Univ. Current	National All Industry	National Higher Ed	Ohio IUC Peer Group	OU AFSCME Union
Deductible	\$400 / \$800	\$1,500 / \$3,000	\$300 / \$600	\$400 / \$800 or \$750 / \$1,500*	\$500 / \$1,000
Out of Pocket Max	\$1,900 / \$3,800	\$2,600 / \$5,000	\$2,100 / \$3,750	\$3,000 / \$6,000	\$2,000 / \$4,000
Co-Insurance	85%	80%	82%	90%	90%
Office Visit Copay	\$25	\$20	\$20	\$15	\$20
Rx Copays:					
Retail Generic	\$20	\$10	\$10	\$10	\$30
Retail Brand	\$30	\$30	\$30	\$30	\$45
Retain Non Form.	\$40	\$50	\$50	\$40	
Mail Generic	\$25	\$20	\$20	\$20	\$20
Mail Brand	\$40	\$60	\$60	\$40	\$40
Mail Non Form.	\$55	\$100	\$90	\$70 or \$120*	\$60

Source: 2015 Mercer Consulting Survey

* Equal Frequency

Faculty & Staff Trends

Athens Full-Time / Part-Time Employee Type Trend (excluding HCOM)



- Full time Faculty numbers are fairly stable with recent increases being in part time.
- Some shift from full time to part time administrative staff over the last five years.
- Largest loss of staff has been in full time hourly, which has not been made up by part time hourly.

	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Faculty FT	862	869	873	854	881	907	898	868	852	887	933
Admin FT	1,064	1,029	1,052	1,035	1,088	1,052	1,002	1,006	1,042	1,119	1,202
Hourly FT	1,132	1,151	1,086	1,048	1,054	997	951	892	889	897	917
Total Full Time	3,058	3,049	3,011	2,937	3,023	2,956	2,851	2,766	2,783	2,903	3,052
Faculty PT	300	319	300	319	297	294	283	295	377	439	368
Admin PT	199	214	228	236	231	215	290	300	324	306	372
Hourly PT	97	105	102	114	93	88	64	58	74	78	76
Total Part Time	596	638	630	669	621	597	637	653	775	823	816
Grand Total	3,654	3,687	3,641	3,606	3,644	3,553	3,488	3,419	3,558	3,726	3,868

Professional Staff: Annualized Salary

Job Family	Number of Employees	Average OHIO Professional Staff Compa Ratio*	Average OHIO Professional Staff Salary**
Academic & Program Management	90	0.93	\$63,522
Academic Services	135	0.98	\$51,012
Administrative Management	51	0.93	\$69,904
Administrative Services	314	0.93	\$37,033
Athletics	23	0.88	\$48,904
Auxiliaries	62	0.90	\$56,381
Aviation	1	0.92	\$80,000
Communications & Marketing	88	0.92	\$54,903
Development & Inst. Advancement	63	0.97	\$70,744
Education	30	0.90	\$50,724
Engineering, Architecture & Plng	35	0.91	\$74,703
Enrollment Services	59	0.96	\$52,871
Enrollment Services Registrar	13	0.92	\$56,335
Environmental Safety & Police Services	33	0.93	\$41,924
Event Management	14	0.88	\$50,300
Facilities & Operations	55	0.93	\$54,853
Finance & Business	162	0.97	\$54,792
Fine & Performing Arts	9	0.95	\$45,362
Health Services	66	0.91	\$60,817
Human Resources	33	0.90	\$55,517
Information Technology	240	0.93	\$65,257
Instructional Technology	21	0.94	\$58,312
Legal & Compliance	23	0.92	\$66,832
Library Services/Museum	81	0.98	\$52,771
Media Production	30	0.95	\$50,057
Records Management	84	0.92	\$38,071
Research & Labs	54	0.97	\$51,126
Research Administration	32	0.91	\$67,790
Risk Management	15	0.91	\$57,107
Student Affairs	63	0.94	\$50,877
Grand Total	1979	0.94	\$53,764

*Compa Ratio is a formula commonly used by compensation professionals to assess the competitiveness of an employee's pay level i.e., placement in pay range. Calculated as the employee's current salary divided by the current market rate as defined by the company's competitive pay policy (midpoint of the range).

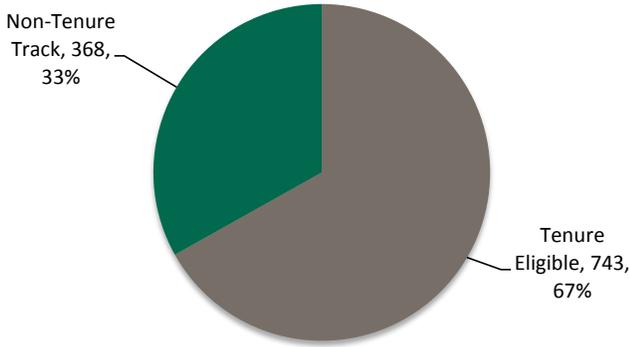
Compa Ratio Examples:		
Compa Ratio	Relation to Industry Average	Relation to Mid Point of Pay Grade
1.00	Pay is comparable to the industry average	Pay is at the pay grade mid point
0.75	Pay is 25% below the industry average	Pay is below the pay grade mid point
1.15	Pay is 15% above the industry average	Pay is above the pay grade mid point

Employees Receiving Equity Adjustments Effective 1/1/2016		
Number of Professionals with Equity Increase	Percent of Professionals with Equity Increase	Average Professional Equity Increase
446	19%	\$2,545

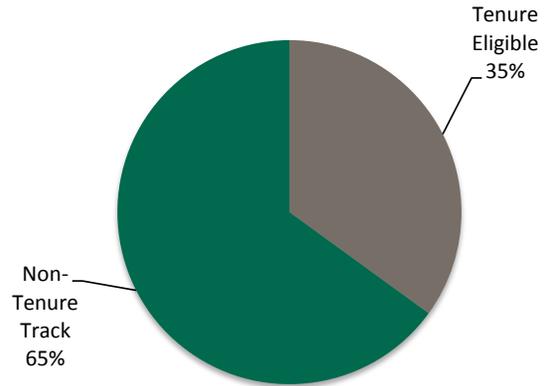
**Salary data as of 6/29/15. This data was collected before annual increase adjustments.

Faculty Distributions – Tenure vs. Non-Tenure Track

Athens Faculty Headcount ¹

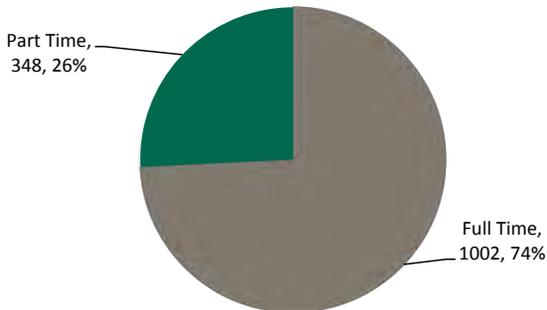


National ²

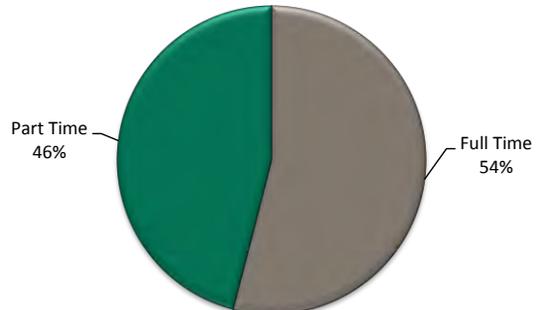


Faculty Distributions – Full Time vs Part Time

Athens Campus ¹

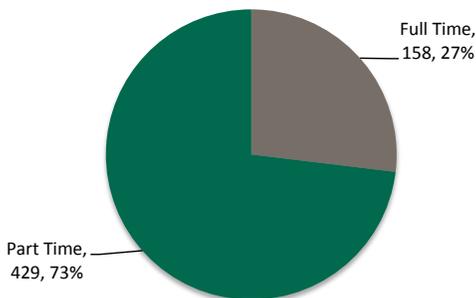


Public - Comprehensive* ²

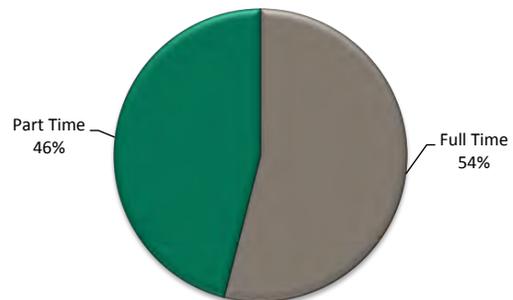


Full-time faculty (both tenure track and non-tenure track) make up 74% of the faculty headcount, while nationally the percentage drops to 54%.

Regional Campuses ¹



Public - Comprehensive* ²



Regional Campuses have to respond to enrollment fluctuations so they have more part-time faculty (73%) compared to Athens. The closest national comparison is two-year public schools, but this group includes community colleges.

1. Academic Year 2014-15

2. Kezar, Adrianna and Daniel Maxey. "The Changing Academic Workforce." AGB Press (2013).

Faculty Salary, Compensation, and Headcount Comparison: Ohio Peers After Year 1 of Faculty Compensation Initiative

Professors	Salary	Rank	Compensation	Rank
AKRON	\$112,500	3	\$142,700	6
BOWLING GREEN	\$102,800	9	\$128,500	10
CINCINNATI	\$116,400	2	\$152,800	3
CLEVELAND STATE	\$101,100	10	\$129,400	9
KENT STATE	\$111,600	4	\$142,300	8
MIAMI	\$111,400	5	\$156,600	2
OHIO STATE	\$142,200	1	\$176,500	1
OHIO UNIVERSITY	\$109,700	7	\$142,700	6
SHAWNEE STATE	\$73,100	12	\$106,700	12
TOLEDO	\$106,400	8	\$143,900	4
WRIGHT STATE	\$110,700	6	\$143,900	4
YOUNGSTOWN	\$89,500	11	\$122,400	11

Distance to 3rd \$2,800 3% ▲ \$10,100 7%

Assistants	Salary	Rank	Compensation	Rank
AKRON	\$70,300	8	\$92,300	7
BOWLING GREEN	\$66,600	10	\$85,500	9
CINCINNATI	\$69,400	9	\$91,300	8
CLEVELAND STATE	\$71,400	7	\$84,600	10
KENT STATE	\$73,700	3	\$98,000	5
MIAMI	\$81,900	2	\$115,000	1
OHIO STATE	\$85,200	1	\$109,800	2
OHIO UNIVERSITY	\$72,100	5	\$99,600	3
SHAWNEE STATE	\$53,600	12	\$72,300	12
TOLEDO	\$73,100	4	\$99,400	4
WRIGHT STATE	\$72,100	5	\$94,200	6
YOUNGSTOWN	\$61,200	11	\$84,000	11

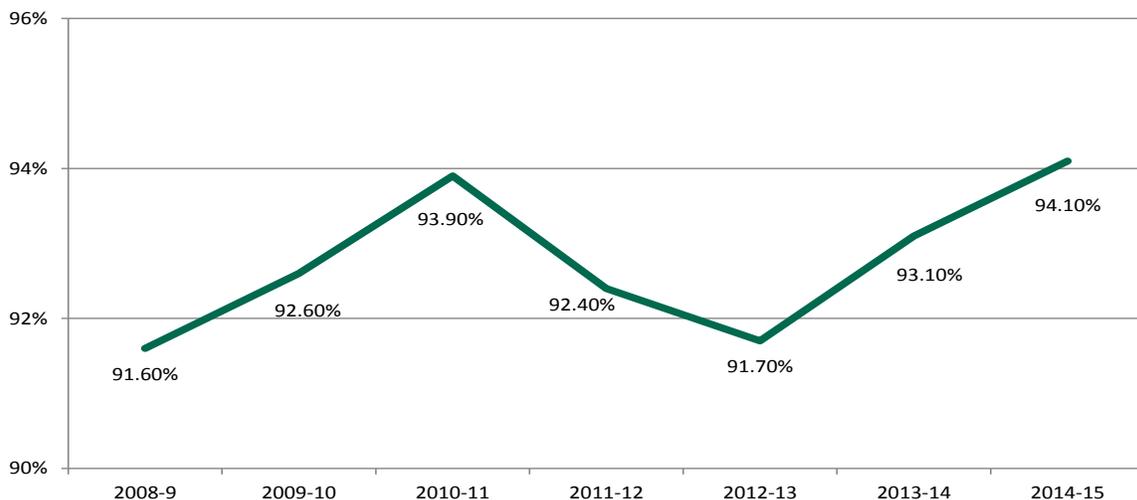
Distance to 3rd \$1,600 2% ▲ \$0 0%

Associates	Salary	Rank	Compensation	Rank
AKRON	\$83,400	6	\$108,500	7
BOWLING GREEN	\$78,000	9	\$99,800	10
CINCINNATI	\$74,900	8	\$105,900	8
CLEVELAND STATE	\$74,900	10	\$97,100	11
KENT STATE	\$84,400	3	\$110,600	6
MIAMI	\$85,600	2	\$120,300	2
OHIO STATE	\$96,100	1	\$122,900	1
OHIO UNIVERSITY	\$82,300	7	\$111,300	5
SHAWNEE STATE	\$63,500	12	\$95,200	12
TOLEDO	\$83,700	5	\$114,400	3
WRIGHT STATE	\$84,200	4	\$112,300	4
YOUNGSTOWN	\$72,800	11	\$100,700	9

Distance to 3rd \$2,100 3% ▲ \$3,100 3%

	Faculty Headcount for Tenure Track Faculty					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
AKRON	663	665	647	650	633	624
BOWLING GREEN	540	520	531	532	515	495
CINCINNATI	1,180	1,188	1,170	1,166	1,159	1,198
CLEVELAND STATE	477	483	470	441	415	438
KENT STATE	684	675	658	652	652	661
MIAMI	675	659	633	599	581	596
OHIO STATE	2,230	2,208	2,181	2,178	2,208	2,227
OHIO UNIVERSITY	727	725	686	663	660	678
SHAWNEE STATE	122	115	115	118	115	113
TOLEDO	594	599	617	647	587	582
WRIGHT STATE	506	481	476	477	478	489
YOUNGSTOWN	399	421	404	395	388	385

Group I Faculty Retention





Ohio University: All Campuses & Centers

- 274 Buildings
- 9.63 M GSF
- Approximately 3,900 acres

Ohio University: Athens Main Campus

Ohio University Main Campus in Athens Ohio owns 212 buildings and leases several through the community which totals approximately 8.4 Million Gross Square Feet. The Athens Campus which includes the Ohio University Airport in Albany, Ohio, The Ridges, total approximately 1,800 acres.

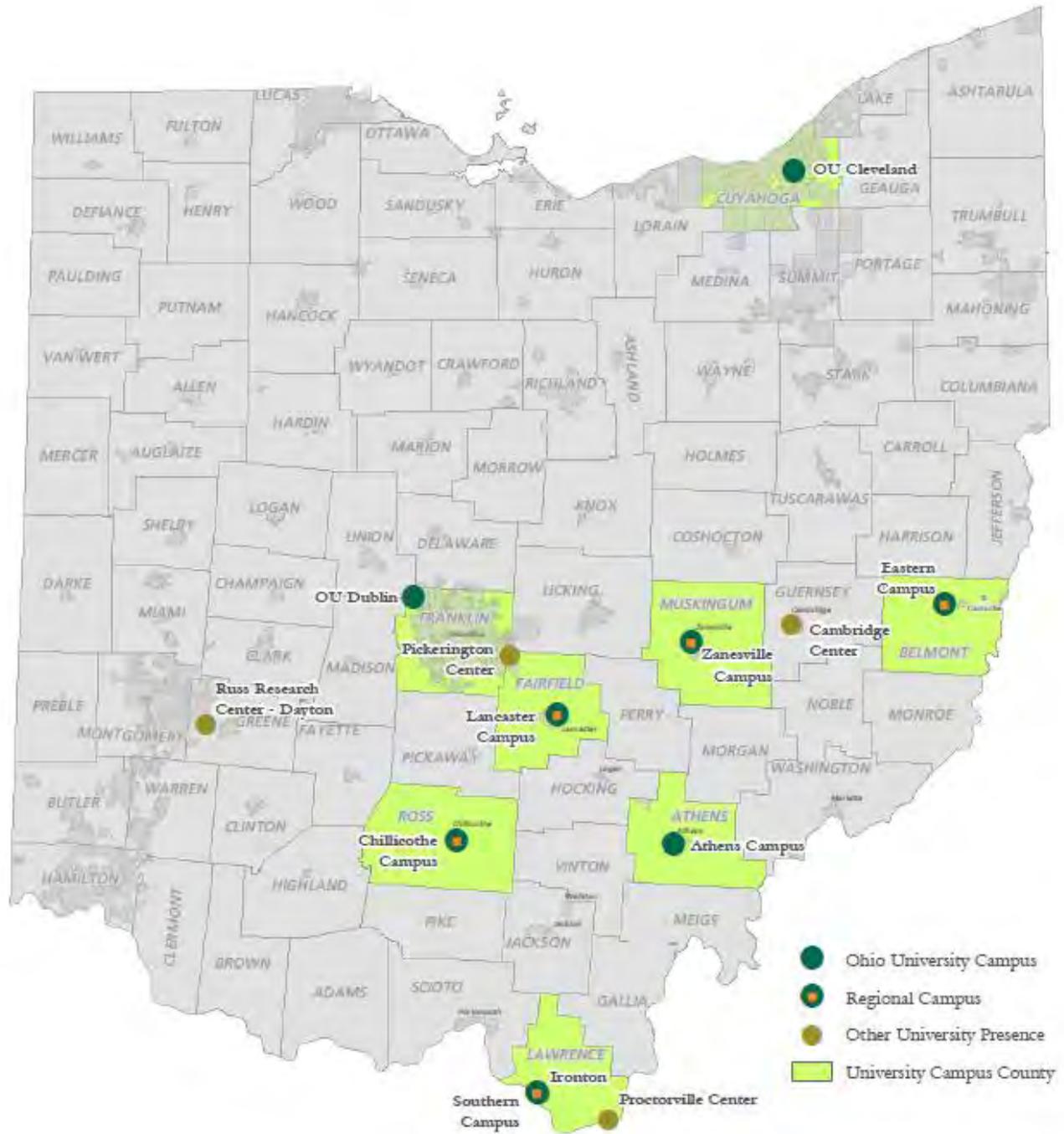
- 294 classrooms with a student capacity of 14,292.
- 1.4 million net square feet of circulation space
- 237,000 net square feet of class laboratory space in 275 rooms.
- 6.6 miles of roads maintained by the University
- 37.5 miles of electric lines
- 24.9 miles of water lines
- 5.9 miles of communication lines
- 62 acres of parking lots
- 67 acres of building footprint
- Approximately 2.5 M GSF is Residential Housing & Dining facilities

Regional Campuses & Centers

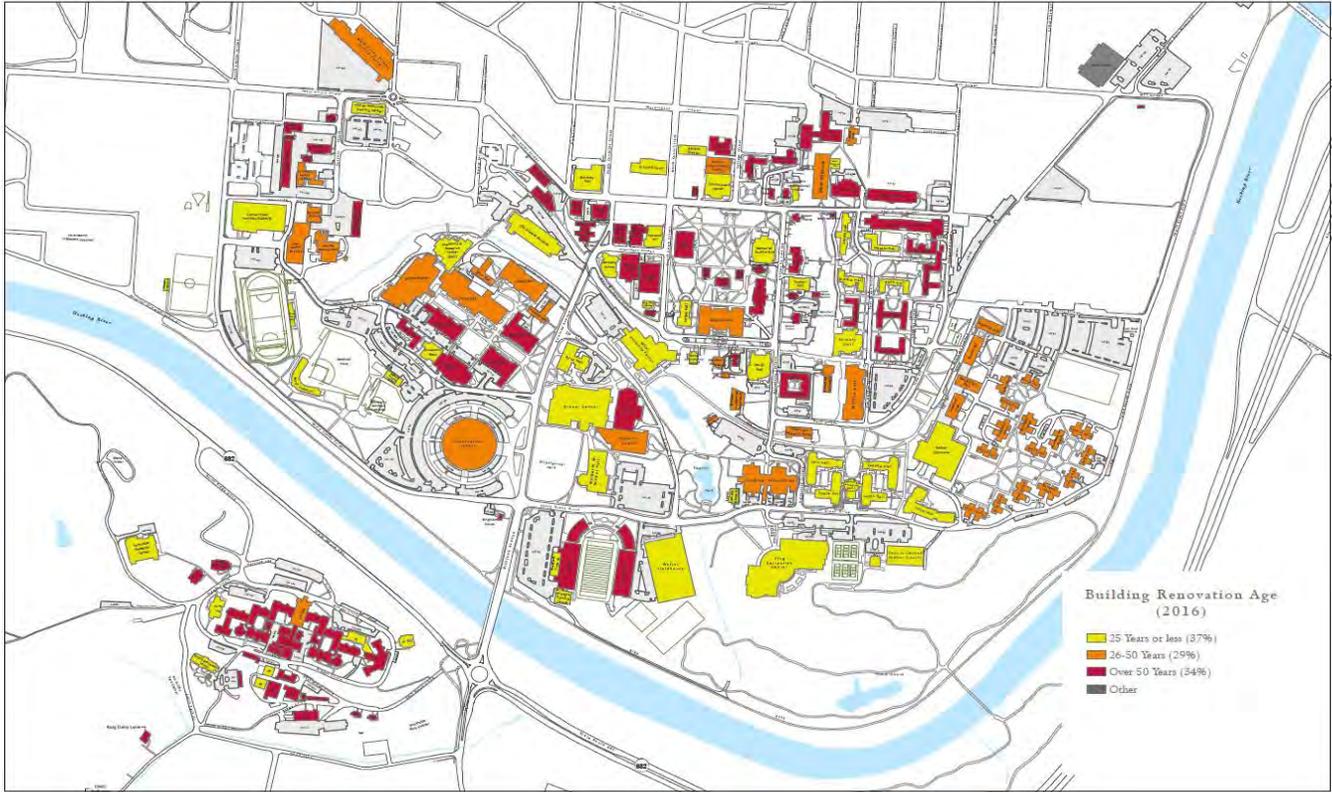
There are approximately 61 buildings which total 1.2 million gross square feet in those locations. Those properties total approximately 1,000 acres.

- There are five regional campuses:
 - Eastern (Including Dysart Woods): 8 buildings, 154K GSF, 1,207 acres (459 is Dysart)
 - Southern (Including Proctorville and other sites): 22 buildings, 248K GSF, 251 acres (10 is Main campus)
 - Chillicothe (Including Horse park): 12 buildings, 197K GSF, 339 acres (242 is Horse Park)
 - Zanesville: 3 buildings, 139K GSF, 167 acres
 - Lancaster (Including Pickerington): 9 buildings, 227K GSF, 116 acres
- The University also has a presence in Cambridge, Dublin, and Cleveland
 - Cambridge: 2 buildings, 23K NASF, 1 acre
 - Dublin: 4 buildings, 91K NASF, 61 acres
 - Three owned, one leased
 - Cleveland: 62K NASF, leased and in partnership with Cleveland Clinic

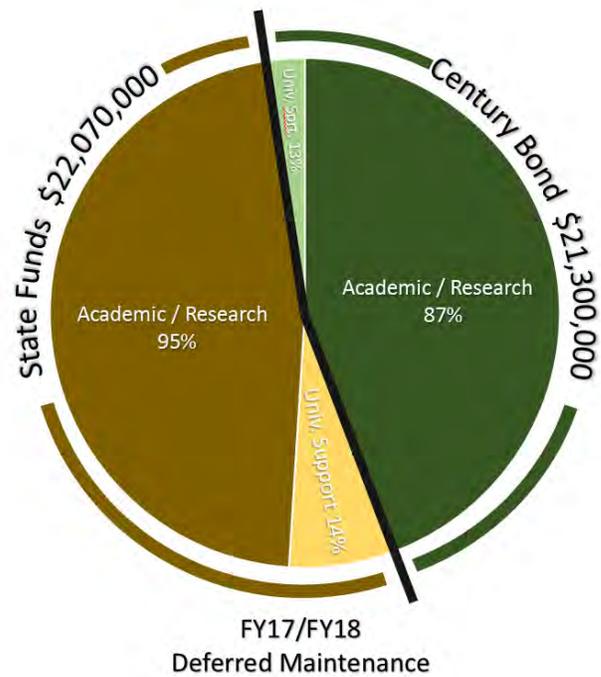
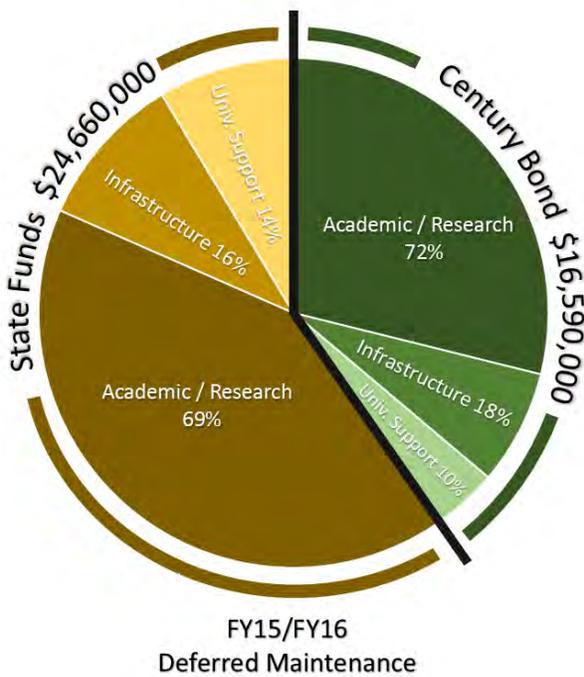
Ohio University Campus Locations



Current Building Renovation Age (2016)



Deferred Maintenance



- Funding totals for each fund source are amounts spent in that period. Projects may have additional spending in future years for project completion.



College of Arts and Sciences	Undergraduate Forensic Chemistry program # 1 in Toxicology (# 3 overall) on Forensic Science Assessment Test <small>(American Board of Criminalistics)</small>	Philosophy graduate program in top 16 <small>(Leiter Report)</small>
	Clinical Psychology PhD program One of 6% of programs (of 271) with all doctoral students at APA internship sites over last 4 years <small>(Program data)</small>	Industrial/Organizational Program # 1 in research productivity <i>per faculty member</i> (# 24 if unadjusted) <small>(Beiler, Zimmerman, Doerr and Clark, 2014)</small>

Global Affairs and Int'l Studies	African Studies Program in top 20 <small>(U.S. Dept. of Education)</small>	Voinovich School	# 39 <small>(Best Value Schools' Top 50 Most Innovative Public Service Schools)</small>
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Voinovich School and College of Business	Center for Entrepreneurship # 1 Emerging Entrepreneurship Program <small>(U.S. Association for Small Business and Entrepreneurship)</small>	
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College of Business	Undergraduate sports business program # 2 (worldwide) <small>(SportBusiness International)</small>	Undergraduate public business school # 33 <small>(Bloomberg Businessweek)</small>	Sports course (MBA/MSA dual degree, PMSA online) # 1 (worldwide) <small>(SportBusiness International)</small>
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College of Fine Arts	Ceramics graduate program # 5 <small>(U.S. News and World Report)</small>	Printmaking graduate program # 14 <small>(U.S. News and World Report)</small>
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College of Health Sciences and Professions	Communication Sciences and Disorders undergraduate program in top 24 <small>(Gourman Report)</small>	Communication Sciences and Disorders MA and AuD programs in top 50 <small>(U.S. News and World Report)</small>
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Heritage College of Osteopathic Medicine	in top 20 for the percentage of graduates in both primary care and family medicine <small>(Med School Mapper)</small>	Honors Tutorial College	in top 20 Public University Honors Programs <small>(A Review of Fifty Public Honors Programs)</small>
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Patton College of Education	Master's in Curriculum and Instruction (online) # 9 <small>(TheBestSchools.org)</small>	Undergraduate Retail Merchandising and Fashion Product Development # 35 <small>(FashionSchools.org)</small>
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Scripps College of Communication	Organizational Communication doctoral program # 9 <small>(National Communication Association)</small>		Health Communication doctoral program # 10 <small>(National Communication Association)</small>		
	E. W. Scripps School of Journalism in top 8 <small>internationally (only one in North America)</small> <small>(<i>Corriere Della Sere Style Magazine</i>, Italy's equivalent to NYTimes magazine)</small>		Intercultural-International Communication # 12 <small>(National Communication Association)</small>		
	Rhetorical Communication doctoral program # 18 <small>(National Communication Association)</small>		Critical-Cultural Communication doctoral program # 20 <small>(National Communication Association)</small>		
	Interpersonal/Small-Group Communication doctoral program # 20 <small>(National Communication Association)</small>		School of Communication Studies in top 10 for research <small>(Communication Institute for Online Scholarship)</small>		
	School of Visual Communication in top 5 <small>(<i>Magazine for Emerging Photographers and Photo Educators</i>)</small>		Critical-Cultural Communication # 23 <small>(National Communication Association)</small>		
	Communication and Technology # 26 <small>(National Communication Association)</small>	Games and Animation major # 36 <small>(2015 Animation Career Review)</small>		Mass Communication # 28 <small>(National Communication Association)</small>	



Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: Russ College of Engineering and Technology

This presentation reviews the College of Engineering and Technology's mission and the demands from different constituencies. The College measures how they respond to the demands from prospective students, prospective faculty and staff, the public, employers, and benefactors. Dean Irwin will describe how he has responded to these demands and trends in the College over time to advance the strategic goals of the College

In addition, the College dashboard presents key performance indicators highlighting student-centered measures addressing the four fundamentals. The dashboard also assesses progress on enrollment, faculty retention, and endowment value.

Russ College OF ENGINEERING AND TECHNOLOGY

Academic Quality: Dashboard

Ohio University Board of Trustees

Dennis Irwin, Ph.D., P.E.

Dean, Russ College of Engineering and Technology

RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY

Create for Good.



OHIO
UNIVERSITY

The Engineering Profession

- Engineering is: The process of applying scientific knowledge and problem solving skills to ***improve the human condition***
- An engineer's mission: To address significant societal problems where analytics and problem solving are ***required***



The Russ College and the Profession

- The Russ College mission: To *create for good* by educating *meta-engineers and -technologists*

INNOVATIVE
TECHNICAL EXPERTS



"Body-area network" team

HUMANISTS



Mechanical Engineering "designing to Make a Difference" senior design

COMPREHENSIVE
THINKERS + DOERS



Hydraulic fracturing wastewater remediation

EFFECTIVE
COMMUNICATORS



Research presentations to legislators

LEADERS



Bobcats Building a Better World (Ghana service trips)



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Constituent Demand

- Our constituents respond to our mission by exhibiting *demands*
- There are five categories of *demands* that we measure
 - Demand from prospective students to attend,
 - Demand from prospective faculty and staff to be employed,
 - Demand from the public for our knowledge and research,
 - Demand from employers for our graduates, and
 - Demand from benefactors to support the College's values and vision.



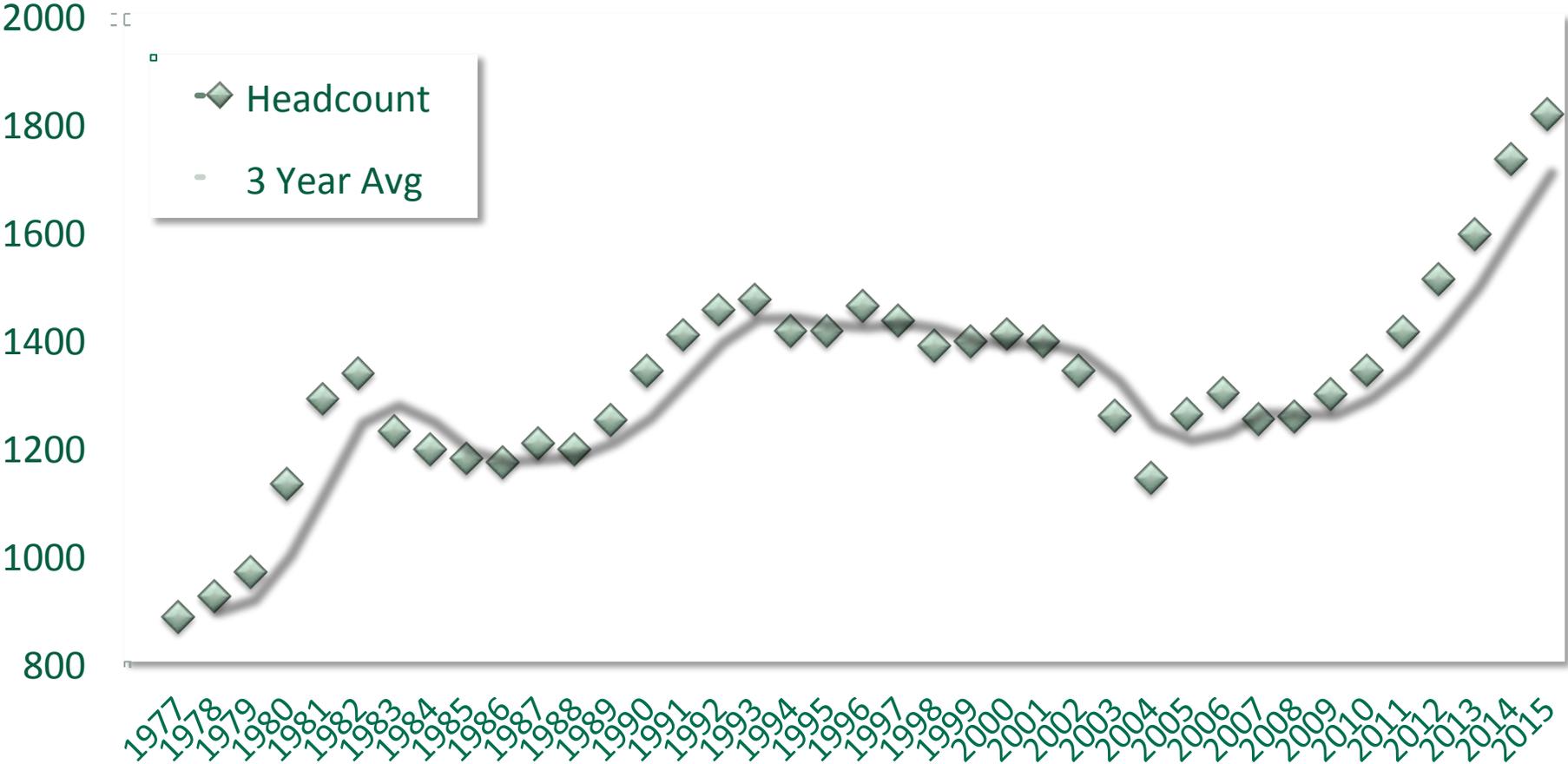
Demand from Students



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Demand from Students

Total undergraduate enrollment

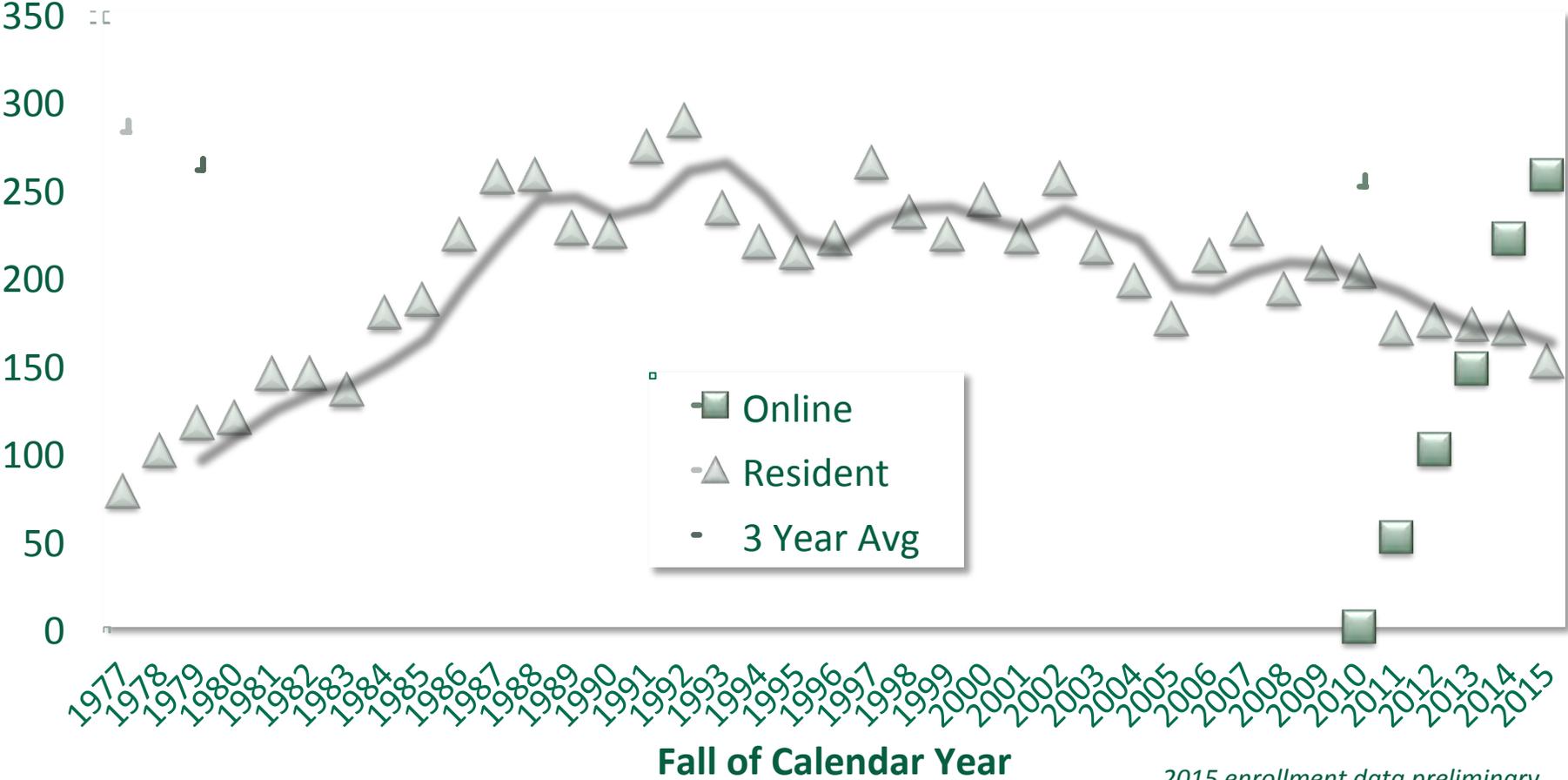


Fall of Calendar Year

2015 enrollment data preliminary

Demand from Students

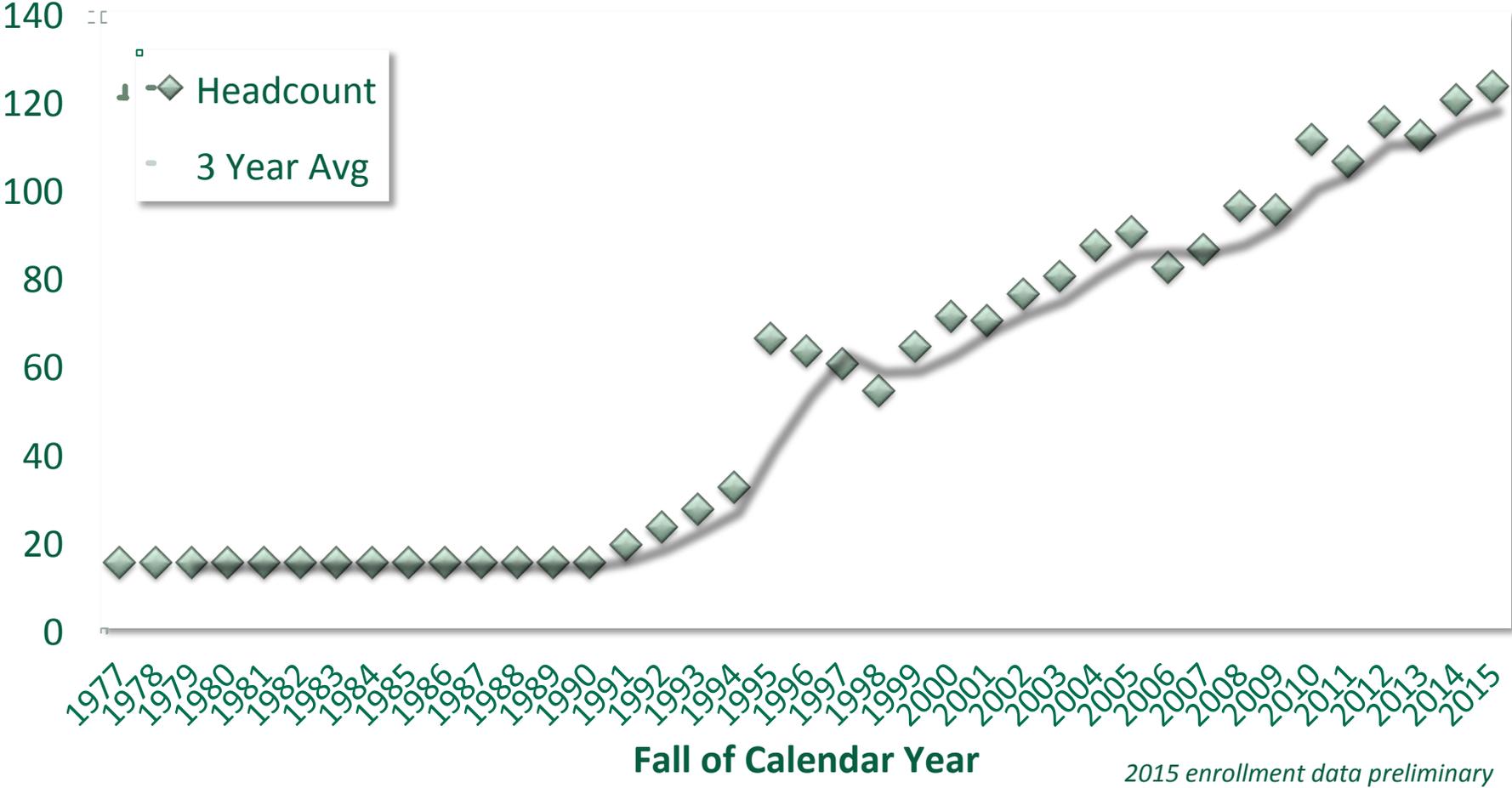
Graduate Enrollment, M.S.



2015 enrollment data preliminary

Demand from Students

Graduate enrollment, Ph.D.



2015 enrollment data preliminary



Demand from Faculty



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Demand from Faculty

New Faculty for 2015

Manuel Aros-Vera	ISE	Rensselaer Polytechnic Institute
Harsha Chenji	EECS (EE)	Texas A&M University
John Curtis Cohenour	ETM	Ohio University
Amir Mohammad Farnoud	ChBE	The University of Iowa
Issam Khoury	Civil	Ohio University
Toufiq Reza	ME	University of Nevada Reno
Sumit Sharma	ChBE	Columbia University
James Gordon Stewart	EECS (CS)	Princeton University
Antonio Velazquez	Civil	Michigan Technological University
Jay Wilhelm	ME	West Virginia University
Yuqiu You	ETM	Indiana State University



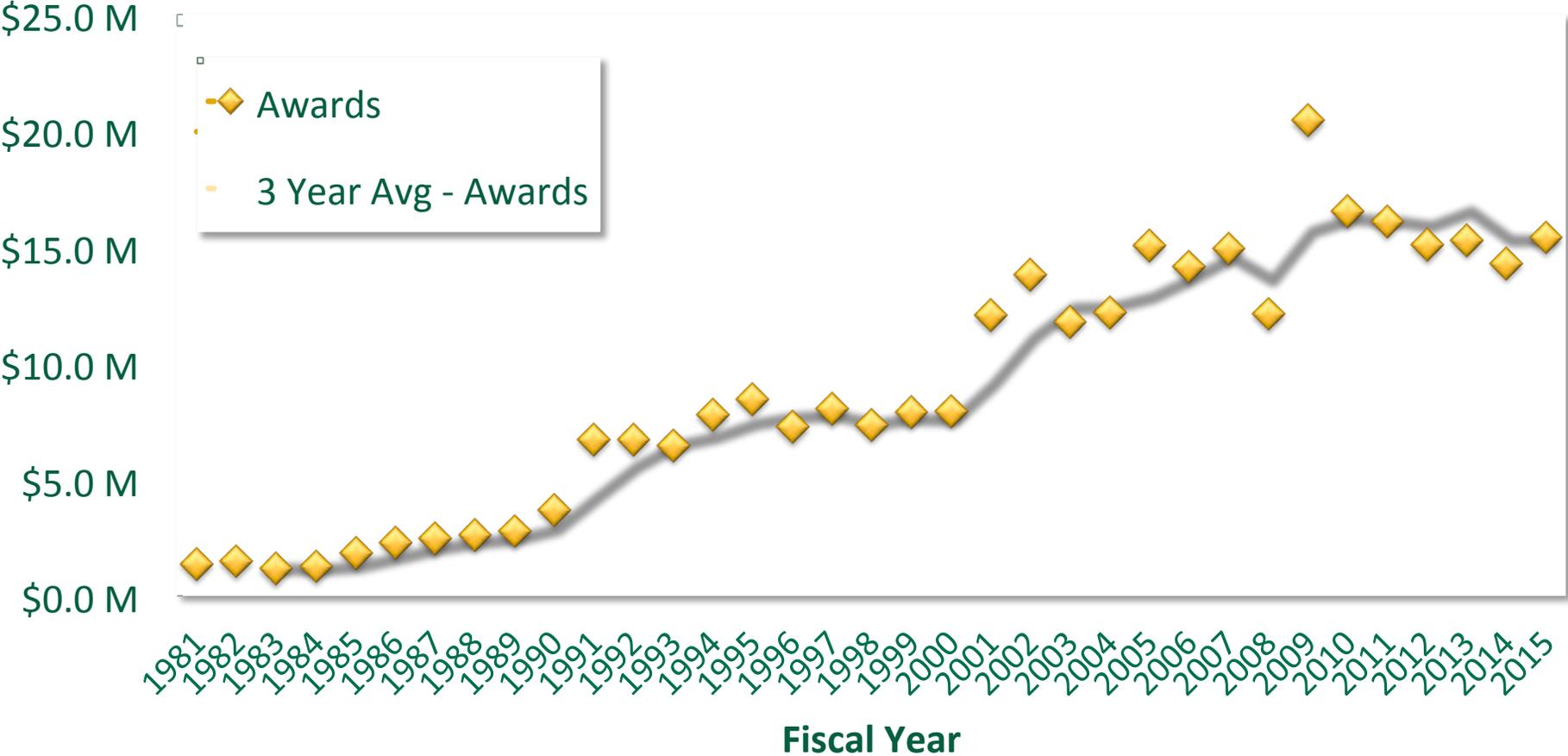
Demand for Research



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Demand for Research

Research funding



Demand from Employers



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Demand from Employers

Exit survey results

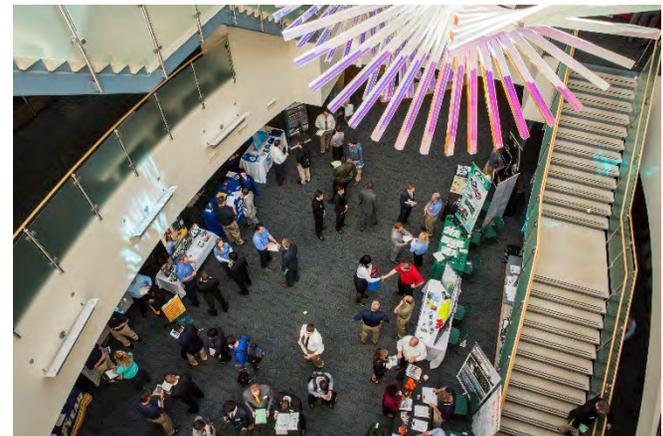
- Exit survey for AY 14-15 graduates:
 - 291 undergraduate students received degrees
 - 86.9% of students responded
 - 94.9% of respondents had placements (jobs or grad school)
 - 77.1% with known jobs
 - 17.8% going to grad school
 - Top employers: Honda, Parker Hannifin, DuPont, Dominion, Nationwide, U.S. Army



Demand from Employers

Russ College career fairs

- Spring 2015
 - 36 employers (39% more than prior year)
 - 375 students registered (55% more than prior year)
- Fall 2015
 - 50 employers (100% more than prior year)
 - Full capacity, so additional employers were scheduled individually later
 - 606 students registered (105% more than prior year)



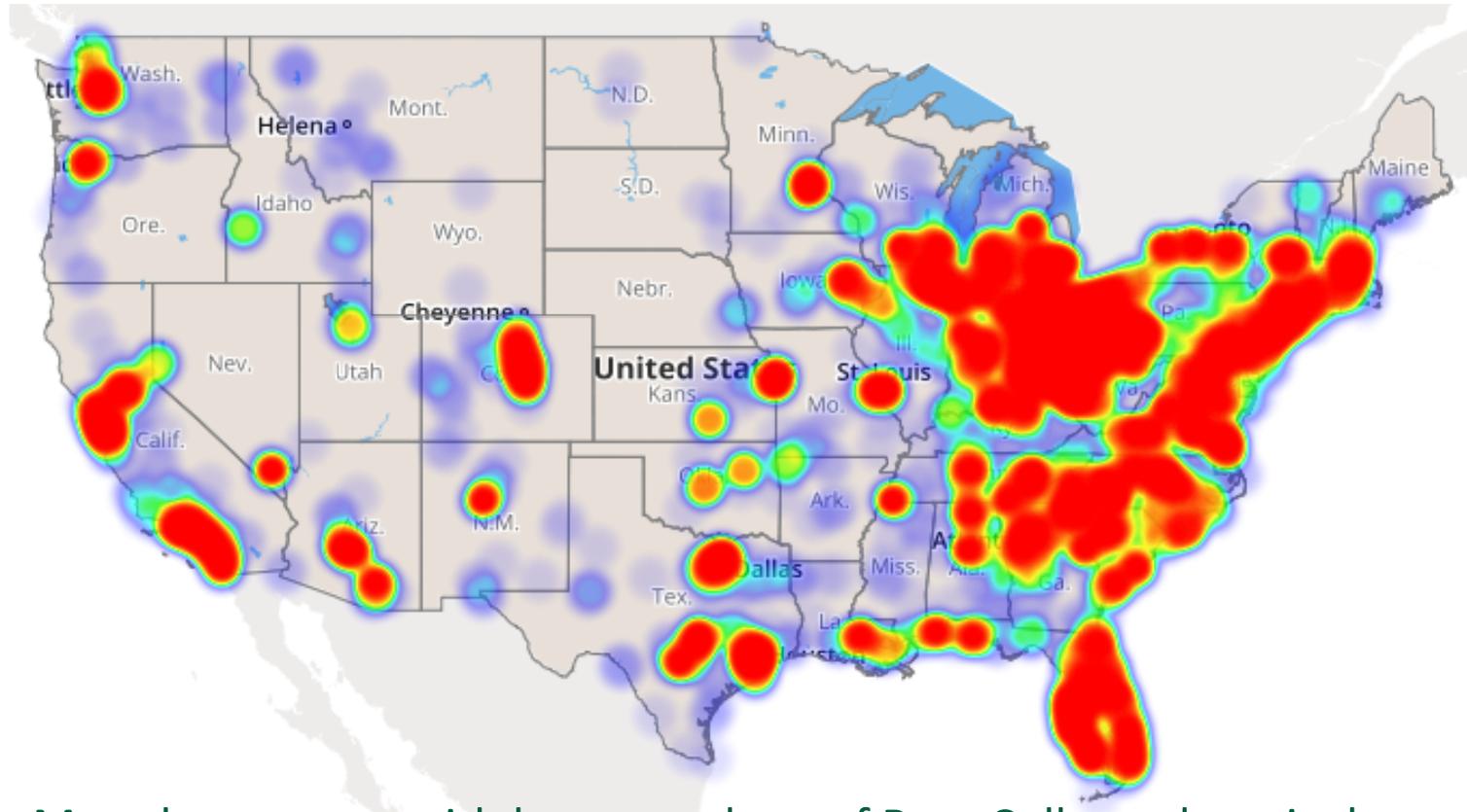
Demand from Benefactors



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Demand from Benefactors

Russ College alumni concentration



- Map shows areas with large numbers of Russ College alumni who graduated at least 10 years ago



Demand from Benefactors

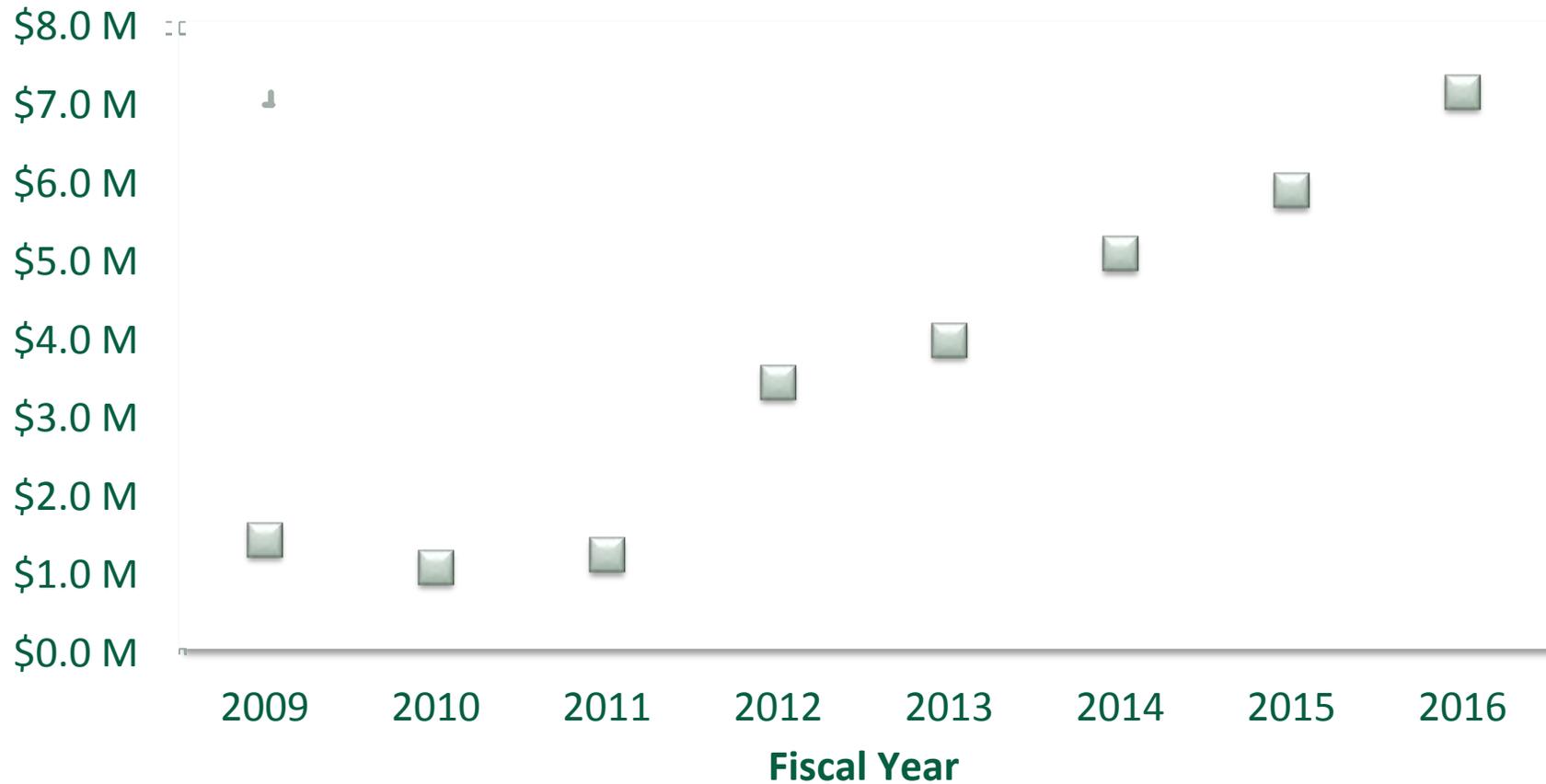
Visits

- Visits since 2013
 - Total number of visits: 622
 - Total number of first time visits: 117
- Targeted Areas
 - Ohio
 - Michigan
 - DC Metro
 - Atlanta, Georgia
 - North and South Carolina
 - Southern California and Arizona
 - Northern California and Washington
 - Houston and Dallas, Texas
 - Chicago, Illinois
 - Indianapolis, Indiana
 - New York and New Jersey



Demand from Benefactors

Endowment Spending allocation



Dashboard



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UNIVERSITY

The Four Fundamentals

- The Ohio University Strategic Plan identifies the Four Fundamentals as:
 - Inspired teaching and research
 - Innovative academic programs
 - Exemplary student support services
 - Integrative co-curricular activities



Russ College Standard Dashboard

First-Year Retention
85%

Increase freshman-to-sophomore student retention rate (staying at the university) to 90 percent

Past Performance

2011	2012	2013	2014	2015
86%	81%	79%	83%	85%

Six-Year Graduation Rates
68%

Increase 6-year undergraduate graduation rate to 80%

Past Performance

2011	2012	2013	2014	2015
63%	68%	64%	61%	68%

Four-Year Graduation Rates
37%

Percentage of new Russ College freshmen graduation within four years

Past Performance

2011	2012	2013	2014	2015
23%	25%	28%	27%	37%

Degrees Granted
293

Increase undergraduate degrees granted to 250 per year

Past Performance

2011	2012	2013	2014	2015
225	254	223	236	293

ACT Composite
26.2

Improve the average composite ACT score for incoming freshmen to 27

Past Performance

2011	2012	2013	2014	2015
25.1	25.4	26.2	26.0	26.2

Student-Faculty Ratio
26:1

Undergraduate and graduate FTE to FTE faculty

Past Performance

2011	2012	2013	2014	2015
20	23	25	26	26

Group I Faculty
91%

Percentage of full-time tenured and tenure-track faculty as a percentage of full-time faculty

Past Performance

2011	2012	2013	2014	2015
94%	93%	91%	91%	91%

Sponsored Research per Faculty Member
\$230 K

Increase the level of sponsored research funding to \$400,000 annually per research faculty member

Past Performance

2011	2012	2013	2014	2015
\$221 K	\$216 K	\$243 K	\$227 K	\$230 K

High ACT Yield Rate
27%

Increase the yield rate of prospective undergraduate students with ACT scores of 30 and above to 50 percent

Past Performance

2011	2012	2013	2014	2015
43%	49%	31%	22%	27%

Job Placement Rate
95%

Maintain the six-month job placement rate for undergraduates at higher than 95 percent

Past Performance

2011	2012	2013	2014	2015
N/A	N/A	81%	93%	95%

Faculty Interviewee Quality
50%

Maintain the proportion of faculty interviewees from top 40 ranked programs at 50%

Past Performance

2011	2012	2013	2014	2015
N/A	60%	29%	55%	50%

Undergraduate Enrollment
1,814

Increase undergraduate enrollment to 2,100 by 2020 and then maintain

Past Performance

2011	2012	2013	2014	2015
1,410	1,508	1,591	1,730	1,814

MS Enrollment
408

Increase MS enrollment to 560 (235 resident and 325 online)

Past Performance

2011	2012	2013	2014	2015
221	275	319	391	408

PhD Enrollment
123

Increase PhD enrollment to 180

Past Performance

2011	2012	2013	2014	2015
106	115	112	120	123

Group I Faculty Retention
95%

Maintain voluntary faculty retention at greater than 95 percent

Past Performance

2011	2012	2013	2014	2015
99%	99%	97%	100%	95%

Endowment Value per Faculty Member
\$2.14 M

Maintain endowment value at \$2M per tenure track faculty member

Past Performance

2011	2012	2013	2014	2015
\$1.75 M	\$1.99 M	\$2.21 M	\$2.27 M	\$2.14 M

Dashboard Key: Connections to 4x4 Strategic Plan

	Four Fundamentals
	Enrollment
	Total Compensation
	Capital Campaign
	Financial Strength



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Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Jim Schaus, Director of Athletics

Re: **Academics Committee Presentation**

I am, once again, grateful for the opportunity to update the Board on the academic progress of students participating in intercollegiate athletics. Attached, please find a PowerPoint presentation and a dashboard highlighting the most updated data and statistics since the last presentation.

I would like to bring particular attention to a few points made in the PowerPoint and Dashboard:

1. For 2014-15, OHIO's estimated Academic Progress Rate (APR) reveals that 14 of our 16 teams will post above a 970 multiyear score. In addition, 8 of our 16 teams are estimated to improve their multiyear APR when compared to the previous year. Along with improved APR numbers, OHIO student-athletes continue to demonstrate a high level of success in the classroom. Grade point averages for student-athletes continue to increase, as our student-athletes posted a 3.129 GPA after the spring of 2015. This is the highest departmental GPA since 2009. Also, Ohio student-athletes were retained at a rate of 88.4% last year.
2. Ohio student-athletes have diverse academic areas of interest as they are pursuing degrees in over 90 majors, as well as 49 minors in 31 different content areas.
3. The 2015-2020 OHIO Athletics Strategic Plan has several strategies that focus on the improvement of the academic achievement of our student-athletes and the measureable statistics outlined in our dashboard.
4. The Intercollegiate Athletics Committee (IAC) will host the 3rd annual *Chat with the 'Cats* event for the spring semester which will allow an open forum for faculty members to address and inquire about pertinent topics related to both coaching and athletic administration staffs.

5. The Mid-American Conference (MAC) is at the forefront of student-athlete mental health. As part of the conference efforts to bring awareness to this issue, they are hosting a Mid-American Conference/NCAA Sports Science Institute Mental Health Summit. Select OHIO Athletics staff and student-athletes will attend the summit and will participate in a week-long MAC Mental Health Awareness Week in February. An on-campus effort to create a task-force and best practices was established during a joint OHIO Athletics Senior Staff and Student-Athlete Advisory Committee (SAAC) executive committee meeting.

I look forward to the opportunity to speak with the Academics Committee and answer any questions that you may have regarding these updates.



Retention
88.4%
Fall term-to-Fall term retention

Student-Athletes Past Performance

2011	2012	2013	2014	2015
88.7%	90.7%	83.6%	95.1%	88.4%

4-Year Federal Graduation Rates (FGR)
71%
Assesses first-time, full-time freshman cohort graduating from institution of initial enrollment.

Past Performance - Cohort Entry Year is Listed

2004	2005	2006	2007	2008
67%	65%	66%	68%	71%

Data includes sports that were dropped in 2007

6-Year Graduation Success Rates (GSR)
83%
Begins with federal cohort (FGR) and factors in transfers, mid-year and non-scholarship enrollees

Past Performance - Cohort Entry Year is Listed

2004	2005	2006	2007	2008
82%	81%	80%	81%	83%

National rates per NCAA
n/a 80% 81% 82% 86%

Comparisons within the MAC
4-year FGR
71% - OHIO is tied for 3rd in the MAC
Highest FGR in the conference is 76% while the lowest is 62%

6-year GSR
83% - OHIO is tied for 4th in the MAC
Highest GSR in the conference is 87% while the lowest is 73%

Transfer Data
Number of Student-Athletes on Aid

2011	2012	2013	2014	2015
334	345	338	292	347

Transferred to Ohio

2011	2012	2013	2014	2015
12	6	12	9	13

Transferred from Ohio

2010	2011	2012	2013	2014
12	7	12	4	6

Single Year Federal Graduation Rates (FGR)
73%
Assesses first-time, full-time freshman cohort graduating from institution of initial enrollment.

Past Single Year Performance - Cohort Entry Year Listed

2005	2006	2007	2008
67%	58%	75%	73%

Data includes sports that were dropped in 2007

GPA Statistics for ~400 Student-Athletes

3.0 and Above

Fall 2013	Spr 2014	Fall 2014	Spr 2015
289	283	287	297

3.5 and Above

Fall 2013	Spr 2014	Fall 2014	Spr 2015
158	153	146	156

Dean's List

Fall 2013	Spr 2014	Fall 2014	Spr 2015
118	109	106	114

Dashboard Key: Connections to 4x4 Strategic Plan

Four Fundamentals

Cumulative GPA Comparison
3.129
Student-Athletes

2011	2012	2013	2014	2015
3.065	3.069	3.076	3.094	3.129

Intercollegiate Athletics Update

January 21, 2016



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Athletics Update

Agenda

- Academic update
- Strategic plan (Related to dashboard data)
- Academic Progress Rate (APR)
- Majors, minors and course selection
- Functions of NCAA Eligibility and Student-Athlete Success
- Faculty involvement
- Student-athlete mental health



Academic Update

Current Status of Student-Athletes' Academics

- From fall 2014 to fall 2015, student-athletes were retained at a rate of 88.4%.
- Only 6 student-athletes on athletic aid left the university.
- The cumulative GPA for all student-athletes after spring 2015 was a 3.129 – the highest departmental GPA since 2009.



Academic Update Cont.

Current Status of Student-Athletes' Academics

- The Graduation Success Rate (GSR) for the 2009 cohort was 83%, which is competitive with the national rate.
 - *GSR takes into account incoming transfers who graduate from a different institution than the one they started at and transfers who leave an institution in good standing.*
- The Federal Graduation Rate (FGR) for the 2009 cohort was 71%, which is the highest FGR since 2004 and a 3% increase from the previous year.
 - *FGR measures the percentage of first-time, full-time freshman who graduate within six years of entering their original four-year institution. The FGR treats transfers as non-graduates for the original institution the student-athlete attended, even if that student-athlete later graduates from another institution.*

Strategic Plan

Goals and Strategies that impact the measurable goals outlined in the dashboard:

GOAL // INCREASE STUDENT-ATHLETE ACADEMIC SUCCESS

- Additional focus on “at-risk” students.
- Increased communication between coaches and academics staff.
- Develop and implement a new penalty structure.

GOAL // EXPAND THE CURRENT SELF-EVALUATION PROCESSES

- Retention
- GPA
- APR and GSR annual data – MAC comparison

Academic Progress Rate (APR)

APR Definition

- The Academic Progress Rate (APR) measures the academic achievement of Division I teams during each academic term
- Each student-athlete can earn two points per term. One point for retention and one point for academic eligibility
- The maximum score a team can earn is 1000. The minimum multiyear score needs to be a 930 or above to avoid NCAA sanctions
- The multiyear APR score is a combination of the single-year score and the three previous years

OHIO APR Snapshot

- 8 of our 16 teams are estimated to increase their multiyear APR when comparing the 2013-2014 multiyear APR to the estimated multiyear for 2014-2015
- 14 of our 16 teams are estimated to post above a 970 multiyear APR for 2014-2015
 - The remaining 2 teams are estimated to post a 964 and 962, respectively
- Men's basketball, women's basketball, and football are estimated to post their highest multiyear APR score of the past 5 years

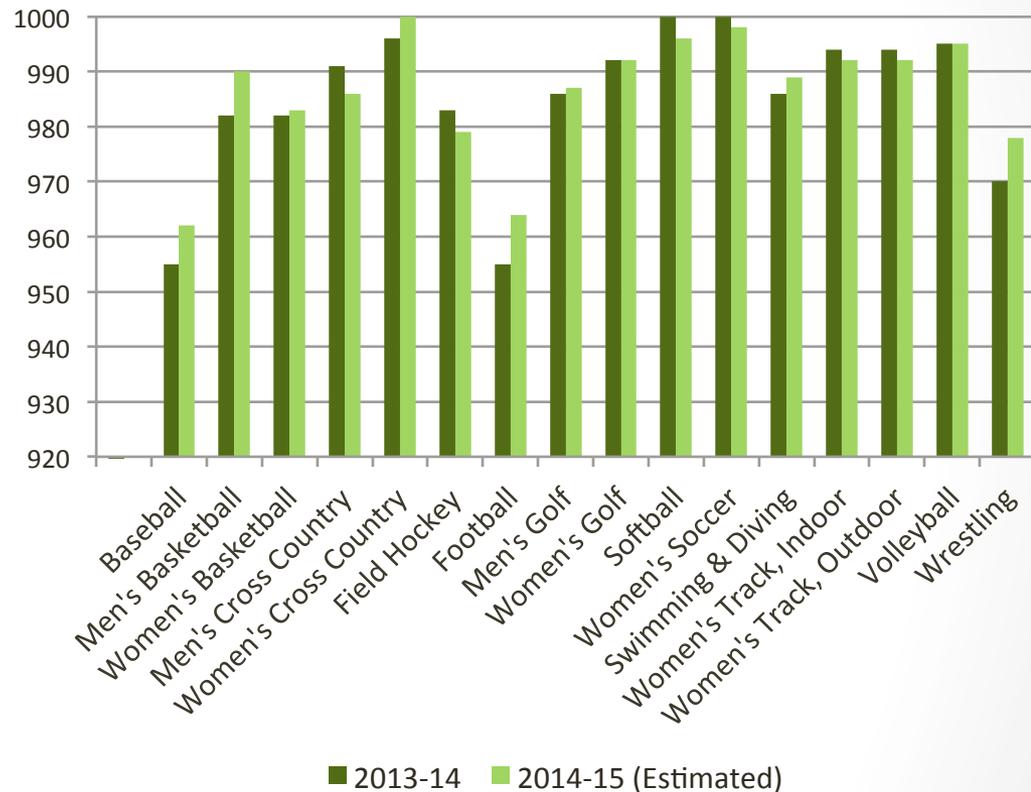


Ohio University Academic Progress Rate 2013-2014 and Estimated 2014-2015

2013-14	2014-15 (Estimated)
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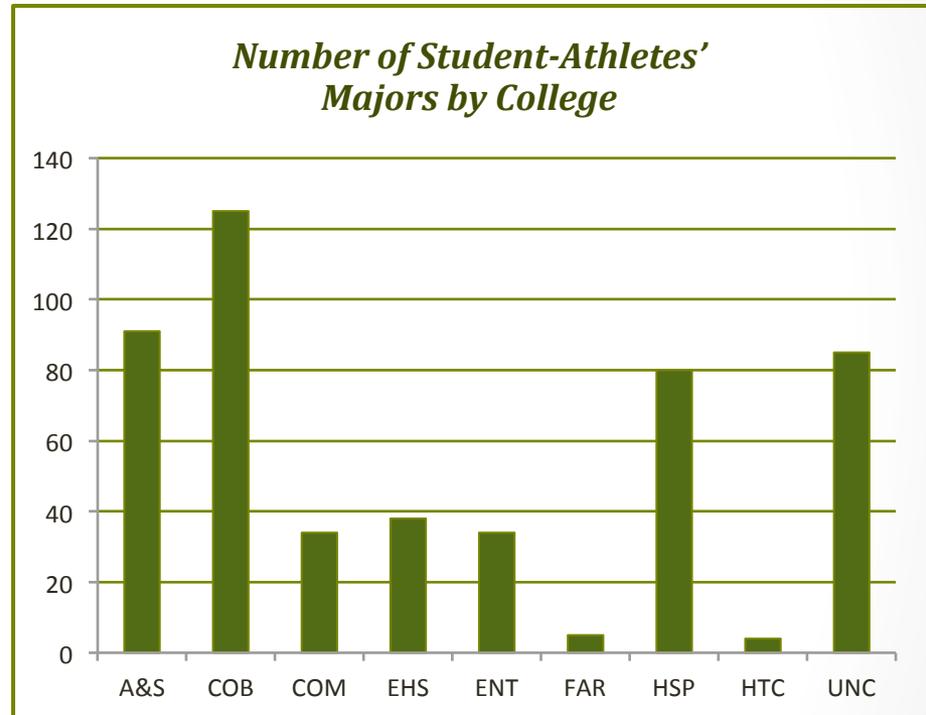
Sport	Multi-Year	
Baseball	955	962
Men's Basketball	982	990
Women's Basketball	982	983
Men's Cross Country	991	986
Women's Cross Country	996	1000
Field Hockey	983	979
Football	955	964
Men's Golf	986	987
Women's Golf	992	992
Softball	1000	996
Women's Soccer	1000	998
Swimming & Diving	986	989
Women's Track, Indoor	994	992
Women's Track, Outdoor	994	992
Volleyball	995	995
Wrestling	970	978

Ohio University APR



Majors, Minors & Course Selection

- OHIO student-athletes are currently pursuing degrees in 91 different majors
- In the fall of 2015, student-athletes were enrolled in courses spanning across 103 different subject areas
- Student-athletes are pursuing 49 minors in 31 different content areas
- For the fall of 2015, there are no more than 21% of student-athletes enrolled in a specific course (98 in UC 2900)



Functions of NCAA Eligibility and Student-Athlete Success Office

- Academic advising
- Academic weekly meetings with at-risk student-athletes
- Monitor continuing eligibility
- Create travel letters and communicate with faculty about academic progress
- Monitor study hall and coordinate tutoring appointments
- Facilitate recruiting visits with prospective student-athletes and their families



Faculty Involvement



The third annual *Chat with the 'Cats* event will be held during the spring semester. Professors ranging from all academic departments on campus will be invited by student-athletes and NCAA Eligibility and Student-Athlete Success staff to attend the event to engage in discussion with Athletics staff, coaches, and student-athletes.



Student-Athlete Mental Health

- The MAC is at the forefront of Student-Athlete Mental Health and Wellness. In an effort to bring awareness to this topic, the MAC and NCAA have designed the Mid-American Conference/NCAA Sports Science Institute Mental Health Summit. OHIO staff and student-athletes are attending the summit to learn about best practices on-campus relating to student-athlete mental health.
- As a collaborative effort to improve the overall student-athlete experience, OHIO SAAC representatives and OHIO Athletics Senior Staff met to discuss upcoming initiatives and address areas of improvement. During the meeting, a mental health task force was established – comprised of administrators and student-athletes, the task force will aim to identify on-campus best practices.



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Sources: Ohio Athletics Office of NCAA Eligibility and Student-Athlete Success.



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Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: **AQIP Update**

In our continued efforts to keep the Board informed of Ohio University's accreditation work, you are receiving regular updates. We are awaiting a decision regarding Ohio University's reaffirmation of accreditation with the Higher Learning Commission (HLC), which is scheduled to take place in February 2016, following their site visit which occurred on November 2-4, 2015.

The attached presentation gives a summary of the AQIP Comprehensive Quality Review visit. The major components of the review are included, along with an overview of the visit schedule and a sample of the documents that the team reviewed. We received a preliminary report from the visiting team in mid-December. Preliminary results, which appear to be very positive, will be shared with the Board.

AQIP Update



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AQIP Review

- 5 Criteria for Accreditation
 - 21 Core Components—all must be met
- 9 AQIP Categories—framework for Criteria evidence
- Action Projects, Systems Portfolio, Strategy Forum
- Comprehensive Quality Review—Site Visit



AQIP CQR Visit

- Comprehensive Quality Review (CQR)
 - November 2-4, 2015
 - Review Components:
 - All previous AQIP documents 2007 to present
 - CQR Highlights Report; Multi-Campus Visit Report
 - Student Opinion Survey
 - Opportunity for Public Comment
 - 5 Criteria for Accreditation, 21 Core Components
 - Federal Compliance
 - Distance Education
 - Multi-Campus Visit: Athens, Chillicothe, Southern, Zanesville



CQR Schedule

- 40 meetings: Criteria and Core Components
 - AQIP CQI
 - Trustees, President, Provost, Deans, Academic Leaders, VPs, Athens Leaders, Students, Faculty, Staff . . .
 - Focus on Teaching, Learning, and Assessment—8 meetings
 - Federal Requirements
 - Federal Compliance Review
 - Distance and Correspondence Education
 - Site visits to three regional campuses
- AQIP Team Document Review
 - Catalogs, Policies & Procedures, Handbooks, Constitutions, Minutes, Brochures, Program Reviews, Specialized Accreditation Reports, Financial Statements, Assessment Documents, Master Plan, Course Syllabi, Blackboard . . .
 - Web sites
 - Previous HLC/AQIP Reviews



CQR Results

- Exit Interview November 4: Communicate any significant issues--None
- Draft Report Summary—Recommendations from AQIP Team
 - Received December
 - Distance Review
 - Federal Compliance Review
 - Multi-campus Review
- Ohio University Meets all Criteria for Accreditation
 - All 21 Core Components
 - No monitoring or follow-up
 - Assessment Progress in next Systems Portfolio
- Reaffirmation of Accreditation Recommended
- Final Decision by HLC Institutional Actions Council
 - *De Novo* review—All current AQIP documents
 - February 2016





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Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: **Fall 2015 Enrollment Update**

Craig Cornell, Vice Provost for Enrollment Management, will provide enrollment data for the Fall Semester and how OHIO compared with the other IUC schools.

This presentation will highlight the following:

- New student enrollments remain strong and set many new records in alignment with the Strategic Enrollment Management Plan (SEMP).
- Results from Ohio Board of Regents headcount enrollment report from October will be shared comparing OHIO to our state peer IUC institutions.
- OHIO leads the pack when looked at over multi-year timeframes significantly in its overall enrollment compared to our state peers.
- Projections on where we are heading on applications and enrollments.

Enrollment Update

Tab

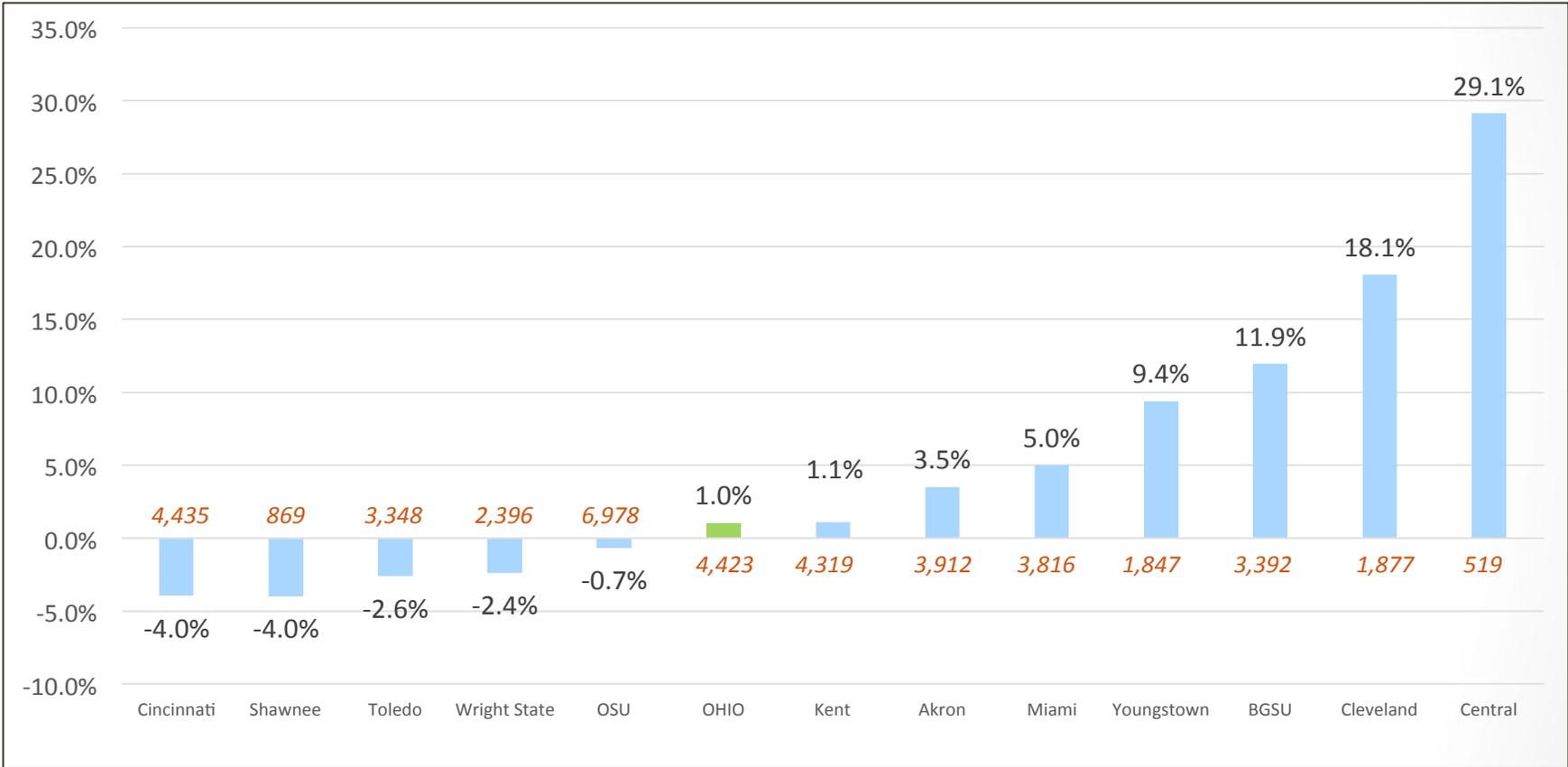


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Preliminary First Time, Ever Enrolled

Difference Fall 2014 to Fall 2015 by Percent and Size of Freshman Class

State of Ohio Public Institutions



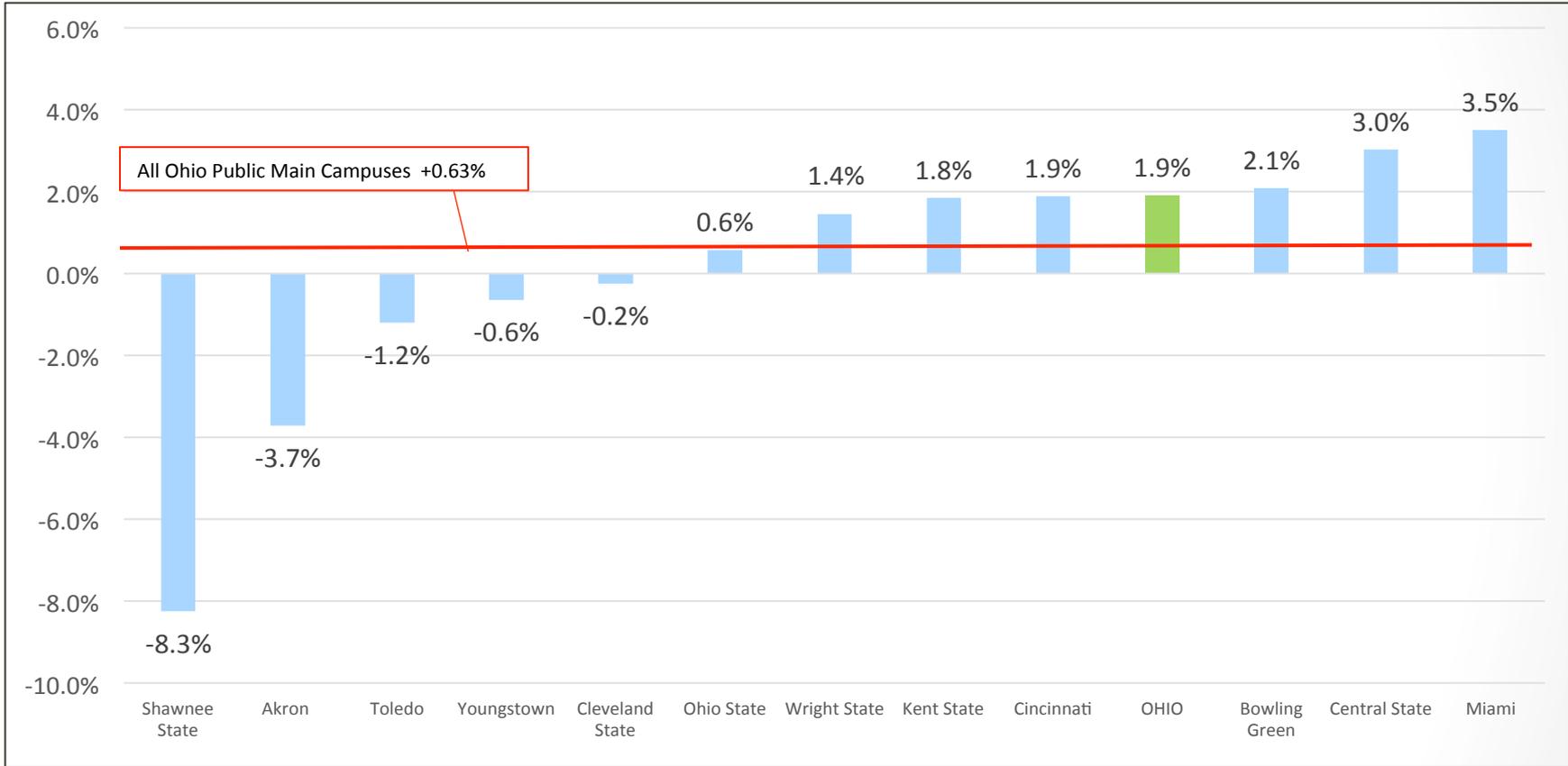
Source: Ohio Department of Higher Education 15th Day Headcount Reports



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Preliminary Overall Enrollment Changes Difference Fall 2014 to Fall 2015

State of Ohio Public Institutions



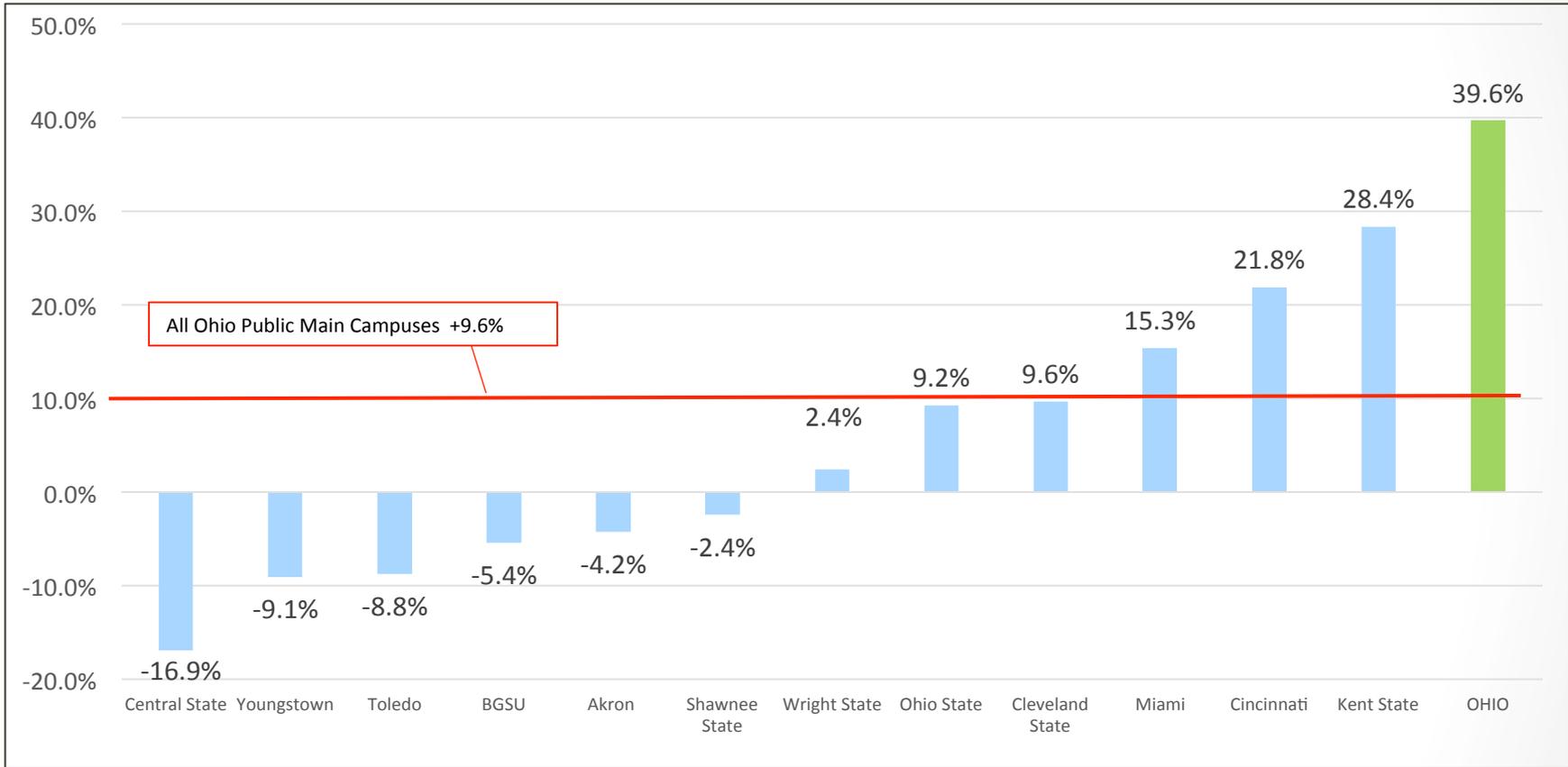
Source: Ohio Department of Higher Education 15th Day Headcount Reports
Total Preliminary Headcount Enrollments, Undergraduate and Graduate



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Preliminary Overall Enrollment Changes Difference Fall 2008 to Fall 2015

State of Ohio Public Institutions



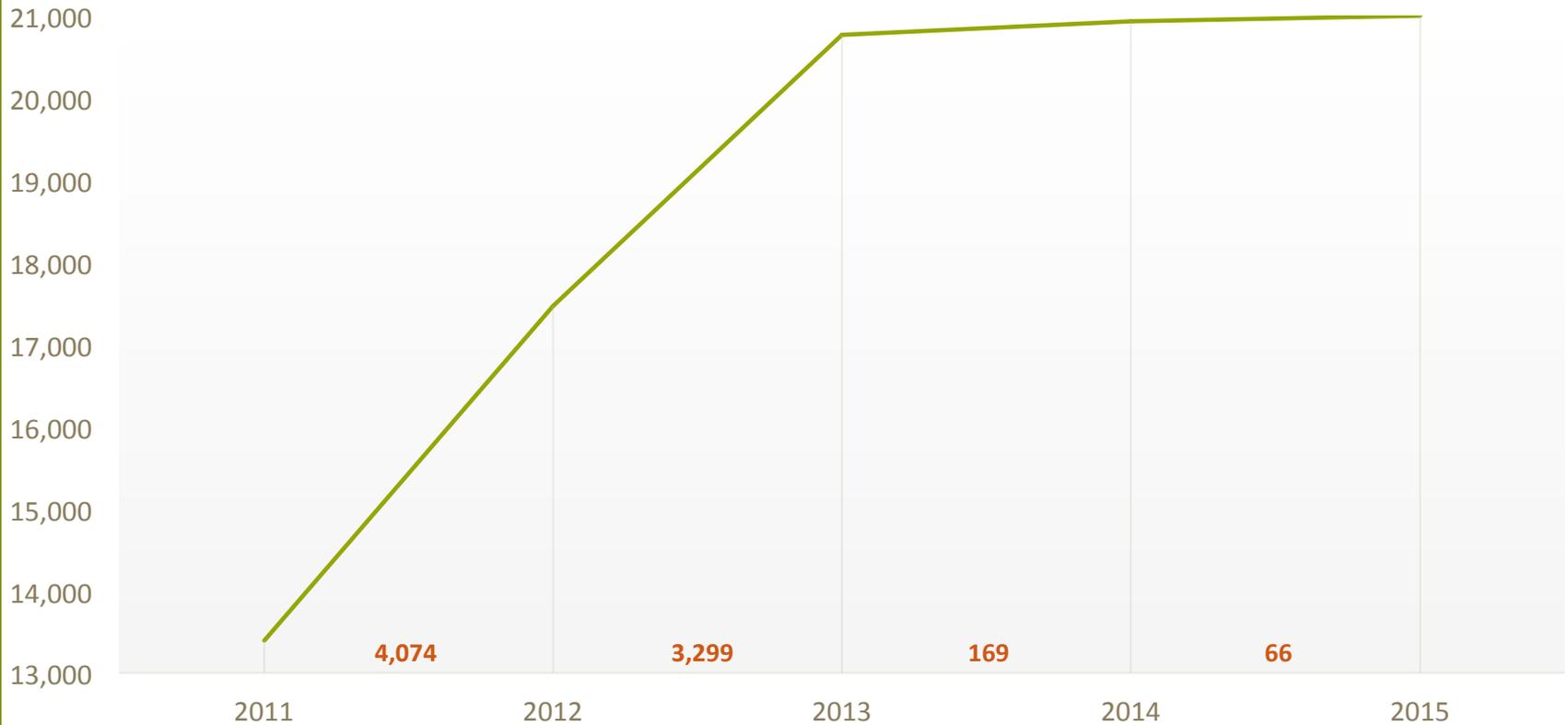
Source: Ohio Department of Higher Education 15th Day Headcount Reports
Total Preliminary Headcount Enrollments, Undergraduate and Graduate



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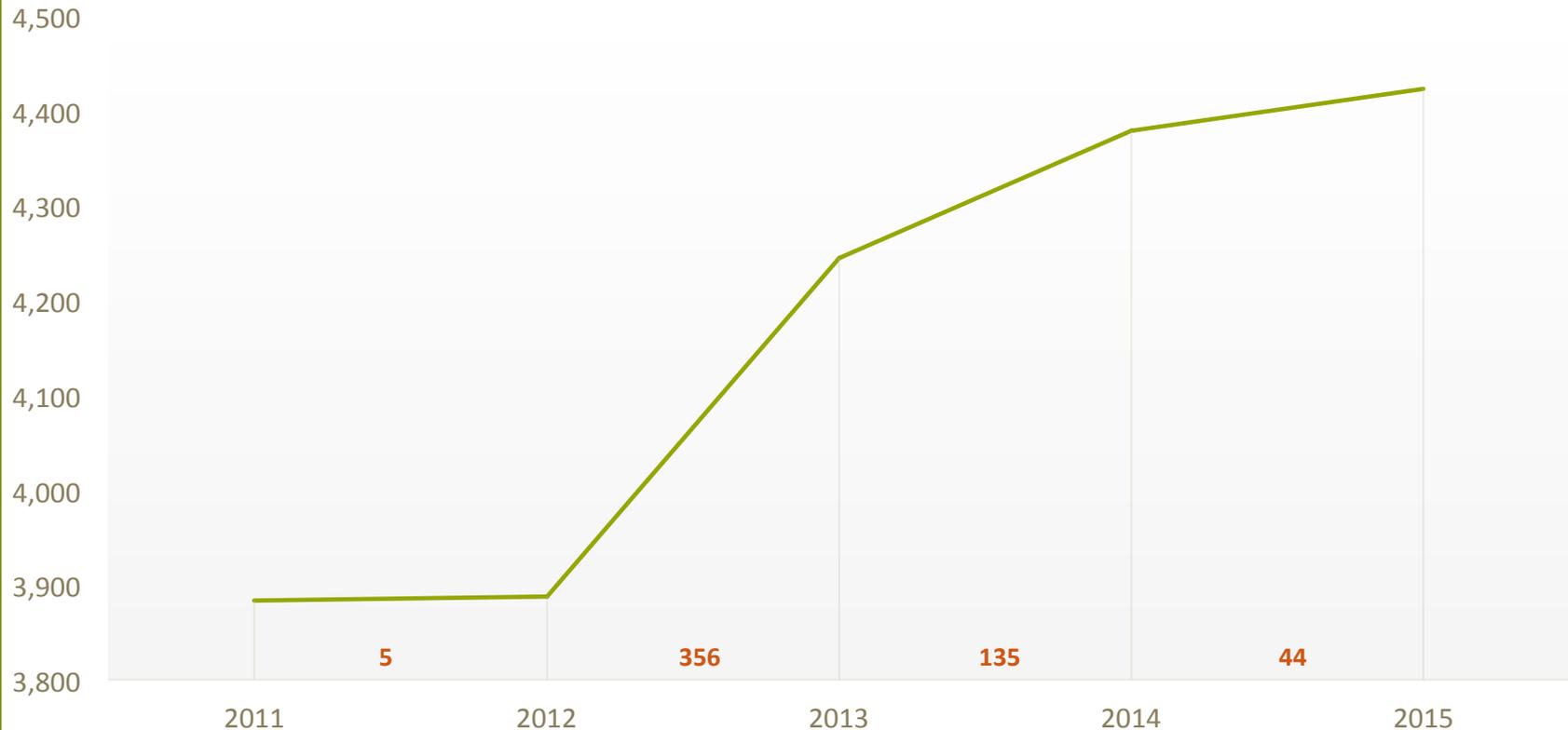
Where are we heading with Enrollments?

Freshman Applications



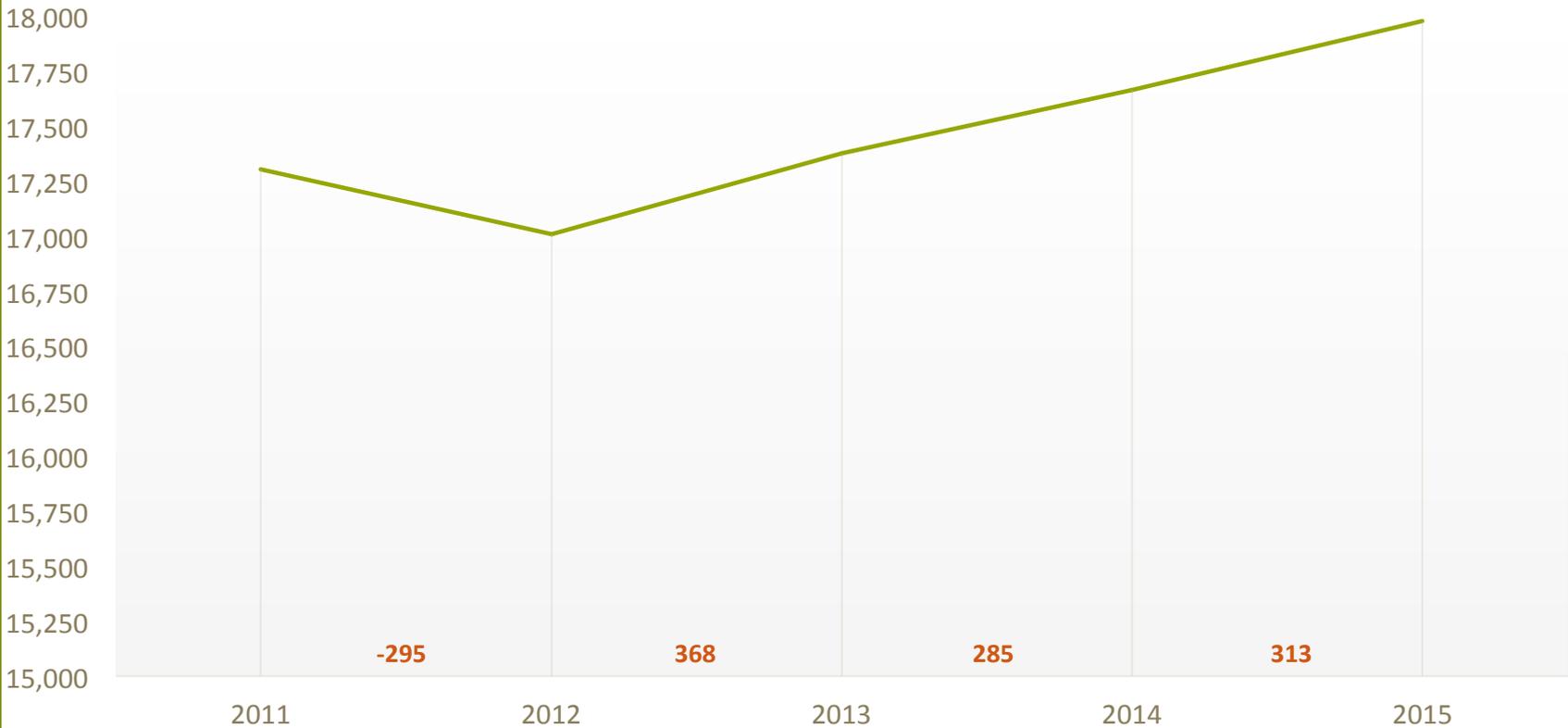
Where are we heading with Enrollments?

Freshman Enrollments



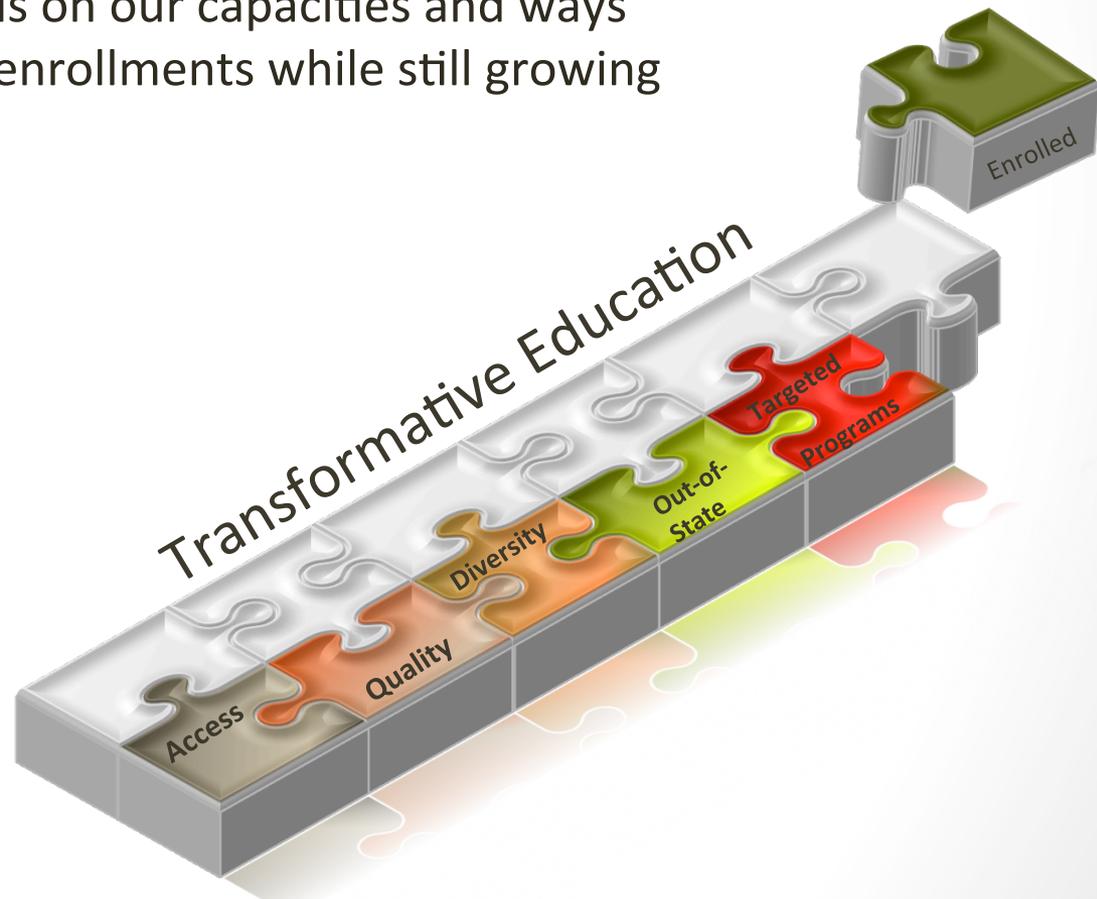
Where are we heading with Enrollments?

Athens Undergrad



Where are we heading with Enrollments?

As we have met and surpassed many of our enrollment goals from the Strategic Enrollment Management Plan (SEMP) over the past few years, we have begun to engage the campus on our next iteration of the SEM with a significant emphasis on our capacities and ways to continue to shape our enrollments while still growing in a very targeted way



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Discussion and Q & A



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RESOLUTION TO ADOPT PLAN FOR MONITORING AND EVALUATING
ACADEMIC COURSES AND PROGRAMS

RESOLUTION 2016 –

WHEREAS, the University is committed to ensuring that courses and programs are scheduled and offered in ways that are pedagogically appropriate and efficiently managed; and

WHEREAS, Ohio Revised Code 3345.35, enacted in 2015, requires the governing boards of each state institution of higher education to evaluate courses and programs based on enrollments; and

WHEREAS, the legislation also requires governing boards to evaluate the benefits of delivering the course through a regional collaboration; and

WHEREAS, evaluation of courses and programs is a complex undertaking requiring analysis of a multitude of factors and careful formulation of an appropriate response;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the University's submission of a Course and Program Management Plan, consistent with the attached submission to the Department of Higher Education, and directs University administration to implement such Plan.

MONITORING AND EVALUATING ACADEMIC PROGRAM SIZE AND PRODUCTIVITY

OHIO UNIVERSITY 12/23/2015

Ohio University monitors program quality, efficiency, and size of academic programs through routine internal management processes (course scheduling processes, faculty teaching workload management) and formal oversight (academic program review, curricular design and approval). In addition, a University scorecard has been developed to provide central oversight of program size and efficiency. This scorecard is updated annually for review by the Provost and is used in the five year review by the Board of Trustees in compliance with Section 3345.35 of the Ohio Revised Code.

The scorecard includes three measures that monitor program size and productivity for Athens campus programs. Two of the measures allow for external, discipline specific comparison based on the National Study of Costs and Productivity (Delaware Cost Study). These three measures and the thresholds that have been set for them are as follows:

1) Degrees granted, three year average

The purpose of this measure is to identify programs that, based on size, could have difficulty filling discipline specific requirements or upper level courses. Programs that fall below 15 students are highlighted and cross referenced to ascertain whether they teach a large proportion of interdisciplinary courses or whether the program size causes difficulty abiding by the small class guidelines.

2) Credit hours produced by faculty FTE

This measure is based on total FTE faculty divided by the number of credit hours they produced during the academic year. This information is compared to discipline specific peer information and programs are highlighted if they are outliers within their peer group as identified by the Delaware Cost Study.

3) Cost per student FTE: Computed based on total instructional cost divided by the number of FTE students during the academic year. This information is compared to discipline specific peer information and programs are highlighted if they are outliers within their peer group as identified by the Delaware Cost Study.

The scorecard includes a single measure to monitor program size and productivity for Associate degrees and regional campus programs. Given the nature of these programs, comparative information is not available through the Delaware Study. Given the shorter length of the Associates degree and that often the same coursework is used for students seeking bachelor's degrees, a lower degrees per year threshold (5) was set for these programs.

MONITORING AND EVALUATING LOW ENROLLMENT CLASSES

OHIO UNIVERSITY 12/23/2015

I. Policy Overview and Definitions

Section 3345.35 of the Ohio Revised Code requires that each state institution of higher education provide its trustees with a report of all courses and programs based on enrollment and student performance. This evaluation is to be performed by January 1, 2016, and the first day of January every fifth year thereafter, with reports due to the chancellor 30 days after the evaluation.

The Chancellor has defined low enrollment courses as those class sections that fall below 120% of the minimum threshold, as defined by the University. Based on this definition, the following guidelines (Table 1) apply at Ohio University. These definitions were developed upon careful consideration of factors recognized by the Ohio Department of Education to be considered in setting class size. The resulting guidelines allow departments and colleges reasonable flexibility to strategically manage class sizes based on issues of quality, centrality to OHIO's mission, cost-effectiveness, and demand.

Table 1: Ohio University Guidelines for Monitoring of Small Classes

Campus	Course Level	OHIO Minimum Threshold	Chancellor Minimum Threshold (120%)
Athens	1000-2000	8	10
Athens	3000-4000	6	7
Athens	Graduate	4	5
Athens	Developmental	6	7
Regional	All Undergraduate	6	7

II. Identification

Based on the above definitions, a central report was developed for the University by the Office of Institutional Research in consultation with the University Registrar. This report consisted of all lecture courses that fell below the guidelines, and was reviewed and cleaned to assure that independent study or other clinical and field experiences were removed. The final lists were then distributed to college offices where they were individually reviewed and colleges recommended an appropriate action and described the reason for the low enrollment of each individual class listed in the report.

The reports that were distributed listed a total of 507 classes to be reviewed, approximately half of those courses were regional campus courses and half were from the Athens campus.

Overall, less than 5% of classes on Athens campus and less than 12% of classes on the regional campuses fell into the low enrollment category. Of those classes identified as low enrollment on the Athens campus, the distribution fell across the different course categories as follows: 1000-2000 (10%), 3000-4000 (35%), developmental (11%), graduate (23%), and less commonly taught languages (LCTL) (21%).

Prior to the central report being developed, class size was primarily monitored at the college level. Each college has guidelines in place and used the tools provided by the Office of the University Registrar to monitor class sizes and determine when to combine or close sections or when new sections needed to be added. This process by the colleges will remain the primary method of managing class size and the review of the central report will be a follow-up process after the term to monitor success.

III. Summary of Results

A summary of the compiled feedback is provided in [Table 2](#) below that indicates courses at each of the levels denoted in the small class policy (1000-2000 level, 3000-4000 level, graduate, developmental, and regional). In addition, Less Commonly Taught Languages (LCTLs) were separated into their own category for Athens campus. These courses make up a significant proportion of small courses overall (21%) and are also frequently identified as candidates for sharing with other institutions. Collaborative efforts are already underway with other state institutions to share in the teaching of some of these courses.

The following methods of course reduction were available for colleges to categorize the courses:

- **Candidate for Sharing:** There is a possibility of designing the course to be shared with other institutions.
- **Change Modality:** There is a possibility of moving to on-line or to hybrid in order to increase enrollment.
- **Course Elimination:** Able to remove course from the curriculum or phase it out.
- **Other:** Courses falling into this category included some already in phase out, some that are temporarily small because of facilities that are changing, or temporary courses available to accommodate semester conversion.
- **Reduce Sections or Reschedule:** Class sections can be combined or scheduled less frequently.
- **No Action:** Colleges are required to review all courses that fall below the minimum guidelines but may request a small number of exemptions (no action) based on reasons including pedagogical reasons, centrality to the mission of the program or the institution, cost-effectiveness or because cost containment efforts are already in place. Exempt courses should comprise a small percent of the overall curriculum.

Table 2: Distribution of Small Classes Fall 2014-Spring 2015

ATHENS CAMPUS

Course Level	Total Low Enrolled	Candidate for Sharing	Change Modality	Course Elimination	Other	Reduce Sections Reschedule	No Action
Overall							
Number	265	33	1	5	4	65	147
Percent	100%	12%	0%	2%	2%	25%	55%
1000-2000*							
Number	32	0	0	0	0	8	24
Percent	100%	0%	0%	0%	0%	25%	75%
3000-4000*							
Number	91	0	1	4	7	23	56
Percent	100%	0%	1%	4%	8%	25%	62%
Developmental*							
Number	27	0	0	0	0	14	13
Percent	100%	0%	0%	0%	0%	52%	48%
Graduate*							
Number	61	0	0	1	8	18	34
Percent	100%	0%	0%	2%	13%	30%	56%
Less Commonly Taught Languages (LCTL)							
Number	54	33	0	0	0	0	21
Percent	100%	61%	0%	0%	0%	0%	39%
*non-LCTL Only							

REGIONAL CAMPUSES

Course Level	Total Small	Candidate for Sharing	Change Modality	Course Elimination	Other	Reduce Sections Reschedule	No Action
Regional Total							
Number	242	14	15	16	17	65	115
Percent	100%	6%	6%	7%	7%	27%	48%
Chillicothe							
Number	63	4	3	15	17	6	18
Percent	100%	6%	5%	24%	27%	10%	29%
Eastern							
Number	17	0	0	0	0	16	1
Percent	100%	0%	0%	0%	0%	94%	6%
Lancaster							
Number	54	0	12	0	0	22	20
Percent	100%	0%	22%	0%	0%	41%	37%
Southern							
Number	35	10	0	1	0	4	20
Percent	100%	29%	0%	3%	0%	11%	57%
Zanesville							
Number	73	0	0	0	0	17	56
Percent	100%	0%	0%	0%	0%	23%	77%

IV. Courses Identified for Sharing

Table 3: Courses Targeted for Regional Collaboration

ATHENS CAMPUS

AKAN 1110 Elementary Twi (Akan) I
AKAN 1120 Elementary Twi (Akan) II
AKAN 2110 Intermediate Twi (Akan) I
AKAN 2120 Intermediate Twi (Akan) II
HIND 1120 Elem Hindi-Urdu II
HIND 2110 Int Hindi-Urdu I
HIND 2120 Int Hindi-Urdu II
HIND 5120 Elem Hindi-Urdu II
HIND 5210 Int Hindi-Urdu I
HIND 5220 Int Hindi-Urdu II
INDO 1110 Elem Indonesian/Malay I
INDO 1120 Elem Indonesian/Malay II
INDO 1120 Elem Indonesian/Malay II
INDO 2110 Int Indonesian/Malay I
INDO 2110 Int Indonesian/Malay I
INDO 2120 Int Indonesian/Malay II
INDO 2120 Int Indonesian/Malay II
INDO 3110 Adv Indonesian I
INDO 3120 Adv Indonesian II
INDO 5120 Elem Indonesian/Malay II
INDO 5210 Int Indonesian/Malay I
INDO 5220 Int Indonesian/Malay II
INDO 5310 Adv Indonesian I
INST 2100 Africa's Children
KHMR 1110 Elem Khmer I
KHMR 5220 Int Khmer II
THAI 2110 Intermediate Thai I
THAI 2120 Intermediate Thai II
THAI 3110 Advanced Thai I
THAI 3110 Advanced Thai I
WOL 1110 Elementary Wolof I
WOL 1120 Elementary Wolof II
WOL 5120 Elementary Wolof II

REGIONAL CAMPUSES

FR 1110 Elementary French I
FR 1120 Elementary French II
MKT 2020 Marketing Principles
SAM 4700 Managing Strategically
GEOL 1010 Introduction to Geology
PHIL 2350 Business Ethics
PSY 3610 Ind & Org Psych
SOC 2600 Criminal Justice
SOC 3630 Juvenile Delinquency
EDMC 3010 Curriculum Develop Mid Child
HLTH 3300 Community Health Epidemiology
HLTH 4210 Health Care Finance I
HLTH 4220 Health Care Finance II
CTCH 2900 Special Topics



OHIO
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Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: Evaluating and Monitoring Program and Course Sizes

Section 3345.35 of the Ohio Revised Code requires that the board of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and student performance. For courses with low enrollment, as defined by the chancellor, boards are asked to evaluate the benefits of delivering the course through a regional collaboration.

The evaluations are to be done by January 1, 2016, and the first day of January every fifth year thereafter, with reports to the Chancellor due 30 days after the evaluation.

The Chancellor has directed that low enrollment courses are course sections that fall below 20% above the institutionally-defined threshold (i.e., 120% of the threshold) for that course section over two or more semesters). The submission to the Chancellor is to include:

1. A narrative of the definition of low program courses
2. Narrative summarizing the identification of low enrollment course and a description of the actions to be taken
3. A summary of the results of the small classes that were reviewed.
4. A list identifying each course targeted for potential regional collaboration.

We have defined program size and productivity based on three measures: three year average of degrees granted; credit hours produced by faculty FTE, compared to external discipline specific data; and educational cost per student FTE, compared to external discipline specific data. None of the programs are outliers on all three measures. Ohio University continuously monitors program quality through program reviews.

Following the Chancellor's guidelines to consider the following factors in determining course and program thresholds (quality, centrality to the institution's mission, cost-effectiveness of the course or program, demand for the programs or courses, potential for collaboration with other institutions, and potential for restructuring), Ohio University recognized the complexity of establishing institutional thresholds for courses. We established the following minimums:

Campus	Course Level	OHIO Minimum Threshold	Chancellor Minimum Threshold (120%)
Athens	1000-2000	8	10
Athens	3000-4000	6	7
Athens	Graduate	4	5
Athens	Developmental	6	7
Regional	All Undergraduate	6	7

Of 5,278 lecture sections reviewed in Athens, 4.6% were under the minimum threshold set. Of the 2,093 lecture sections reviewed on the regional campuses, 11.6% of the classes were below the low enrollment threshold. Colleges were asked to identify recommended actions for each of these courses. The required template is found at Table 2. A significant number of these courses had already been identified for action. In other cases, the factors the Chancellor identified are prominent in the explanations provided by the Colleges as rationales for why the courses are offered.

A list identifying each course targeted for potential regional collaboration is provided in Table 3. Most of these courses are less commonly taught languages and opportunities to collaborate with other institutions have already been explored.

The Ohio Department of Education recognizes that a single numerical definition of low enrollment courses is problematic. Courses function in different ways and size is impacted by pedagogy, quality, course level, student need and thus setting an institutional minimum threshold is challenging. What is clear from this data is that OHIO is already actively managing and evaluating program and course size on a regular basis.

Monitoring and Evaluating Program and Course Sizes

Tab



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State of Ohio Revised Code & Reporting Requirements

- Section 3345.35. of the Ohio Revised Code requires that the boards of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and student performance. For courses with low enrollment, as defined by the chancellor, boards are asked to evaluate the benefits of delivering the course through a regional collaboration.
- The evaluations are to be done by January 1, 2016, and the first day of January every fifth year thereafter, with reports to the chancellor due 30 days after the evaluation.
- Final guidelines were delivered to institutions November 23, 2015.



State of Ohio Revised Code & Reporting Requirements

By January 31, 2016 each board of trustees shall submit its findings to the Chancellor. The submission should include:

1. A narrative of the definitions of low program courses
2. Narrative summarizing the identification of low enrollment courses and a description of the actions to be taken.
3. A summary of the results of the small classes that were reviewed.
4. A list identifying each course targeted for potential regional collaboration (this will help the Ohio Department of Higher Education in the development of collaborations through the course and program sharing network).

All submissions will be posted on the Department of Higher Education website.



Program Enrollment

Low Enrollment Programs Definition

Ohio Department of Education (ODE) description of low enrollment programs

*A single numerical definition for **low enrollment programs** is difficult because programs also contribute to institutions in multiple ways (e.g., institutional reputation, service to multiple student majors, regional need), and because programs themselves have widely varying contexts (accreditation and licensure requirements, pedagogical requirements) and costs (faculty, facility and equipment needs).*



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Program Enrollment

OHIO Program Guidelines (Athens)

Academic program review provides oversight for programs regarding quality and student success. In addition, OHIO developed a summary dashboard to monitor program size and productivity based on three measures:

- Three year average of degrees granted,
- Credit hours produced by faculty FTE, compared to external discipline specific data*,
- Educational cost per student FTE, compared to external discipline specific data*.

**External data available based on OHIO's annual participation in the National Cost and Productivity Study (Delaware Study)*



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Program Enrollment

OHIO Program Guidelines (Athens)

Action will be taken if a program is highlighted on all three measures based on the following thresholds.

1. Three year average of degrees granted

Minimum threshold of 15 is based on the critical mass of students to meet minimum class enrollment in upper level program specific courses.

2. Credit hours produced by faculty FTE

Threshold is set based on peer institutions, programs are identified if they are outliers within their peer group for a single year.

3. Instructional Cost Per FTE:

Threshold is set based on peer institutions, programs are identified if they are outliers within their peer group for a single year.



Program Enrollment

OHIO Program Results (Athens)

The 2014-15 scorecard of academic programs found no programs exist that are outliers on all three measures. However, six programs have an outlying measure on one of the three. A review of these found:

- 1) One year swing (1 program)
- 2) New program with startup costs (1 program)
- 3) High research cost (2 programs)
- 4) Graduate program only (1 program)
- 5) Current efforts in place to expand (1 program)



Program Enrollment

OHIO Program Guidelines (Regional/Associates)

- Based on the nature of associates degree programs and regional campus programs, discipline specific program costs and productivity comparisons are not available. Therefore, degrees granted is the only measure used to determine appropriate program size.
- Given the shorter length of programs, the size below which programs will be monitored is less than 5 degree average over three years.



Program Enrollment

OHIO Program Results (Associates)

Six associate degree programs fall below the threshold set for degrees granted:

- Four engineering or technical programs that are designed, or were recently redesigned, to facilitate transferring credits to a baccalaureate program.
- One health sciences program that allows students to pursue a baccalaureate degree.
- One of the small programs is in Individual Studies which does not have unique coursework.



Class Enrollment

Low Enrollment Courses State Definition

Ohio Department of Education Definition:

- A single numerical definition of low enrollment courses is problematic because courses contribute to institutions in different ways, and because courses have widely varying contexts and costs. That being said, most colleges and universities have set thresholds below which courses will not be offered. These thresholds often differ within and across institutions based on pedagogical factors related to discipline, course level, or resources.
- To comply with the legislation, **the Chancellor is defining low enrollment courses as course sections that fall below 20% above the institutionally-defined threshold (i.e., 120% of the threshold)** for that course section over two or more semesters.



Program and Class Enrollment

The following six factors are Ohio Department of Education guidelines to be considered by trustees in their determination of course and program thresholds and in their consideration of recommended actions for courses that fall below the Chancellor's definition of low enrollment.

- Quality
- Centrality to the Institution's Mission
- Cost-Effectiveness of the Course or Program
- Demand for the Programs or Courses
- Potential for Collaboration with Other Institutions
- Potential for Restructuring



OHIO Class Size Overview

Course thresholds are reviewed and set within colleges based on pedagogical needs. Departments strategically balance small and large sections to optimize student faculty interaction and student learning.

Because class sizes are strategically managed at the college level, University thresholds were set that were responsive to the factors identified by the ODE.



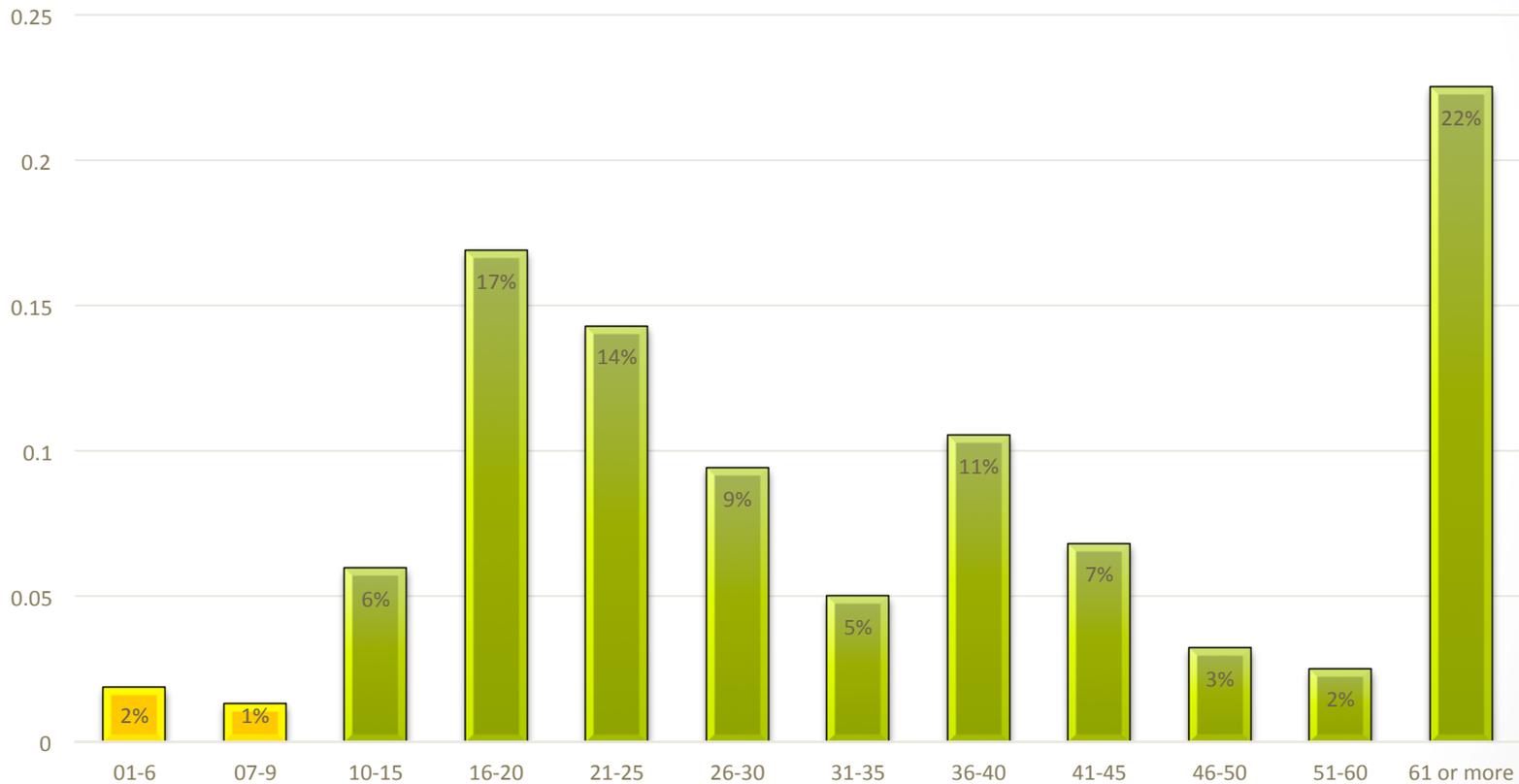
OHIO Class Size Overview

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Athens	1000-2000	8	10
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Athens	Developmental	6	7
Regional	All Undergraduate	6	7



OHIO Class Size Summary

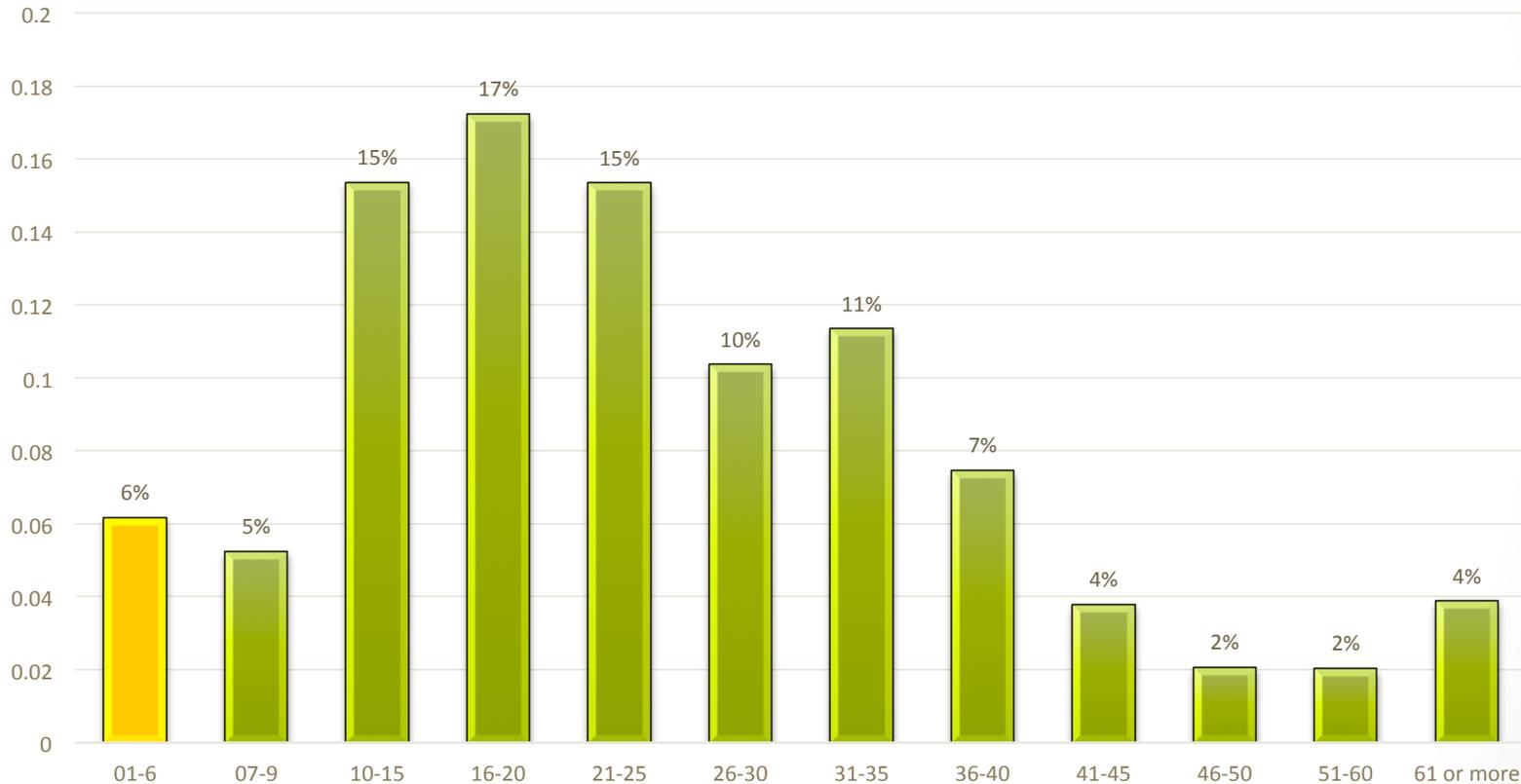
Athens Campus 1000-2000 Level Courses



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OHIO Class Size Summary

Athens Campus 3000-4000 Level Courses



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OHIO Class Size

OHIO Review Process

Information on low enrollment courses was gathered through the following process.

- All traditional lecture courses were identified through the enrollment information system.
- Lists of low enrollment courses were distributed to college offices.
- Colleges provided an explanation and potential action for each individual course.
- Responses were compiled and reviewed by the Provost.



OHIO Class Size Athens

Recommendation	Rationale	# of Courses/ Sections
No Action	e.g., pedagogically appropriate course size; course needed for on-time graduation.	148 (57%)
Course Elimination	e.g., low enrollment elective; curricular redesign	5 (2%)
Reduction in Number of Sections	e.g., ability to consolidate multiple low enrollment sections	63 (27%)
Change in Course Delivery Modality	e.g., determination to offer an online section rather than multiple low enrollment on campus sections	1 (1%)
Targeted as a candidate for sharing	e.g., course needed/valued by a small number of students	33 (9%)
Other: Temporary, changes in process.	Changes already planned	15 (5%)
TOTAL	Classes below the low enrollment threshold represent 4.6% of courses overall (265 of 5,278 total lecture sections).	265



OHIO Class Size Regionals

Recommendation	Rationale	# of Courses/ Sections
No Action	e.g., pedagogically appropriate course size; course needed for on-time graduation	115 (48%)
Course Elimination	e.g., low enrollment elective; curricular redesign	16 (7%)
Reduction in Number of Sections	e.g., ability to consolidate multiple low enrollment sections	65 (27%)
Change in Course Delivery Modality	e.g., determination to offer an online section rather than multiple low enrollment on campus sections	15 (6%)
Targeted as a candidate for sharing	e.g., course needed/valued by a small number of students	14 (6%)
Other: Temporary, changes in process	Changes already planned	17 (7%)
TOTAL	Classes below the low enrollment threshold represent 11.6% of courses overall (242 of 2,093 total lecture sections).	242



OHIO Class Size

No Action

Recommended Action: None
(115 Regional, 148 Athens)

- Facilities: course includes lab component.
- Equipment or Safety: kayaking, wilderness.
- Pedagogy: courses with clinical component.
- Required for Degree: students out of sequence with peers needed the course to graduate.



OHIO Class Size Course Elimination

Recommended Action: Course Elimination **(5 Athens, 15 Regional)**

- Electives that can be removed from curriculum.
- Curricular redesign in process or already phasing out.



OHIO Class Size

Reduce Sections

Recommended Action: Reduce Sections
(63 Courses Athens, 65 Regional)

- Curricular Redesign
- Able to consolidate sections
- Schedule more strategically to increase enrollment



OHIO Class Size Change Modality

Recommended Action: Change in Modality
(1 Athens, 15 Regional)

Already using on-line and hybrid as a tool to offer small classes more efficiently where possible.



OHIO Class Size Targeted for Sharing

**Recommended Action: Targeted for Sharing
(42 Athens, 14 Regional)**

- 37 of the 56 identified overall are Less Commonly Taught Languages (LCTLs).
- 37 LCTLs: Akan (4), Hindi-Urdu (6), Indonesian/Malaysian (13), Khmer (2), Thai (4), Wolof (3), Greek (2), Latin (3)
- Measures already in place currently to manage LCTLs include teaching small classes off load, sharing with other institutions, combining multiple level sections.



OHIO Class Size Other Category

Reasons for 'Other' categorization (15 Athens, 17 Regional)

- Temporary due to facilities
- Include lab sections that required small sections
- Changes already made and being phased in



OHIO Class Size Report

The written results of this review are included in the report to be submitted to the Chancellor that includes:

1. A narrative of the definitions of low program courses.
2. Narrative summarizing the identification of low enrollment courses and a description of the actions to be taken.
3. A summary of the results of the small classes that were reviewed.
4. A list identifying each course targeted for potential regional collaboration (this will help the Ohio Department of Higher Education in the development of collaborations through the course and program sharing network).





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Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: **OHIO Honors Program**

The OHIO Honors program was approved at the November meeting of the University Curriculum Council. OHIO Honors is a university-wide honors program that will allow highly-engaged undergraduate students in all academic majors (except HTC) as well as undecided, transfer, and relocate students to participate.

OHIO Honors combines curricular and co-curricular honors experiences into an individualized honors engagement pathway in areas such as leadership, community service, and research/creative activity. The program leverages existing resources by identifying and curating existing co-curricular experiences, such as the leadership options provided by the Career and Leadership Development Center, and by using a contract course model, whereby a student can turn any existing course into an honors experience—with the permission of the instructor—by developing a contract to do additional or more in-depth work for the course. The program will be administered by the Honors Tutorial College.

OHIO Honors furthers Ohio University's mission of academic excellence by supporting the recruitment of highly engaged students, increasing retention, and increasing academic engagement opportunities across campus. It promotes Ohio University's access mission by creating opportunities for broad participation: qualified students may opt into the program until the end of their sophomore year, providing access for transfer and relocate students, as well as for students who may not self-identify as honors students until they are on campus.

The program will start with a small pilot of 50-75 students, and grow to cohorts of 200-250, for a total population of approximately 800-1000 students when fully phased in. Including existing honors and scholars programs, this will bring the percentage of undergraduates involved in an honors program to about 7%, the national average for public universities.

OHIO Honors Program



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OHIO Honors

- A campus-wide honors program that combines curricular and co-curricular honors experiences into an honors engagement pathway for leadership, community service, or research/creative activity



Need for OHIO Honors

- Current honors and scholars programs serve less than 2% of undergraduates
- National average for public universities is 7%
- Campus-wide honors program would allow us to serve students in all majors (except HTC), as well as undecided, transfer, and relocate students



Goals

- Support OHIO's mission of academic excellence and access by:
 - Recruiting more highly engaged students
 - Increasing retention
 - Increasing academic engagement across campus
 - Promoting broad participation by allowing qualified students to opt into the program until the end of their sophomore year
 - Identifying and curating existing enrichment opportunities into compelling honors pathways



Structure

Graduation with OHIO University Honors

Year 4:

Honors capstone (two semesters)
Presentation of honors capstone
One co-curricular experience

Year 2:

Minimum four honors experiences,
including two curricular and two co-
curricular experiences in the
engagement pathway

Year 3:

Minimum three honors
experiences, including one
curricular, one co-curricular, and
one junior composition course
Preparation for capstone

Year 1:

Learning community
First-year honors seminar
Honors advising
Introduction to honors engagement
pathways



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Structure

- No new courses are required because of the contract course model
- Flexible enough to accommodate existing honors and scholars courses and opportunities if desired
- Leverage existing co-curricular opportunities
- Additional pathways will be developed over time



Development of OHIO Honors

- Pilot cohort of 50-75 students
- Full cohort the following year of 200-250 students (including transfer and relocating students)
- Total of 800-1000 students when fully phased in



MAJOR AND DEGREE PROGRAM REVIEWS

RESOLUTION 2016 –

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 to “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 hereby accepts the program reviews for the following seven programs:

College of Arts and Sciences

- Department of English
- Department of Psychology

College of Engineering and Technology

- Department of Engineering Technology and Management

College of Health Sciences and Professions

- School of Social and Public Health

Ohio University - Chillicothe

- Environmental Engineering Technology
- Equine Studies

Ohio University - Lancaster

- Deaf Studies and Interpreting



Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: Academic Program Reviews

The University has a process of internal review for academic programs which strives to ensure programs are continuously adapting and improving. Programs are reviewed by the Academic Program Review Committee of the University Curriculum Council on a regular cycle, typically seven years. A review will occur over an academic year and culminate in a comprehensive report on the viability of the program. Executive summaries of the reviews are submitted to the Academics Committee of the Board of Trustees.

The table below lists the programs reviewed, includes whether the program is recommended as viable, and whether there are comments from the program leadership included with the review. A resolution for board acceptance of the reviews is provided.

College	Program	Pages	Viable	Comments
A&S	Department of English	3-19	Yes	• Program Chair • Dean
A&S	Department of Psychology	20-55	Yes	• Program Chair • Dean
HSP	School of Social and Public Health	56-116	Yes	• Program Chair
ENT	Department of Engineering Technology and Management	117-129	Yes	• Program Chair • Dean
OUC	Department of Environmental Engineering Technology	130-140	Yes	• Dean
OUC	Equine Studies	141-177	Yes	• Program Chair • Dean
OUL	Deaf Studies and Interpreting	178-186	Yes	• Program Chair • Dean

UCC Program Review Committee summary of review

Program – Department of English

This program includes the following degrees, minors, and certificates:

- B.A. English – Literature & Writing
- B.A. English – Creative Writing
- B.A. English – Prelaw
- B.A. English – Cultures, Rhetoric, & Theory
- The Writing Certificate
- M.A. Literature
- M.A. Creative Writing
- M.A. Rhetoric/Composition
- Ph.D. Literature
- Ph.D. Creative Writing
- Ph.D. Rhetoric/Composition

Recommendation

This program is found to be **viable**, see the report for commendations, concerns, and recommendations.

Date of last review – AY 2008

Date of this review – January 2015

This review has been sent to program chair, she has commented on the review, her comments are attached at the end.

This review has been sent to program college dean. His comment is attached to this report at the end.

This review has been sent to graduate council. They have no concerns with this review.



**University Curriculum Committee
Academic Program Review**

**English
Ohio University – College of Arts & Sciences**

Introduction & Process Overview

The Department of English at Ohio University underwent an academic program review in January 2015. The Academic Program Review Committee was comprised of two external members, Dr. Frank Donoghue from Ohio State University and Dr. Robert Yagelski from SUNY Albany, and three internal reviewers, Dr. Aimee Edmondson (Journalism), Dr. Michael Kushnick (Health Sciences and Professions), and Dr. Judith Millesen (Voinovich School).

Over the course of three days, the team met with the Dean of the College of Arts and Sciences, the department chair, Group I tenured and pre-tenure faculty (including those involved with in themes and other interdisciplinary programming), the Admin Committee, graduate students, and undergraduate students. The team also had the opportunity to tour the facilities. Noticeably absent were members of the group II faculty cohort.

Ohio University's English Department struck us as a strong, viable program, but one that has faced an extraordinary convergence of external challenges with which it has managed remarkably well. The challenges have all been out of the department's control. The first was, of course, the massive economic downturn of 2008. Its effects on student populations and undergraduate choices are still being felt today, even as the recovery is ongoing. Specifically, students all over the country are far more cautious and pragmatic about choosing their academic majors. As a result, over the last several years there has been a marked downturn in the number of students majoring in the traditional liberal arts. Ohio University's English major was not spared. Since the last external report, it has suffered a decline in undergraduate majors of 47%.

At that same time, all the universities were forced to adopt the Fingerhut proposal, mandating that any Ohio high school student who earned a score of 3 or higher on the English Literature AP Exam was exempt from college first-year writing courses. This led to additional cutbacks in Ohio University's first-year writing program. Finally, two major institutional changes occurred simultaneously over the last two years. First, the university adopted a policy of Responsibility Centered Management (RCM), which ties, more so than in the past, the distribution of revenues to departments to the amount of revenue they bring in for the college. Given the decline of enrollments in English, this policy presented a severe setback to the department's ability to count on resources. Secondly, three years ago the university, along with all universities in Ohio, switched from the quarter system to the semester system. This caused curricular upheaval, compounding all the other challenges the department has faced over a very compressed period of time. All in all, the department has responded to this situation with considerable resolve and admirable collegiality.

This report is divided into four key sections. The first section provides an overview of the program including general information about the department, a faculty profile, programmatic

practices, research and productivity, and information about the major. The second section identifies the major programmatic challenges. Specifically we address declining enrollments, the changing job market, adaptation to digital developments and online education, and the trials associated with integrating Group II faculty into the departmental governance structure. In section three we identify institutionally-related challenges that influence the overall operation of the English department with special attention focused on facilities and how best to assess and document student learning outcomes. The review concludes with commendations and programmatic recommendations.

PROGRAM REVIEW

The English department was formally created in 1829, but rhetoric, literature, composition, and pedagogy have been central to Ohio University's learning experiences from the very birth of the institution. Today the department has an esteemed and award winning creative writing faculty who also shepherd several award winning literary journals. The four interrelated sub-areas of English studies—writing and rhetoric, literature, English education, and creative writing—currently form a “braided” experience in humanist experiences for Ohio University students; not only the department's 250 undergraduate majors and 63 graduate students, but for more than 75% of the university student population.

Faculty Profile

At present, there are a total of 46 faculty members; 34 Group I (30 at the Associate or Professor rank and 4 probationary) and 12 on Group II contracts (although 1 Group II will retire at the end of the year). Current staffing at the Group I level consists of 5 in Rhet comp (although one is retiring at the end of the year), 22 in literature (although 1 is currently serving as the Dean of the honors Tutorial College and 1 will retire at the end of the year), 1 in English education, and 7 in creative writing. All faculty, with only two exceptions (both Group II), have terminal degrees.

Programmatic Practices

Teaching and Advising. The base teaching load is four course per year on a 2/2 ratio for Group I faculty and eight courses per year (4/4) for Group II faculty. The Chair, Undergraduate Director, Director of Composition, and Graduate Director and the Group II faculty who serves as Advising Coordinator are granted reassigned time in order to perform their administrative duties. Most Group I faculty serving in these positions elect, for purposes of merit review, to redistribute from 40% teaching 40% research 20 % service, to 20% teaching 20% research 60% service.

Historically, Group II faculty were expected to devote 100% of their time to teaching, although some are also research productive. Beginning fall 2014, Group II faculty teaching loads were renegotiated to a 7 course load (distributed as 3/4 or 4/3) with a corresponding shift in workload to 85% teaching and 15% service.

Undergraduate student advising has typically been divided equally among tenure line faculty at about 14 students each, until the recent drop in enrollments, which has resulted in fewer advisees. Graduate advising has been done by the graduate director, with some areas of the program (Rhetoric and Composition) assigning themselves as secondary advisors to their students.

Research and Creative Activity. During the review period, faculty published 46 books (including the first half of the current academic year). These books are as diverse as the programs the department offers, covering the many fields of English Studies. Additionally, faculty regularly publish articles and book reviews in peer reviewed journals, place poems, short stories, and essays in national literary magazines, have plays performed, and present papers at national conferences. The department has scholars who do important editorial work and translating work, as well. Encyclopedia, Dictionary, and Research Notes, review essays, and manuscript reviews for refereed journals and university presses are regularly produced.

Although the self-study reflected different numbers, the department chair explained that starting in the Fall of 2014 Group I faculty receive \$1,200 for travel to conferences and research sites each year, and Group II receive \$750. Assistant Professors receive a semester free from teaching in their third year in order to concentrate on their scholarly profile.

Service. The English Department is large with a lot of attention paid to maintaining a healthy and progressive self-governance. The department lists 40 committees or assignments that need coverage (although some more labor intensive than others). Most Associate and Full Professors have between 4 and 7 committees as part of their service profile. In most cases, Assistant Professors in their first three years are generally assigned fewer committees and less intensive service. This varies some by sub-discipline. For instance, the literature faculty is large enough to cover for untenured colleagues, but in rhetoric and composition untenured faculty have typically taken on more service responsibility.

Members of the department also serve on university standing committees such as: college P&T, college staffing, college fellowship selection, and college ethics. The department is also very active in Faculty Senate; multiple faculty members typically serve, often in positions of responsibility, such as Chair, Secretary, Executive Committee, and as Chair of the Professional Relations Committee. Faculty are regularly consulted by tenure and promotion committees at other institutions, an important service to the broader scholarly and creative communities.

Interdisciplinary Work. The English Department has faculty with joint appointments in Women, Gender, and Sexuality Studies and African Studies. For those jointly appointed faculty, English is the “home department” and has full responsibility for tenure and promotion, though those programs have input on evaluations. For each of these joint appointments, the department collaborates annually on teaching assignments. Although not jointly appointed, a number of faculty are actively engaged in work with Women, Gender, and Sexuality Studies (committee service, collaboration, and participation in colloquia). The new themes initiative in Arts and Sciences has also sparked new relationships. Many members of the department are playing a variety of roles in these multidisciplinary endeavors, from collaborative teaching, to teaching courses in support of a theme.

Diversity of Faculty/Students. The current demographic profile of faculty in the English department consists of 19 tenure-line and 8 non-tenure track faculty who identify as female. One faculty member is an African American female and three male faculty member, one from Africa (Eritrea), one from South African, and one from India (Sikh). The department also has several faculty who identify outside of the heterosexual majority.

As reflected in the rest of the university, the majority of undergraduate students are middle class white students (consistently between 85-92% over the seven-year review period). Slightly more than half of the undergraduate majors identify as female (between 53-60%) and roughly 90% are in-state residents. The department consciously works to build a curriculum that will engage diverse students, and is working to create assessments that will help them to do better in this area.

Research, Scholarship, & Creative Activity

Scholarship. For a seven year period between 2007-2014, the following summarizes SCA activities of the faculty.

- Total Number of SCA: 936
- Creative: 223
- Books & Monographs: 32
- Articles, Chapters, Reviews: 177
- Presentations, Lectures, Readings, Conference Papers: 504

It should be noted that the Digital Measures data are not particularly conducive to categorizing in ways that are helpful for the Humanities. Also, the numbers reflected above are likely under representing the productivity of the department as faculty in English have been disinclined to report in this format. Often their vitae list publications from the past five years. The department chair is dedicated to more timely data collection, encouraging full faculty participation, and accurate counts of research, scholarship, and creative activity in the future.

External Support. Despite the relatively small amounts of money available to faculty in the Arts and Humanities, the department has been awarded \$1,516,759 in internal (31), external (34), and fellowship (29) awards over the past seven years. Some of these awards demonstrate the department's commitment to interdisciplinary work as they have been shared with investigators in other colleges and departments.

Resources

Staffing. The department has three support staff, including a department administrator, an administrative assistant, and an accounting associate. During the academic year the department also has between two and five work-study students who are supervised by the administrative assistant.

Physical Facilities. In Ellis Hall, there are approximately 40 offices in which to house over sixty instructional staff. Three to four graduate teaching associates typically share a single office and there have been as many as 17 part-time instructors sharing a single office. The last space audit suggested the current assigned square footage (13,162 square feet) was 6,306 square feet short of the calculated need (19,468 square feet). The general condition and appearance of the building's interior is worrisome—torn carpeting, stained furniture and desks, dirty drapery, falling tiles, obvious signs of mold, inconsistent (or lack of) heating and cooling, and an elevator in frequent need of repair. Not only are these issues unsightly, many present ADA challenges.

Technology. There are two computer labs that seat 20 students and one walk-in lab that also seats 20 students. Although most classrooms are equipped with a technology cart, the computers are outdated and slow; as are the computers used by faculty and graduate students.

Undergraduate Program Review

Curriculum. All English majors do six courses that have been designated the “English Core.” The foundation courses in the curriculum are critical reading and analysis courses focused on particular genres: “Introduction to Prose Fiction and Nonfiction” (English 2010) and “Introduction to Poetry and Drama” (English 2020). All students also take at least one course in literature before 1800 and one course in literature after 1800, to have some sense of historical difference and some immersive exposure to older writing. The writing and research skills have returned to the junior year as English 3070J, and a topical senior seminar remains the capstone course.

To complete a major, students take eight additional classes in one of four tracks (major codes): Literature & Writing (built around courses spread over the historical span of the Anglo-American literary tradition, as well as requiring a course in multi-ethnic or crosscultural literature and either history of English or literary theory); Creative Writing (including the same major-specific requirements as the previous creative writing curriculum); Cultures, Rhetorics, & Theory (focusing on discourse within cultural or ethnic communities); or Prelaw (originally with the same English coursework as Literature & Writing, but beginning with the 2014-15 catalog replacing two requirements with a course in rhetoric and a course on the intersection between legal discourse and either rhetoric or literature).

The English department maintains the third largest cohort of students in the Honors Tutorial College. The HTC English curriculum was revised with the switch to semesters in 2012 to allow for greater flexibility in coursework during the junior (pre-thesis) year. Students complete eight tutorials, including an Introduction to English Studies course in their freshman year; a three-course sequence in British and American literary history during freshman and sophomore years; two specialized tutorials during the junior year; and two thesis tutorials during the senior year. The specialized tutorials enable students to tailor the HTC English major to their own interests, while drawing on a much wider range of faculty expertise and involvement.

Students. For a the period between Fall 2007 and Fall 2013 the headcount for undergraduate English majors ranged from a low of 198 (2013) to a high of 411 (2008), when combined with the number of majors in Arts & Sciences, the Honors Tutorial College, and the College of Education served by the department annually, the headcount ranged from a low of 338 (2013) to a high of 579 (2008). On average, for the same time period, the department averages 20 students or 5 per year.

Students Taught in Service to Other Departments. Nearly three-quarters of first-year OU students will take English 1510 Writing and Rhetoric I. Likewise, the majority of Ohio University students enrolled on the Athens campus will fulfill their junior writing requirement through courses in the English Department. Four of lower division literature courses and two Humanities courses each fulfill Tier II-HL requirements or offer Arts and Sciences students a way to meet their Humanities distribution requirement.

Courses in English beyond the Tier IE and IJ courses are required by all four major programs in Journalism as well as the three Middle Childhood programs with an area of specialization in Language Arts. Students majoring in Women, Gender & Sexuality Studies may choose from a number of English courses to meet major electives. And finally, English courses contribute to several Certificate programs including the Writing Certificate; Diversity Studies; Jewish Studies; Law, Justice, and Culture (as of Fall 2014); and Women and Gender & Sexuality Studies (including a new Queer Studies certificate).

Graduate Program Review

Curriculum. Students in Doctoral and Master's degree programs concentrate in Literature, Creative Writing, or Rhetoric and Composition by completing a curriculum of required courses in literature, creative writing, rhetoric and composition, and research and instructional methods, as well as professionalization workshops (60 hours of coursework for an M.A. degree, and 120 hours of coursework for a Ph.D.). Students in each concentration also take coursework in the other concentrations.

Students. For the period between fall 2007 and fall 2013 the headcount for master's level and PhD students in the English department ranged from a low of 21 (2013) and 28 (2007 & 2010) to a high of 38 (2009) and 39 (2013) respectively. The graduate program enrolls a fairly diverse group with predominately more female (approximately 64%) than male students as well as international students of various ethnicities (approximately 10%).

Students Taught in Service to Other Departments. Graduate students from other programs occasionally take English courses, but this is a very small fraction of the graduate teaching (less than 10% per year). According to data supplied by the Office of Institutional Research, students from the following programs received graduate credits in English during the past three years: African Studies, Journalism, Education-Undecided, Curriculum & Instruction, History, Modern Languages, Sociology & Anthropology, Economics, Music, Women's Studies, Communication Studies, Political Science, Linguistics, Interdisciplinary Arts, Film, and Classics & World Religions.

PROGRAMMATIC CHALLENGES

Challenge #1: Declining Enrollments

Enrollments in the English major and in undergraduate writing classes have declined precipitously in the past several years. As noted in the introductory section of this report and in the department's self-study, the decline in enrollments, both in the English major and in undergraduate English classes (many of which have routinely been taken by students outside the major to fulfill general education requirements), has resulted from or been affected by several factors outside the department's control. These factors include the effects on higher education of the economic downturn in 2008, the change from quarters to semesters at Ohio colleges and universities, and the state's adoption of the so-called Fingerhut proposal regarding AP English credit. These and other developments have had various effects on the department's enrollments.

For example, the Fingerhut proposal, which allows students who earn a 3 or better on the AP English exam to place out of the first-year writing requirement (and which was adopted by the state in 2009), seems to have contributed to a noticeable loss of students in English 1510, which fulfills Ohio University's Tier I requirement for writing. (The self-study reports that total enrollment in English 1510 for the 2013-2014 academic year was 3165; by contrast, in 2008-2009, total enrollment for this course was 3496.) It also seems likely that the disruption caused by the adoption of the semester system accelerated already falling enrollments in the English major, which reflects a state-wide and nationwide trend. The unfortunate timing of some of these developments has perhaps brought into relief the two aspects of this significant challenge facing the department: a much smaller number of English majors and lower enrollments in English classes that traditionally have served non-majors.

It is important to note that at the same time that these developments were occurring, the department undertook in 2012-2013 a significant revision of its major curriculum to create a set of core courses and specific requirements for each of four tracks, or "concentrations," within the major (literature and writing, creative writing, cultures, rhetorics, and theory, and pre-law). It would be difficult to identify this curricular revision as a central reason for the loss of majors, given that the content of the revised curriculum was fundamentally the same as the previous version of the major, but we believe the revised curriculum is unlikely to attract more students to the English major, especially in a cultural climate that places a premium on "vocational" majors (which could lead to established career paths) and which has highlighted the problems associated with high levels of student debt.

Since it is unlikely that enrollments in the major will rebound or that the academic job market in English will improve, it may become increasingly difficult for the department to justify the current 2-2 teaching load for faculty who are not engaged in service initiatives or active and productive scholars/researchers/creative artists at a level consistent with expectations at Ohio University. It should be noted that the English department does have a strong history of adjusting workload distributions to appropriately recognize significant service obligations. For example, faculty members who serve as program directors are not evaluated on a traditional 40% teaching 40% research 20 % service workload, but rather a renegotiated workload that legitimately considers the amount of time needed to fulfil service obligations. In light of challenges affecting both the discipline and the institution, the English department may wish to consider embracing this same approach as it relates to teaching loads, allowing faculty to negotiate the amount of time they will dedicate to research, teaching, and service. Incidentally, during conversations with the chair, we learned that the department has recently completed a new workload policy that explicitly states teaching loads will be adjusted in ways that seriously consider service obligations and scholarly activity.

Regarding students from outside the English major enrolling in English courses, it is likely that large numbers of OU undergrads are likely to continue taking English classes, especially writing classes, to fulfill general education requirements, but the creation of discipline-specific writing classes by other programs for their own majors is likely to continue to cut into enrollments by non-majors in English classes.

Challenge #2: Changing Job Market

The job market has been changing dramatically, and increasingly undergraduates seem to select majors on the basis of employment expectations. In addition to contributing to the decline in enrollments in the major, this phenomenon has affected the department's graduate program in several ways. First, the number of traditional tenure-track jobs continues to decline nationwide, and will not be reversed in the coming years. This holds true at Ohio University, where Dean Frank informed us that, for budgetary reasons, he foresaw an increase in the number of Group II (non-tenured) hires in English going forward, and expressed a reluctance to make the long-term investment in tenure-track appointments so long as undergraduate enrollments remained in decline or unpredictable.

With that overview in mind we revisited our conversations with graduate students, the Admin Committee, probationary and other faculty, and found an assortment of challenges that the department may want to consider. There was a wide range of opinion about mentorship (a crucial feature of any graduate program in this era). Some students felt advising was satisfactory although others were frustrated with advice offered by faculty mentors. One Ph.D. student informed us that she was explicitly told by her advisor not to publish an article while in graduate school, a decision that, almost everyone in the discipline would agree, without a publishable article prior to graduation, the student would be unemployable.

Among faculty and students alike, we sensed a general lack of urgency about the absence of a job market in literary studies (in particular). One faculty member referred to the attitude of the creative writing students as "delusional optimism." Another faculty member defended his decision to supervise a dissertation which he deemed unmarketable because it was "the student's choice." Both probationary faculty as well as the Admin committee seemed particularly concerned with maintaining a "cohort" of students in order to sustain a community in each of the three concentrations in the program (literature, RCL and creative writing)—that is, admitting at least two students in each concentration—even if that means expanding the program during a time when graduate programs across the country are producing a glut of Ph.D.s in English. Only one faculty member recommended that if Ph.D.s in her field failed to get tenure-track jobs, she would recommend suspending the Ph.D. program

Challenge #3: Digital Developments and Online Education

There is little question that reading and writing have been dramatically shaped by the development of digital technologies, and indeed communication in general has been transformed in recent decades by these developments. At the same time, colleges and universities, including Ohio University, have begun moving their courses and programs online. English departments in general have sometimes struggled to adapt to these momentous and rapid changes. The situation at OU is complicated by the relationship between the Athens campus and the regional campuses, which could mean in some cases that moving some courses online might actually undercut the effort to increase enrollments to the extent that students enrolled at the Athens campus might be inclined to fulfill some requirements (such as the Tier I writing requirement) by taking online courses through a regional campus (which would cost the student less in tuition) rather than at the Athens campus.

The OU English department is quite aware of the challenges associated with these changes and has begun to take steps to meet them. One of the most promising initiatives in the department is the creation of the new online MA program directed to classroom teachers, which has the potential to generate new enrollments in the department's graduate program and represents a new potential revenue stream. This program represents a thoughtful effort by the department to respond to the university's desire for online programs and at the same time to adapt to the challenging current fiscal climate. We believe the department should actively pursue similar initiatives that not only seek new student constituencies but also reflect creative efforts to develop new strands within the department's current program offerings.

Challenge #4: Tensions between Group I and Group II Faculty

Real and perceived imbalances in workload and in representation among Group I and Group II faculty have created significant obstacles to needed programmatic changes and to departmental efforts to address fiscal pressures, and have adversely affected the departmental culture.

While Group II faculty were not provided with a separate meeting during the 7 year review process, they were represented (e.g., during open sessions, needs/challenges were discussed in a number of sessions, their physical resources were observed, and their concerns (limited direct, but more from indirect sources) heard). In general Department leadership and the Dean praised the work of Group II faculty. However, it became apparent during our review that Group II faculty do not have any involvement in Department governance, feel disenfranchised, and, to the extent we could discern, seem demoralized.

There are currently thirteen Group II faculty (21% of the total number of English Department faculty) who fall into two different groups. Many have been teaching in the department for nearly thirty years on renewable one-year contracts. Aside from teaching, since they are not allowed to vote on departmental issues, they choose not to participate in matters of department policy. Now that their teaching load has been reduced from 4/4 to 4/3 (with 15% of their time devoted to service) that pattern may change. A smaller number of Group II faculty fall into a more unfortunate category. They were originally hired as Group IV (Visiting Professors, usually essentially placeholders for Group I faculty on fellowship or administrative leave). They had a slightly higher teaching load than Group I faculty and regularly taught courses in their area. They were then subsequently reclassified as Group II, and required to teach four writing courses per semester. Understandably, they felt they'd been demoted.

INSTITUTIONAL CHALLENGES

Challenge #1: Assessing Student Outcomes

University mandates resulting from the university's implementation of the Academic Quality Improvement Program (AQIP) require the department to develop viable assessment practices for its programs. The AQIP is one of the Higher Learning Commission's pathways to accreditation. HLC developed AQIP to help institutions like Ohio University retain institutional autonomy and academic freedom by providing a structure to demonstrate what it does to achieve academic excellence. Of specific relevance to the English department is *criterion four* which requires that all academic programs assess their student learning objectives. Each academic program has been

asked to update student learning objectives; identify sources of systematic evidence (qualitative and/or quantitative); and develop an action plan to improve teaching and learning based on the evidence gathered.

The department notes that formal assessment will require a shift in disciplinary culture. The department is also behind schedule in creating direct and indirect measures in assessment as charged by the college. The review committee acknowledges the difficulty of creating such assessments given the fact that there is no external accreditation body for the English Department. With no accreditation pressures in this area, the department has been faced with starting fresh in assessment amid curriculum changes and Q2S challenges. Also challenging has been the turnover of the undergraduate committee and a lack of willingness on the part of individual faculty members to oversee such a massive undertaking. The department also struggles with maintaining communication with graduates after they leave Ohio University.

Challenge #2: Facilities

It will come as little surprise to all stakeholders that reviewers concur with the English Department's self-study: the woeful state of the department's facilities in Ellis Hall create a difficult, unhealthy, and impractical work environment for both faculty and students. Ellis Hall is a historically significant structure, a jewel of architecture on the College Green. As stewards of such an impressive edifice, of course, Ohio University administrators are aware of the need to renovate Ellis to maintain its structural integrity. It is important to note that the Academic Program Review completed in 2008 found the space to be inadequate. We reiterate that the current conditions are unacceptable. The most pressing issues are the leaking roof and the HVAC system. Most certainly, interior renovations are vital to maintain the department's teaching and learning.

In addition, there are only 40 offices to house approximately 60 instructional staff. As noted in the 2008 external study, the importance of office space for department work and meeting with students is essential, especially to those who teach writing-intensive courses where one-on-one time is common. More suitable office space is key to complete this "student-centered" task.

RECOMMENDATIONS

We find both the undergraduate and graduate programs in English to be viable. Despite the reduction in numbers within the major, the program delivers content to over 75% of the undergraduate students enrolled at Ohio University and is working on creative strategies (e.g., Themes), to increase delivery of English course. Graduate students are gaining invaluable experience serving as teaching assistants and in special projects such as serving as associate editors of relevant journals and co-presenting at conferences.

Recommendation #1: Undergraduate Program:

Although the department is likely to continue to serve large numbers of students outside the major who enroll in its courses to fulfill general education requirements (or requirements in their own majors), it also seems likely that it will continue to be a challenge for the department to maintain or increase these enrollments, given the factors noted earlier. Consequently, we recommend that the department seek opportunities for partnerships and collaborations that might

address the more specific interests of other majors that the English department is in a position to serve. For example, developing special versions of J courses in collaboration with programs outside the College of Arts and Sciences could increase enrollments in those courses, which would bring revenue into the department.

In addition to these steps, the department should continue to consider ways to shift teaching assignments to adjust to enrollment declines in areas of lower demand—in a way that builds upon what has been done already. For example, some senior members of the Group 1 faculty who specialize in literary study have recently begun teaching English 1510 and other undergraduate writing courses. Such reassignment might be necessitated by low enrollments in literature courses that these faculty have previously been teaching, but it also seems clear that some literature faculty members desire this reassignment and see it as a way to help boost enrollments in English courses and perhaps generate interest in the major among new OU undergraduates. In addition, having a greater proportion of lower-division writing courses taught by experienced Group 1 faculty potentially enhances the quality of instruction and opens up opportunities for non-English-majors to interact with senior English faculty.

We would feel remiss if we did not mention faculty role in the extent to which they prepare students for possibility post-graduation. In our conversation with students, we learned that some were a bit unsure about their future...that is other than the prospect of attending graduate school, many were unsure about what they were going to do after graduation.

Recommendation #2: Graduate Program:

The department might wish to re-examine the current admission criteria for the doctoral program and reconsider the size of the program in view of the worsening academic job market and concerns about using graduate student labor, especially with respect to traditional areas of study in English in which fewer and fewer academic positions are available.

We also noticed that the “braided” model may actually create unintended divisions among graduate students and an unequal distribution of labor among the faculty, particularly when assigning graduate classes. For example, we learned that RC and Creative Writing faculty routinely teach graduate seminars on an annual basis, whereas it is not uncommon for Literature faculty to go three years without teaching a graduate seminar. This imbalance is reflected in the graduate student population. We are not suggesting that this imbalance be addressed by increasing the number of doctoral students in the literature track. To the contrary, as we note in the previous paragraph, the sorry state of the academic job market in general and especially literature makes such an increase impractical and unsustainable, if not unethical. Instead, the department might consider revisions to the current doctoral program to integrate the three strands more fully, which might open up opportunities for faculty to collaborate across disciplinary lines in developing and teaching doctoral courses and mentoring doctoral students. Such integration might also encourage students to take courses and work with faculty across areas of specialization, which could prepare them more effectively for the changing expectations of the academic job market. (One model for this kind of integration is the doctoral program in English at SUNY-Albany, which is not structured around traditional literary periods but still allows some students to specialize in a period, if they choose. A description of the program is available at http://www.albany.edu/english/phd_program.php.)

Recommendation #3: Develop Digital Media Track

Although the department has recently revised its major, we recommend a careful review of the major to identify the development of potential concentrations that more directly reflect broader changes in the society affecting the humanities as well as changes in the academic discipline of English itself. Although it seems unlikely that the number of students pursuing the English major will grow dramatically in the coming years (either at OU or nationwide), it does seem possible to attract new students to the major by offering courses in areas of growing interest to students, such as digital media. In its self-study the department has identified a need for two new faculty lines, one in digital media studies and the other in digital literary studies, and departmental faculty have expressed support for such hires. We support these proposed hires, which we view as critical needs in the department. However, the department currently has several faculty members who are already working in digital media or related areas who could begin developing courses and/or a new track in the major that reflects current trends in the society in general and in English Studies in particular. Whatever the specific focus of such new components of the major, we recommend that the department undertake a careful analysis of the extent to which the current major in fact reflects the department's evolving mission (as articulated in the mission statement) and also takes into account areas that are likely to be in demand by students.

Recommendation #4: Revisit the Role of Group II Faculty.

According to the faculty handbook Group II faculty are considered ≥ 0.5 FTE towards teaching, have the right to serve and vote on Ohio University's faculty senate, are encouraged to participate in professional development, and are also eligible for a number of University based awards (e.g., University Professor, Presidential Research Scholar Awards, and the Presidential Teacher Awards). Moreover, beginning in AY 2013-14, the University adopted the policy in which Group II faculty may be considered for promotion. While not mandatory, this evaluation process also encourages five-year contracts for Group II faculty.

In an effort to improve the working conditions of Group II, it has been proposed that they become eligible for five-year contracts (and thus greater job security along with a significant pay raise). Ironically, because of the department's declining enrollments, extending these five-year contracts, essentially promotions, is perceived as too risky.

There is a division of opinion in the department about whether Group II faculty should have limited voting rights (on everything, for example, except hiring and promotion and tenure). Yet, if the college's hiring trends continue along the lines the Dean envisions, it's conceivable that, given retirements over time, Group II faculty may eventually outnumber Group I. Even now, as one anonymous Group II faculty member wrote, because of their heavy teaching loads, Group II faculty already constitute "the face of the English Department to the OU student body." Thus, we feel that the department needs to come to some accommodation in the way Group I and Group II faculty relate to one another. There are apparently positive models elsewhere in the college—Modern Languages was presented as an example. So these kinds of accommodations are clearly possible.

Recommendation #5: Develop a Comprehensive Assessment Plan;

Quality program assessment is essential if faculty and administrators are to assemble useful data that can inform decision making about student learning and development, professional

effectiveness, course changes, program quality, and future direction. Needless to say, any assessment plan should be aligned with department's sense of mission and strategic goals. Moreover, assessments should involve input from as many of the current faculty as possible as well as student feedback.

In the 2013-14 academic year, the department plans to write a standard set of learning outcomes for English 2010 and 2020 in addition to piloting a course assessment in the fall 2014. All sections were to participate in the assessment by spring 2015, and the department planned to develop of similar standard outcomes with means of assessment for English 3070J and the senior seminars. However, progress has been slower than anticipated. In late fall 2014 and spring 2015, the department was creating a rubric to read essays for English 2010 and 2020. The pilot will then proceed. Faculty members note a culture of the department has slowed progress in this area. The review committee acknowledges the difficulty of creating such assessments given the fact that there is no external accreditation body for the English Department. Additionally, the chair noted that discussion is underway regarding program-level outcomes for each of the four majors.

The department's current assessment strategy also calls for a portfolio system for students in the English major that will allow the department to begin to judge the efficacy of the majors as a whole. It may be useful for the department to look internally at programs and departments that require undergraduate portfolio work as well as externally at peer institutions for suggestions and guidance in developing the portfolio; particularly since the portfolio is likely to be used as a way to document student learning and whether the program itself makes a difference and what and how much of a difference that is.

The department also points to difficulty tracking English majors once they leave Ohio University. This indirect measure would be helpful to determine where graduates are employed after graduation. English undergraduates told reviewers that email would be the best way to contact them for survey data on employment, pointing to the timelessness of Gmail accounts as the most appropriate manner.

Recommendation #6: Renovate the Department's Facilities in Ellis Hall.

We acknowledge that capital improvements are a College-level decision that requires significant funds at a time of diminished resources; even so, the current facilities are not only deplorable, there is a substantial threat for ADA-related complaints.

Ingram, David

From: Gradin, Sherrie
Sent: Tuesday, February 24, 2015 3:25 PM
To: Ingram, David
Subject: Re: Review of the Department of English

Hi David,
The Dean and I have spoken. And for the record:

Generally, the response from me and the English Dept Admin Committee about this review report is fairly measured. They recognized that there are many pressures shaping the department right now, all of which are evident to us (national withdrawal from the Humanities, economic downturn, Q2S, etc.) It was good to know that they felt we are shaping our responses to the issues wisely and appropriately.

The list of departmental and institutional challenges they laid out have merit and I am pleased to be able to honestly say that we are working on them. We are actively planning and working the role of Grp 2 faculty, the graduate program, and assessment. Much of this is new territory for us but as I said, we are trying to move from reactive positions to proactive positions.

We certainly did take note that they agree with us that tenure-line hires in digital realms are important for us. That is the second set of reviewers who have noted this.

As you know, the state of the building remains a sore point with us, and there was some perverse satisfaction that two of them nearly fell on the carpet in the English Department and that some of them felt the lung constriction that many of us have when we are on the premises.

Best,
Sherrie

--

Sherrie Gradin, PhD

Chair and Professor of English
Director, Appalachian Writing Project
Ohio University English Dept.

On 2/15/15, 6:38 PM, "Ingram, David" <ingram@ohio.edu> wrote:

>Dear Sherrie and Bob

>

>Please find attached the review of the programs of the Department of
>English.

>
>UCC policy is that Dean and Chair have 14 days to let me know of any
>issues they have with the report. If I receive nothing by 5:00 PM on
>Monday March 9 (thus allowing for Spring Break) I will assume you
>have no objection to me proceeding to Graduate Council for their
>observations on the graduate programs and then to UCC for approval of
>the review. Once approved by UCC, the review is forwarded to the
>Provost so that it can be included as an information item for the
>Board of Trustees. I am told, by Howard Dewald, that the Provost is
>expecting deans to comment on the review of their programs, and that
>if the approved review reaches her without those comments she will seek
>them.

>
>Let me know if you have any questions.

>
>Thanks

>David

>

>

>

>David C. Ingram (ingram@ohio.edu)
>Chair, Program Review Committee of UCC
>Ohio University

>

>740) 593 1705 voice + voice mail

Ingram, David

From: Frank, Robert
Sent: Wednesday, February 25, 2015 12:33 PM
To: Ingram, David
Subject: RE: Review of the Department of English

Dear David:

I have no concerns about the English review. It is thoughtful, reasonably reflects the current state of the academic programs in English, and identifies some important areas for attention going forward.

Robert A. Frank
Dean and Professor of Psychology
College of Arts and Sciences
Ohio University
740-597-1833
frank@ohio.edu

-----Original Message-----

From: David C Ingram [mailto:ingram@ohio.edu]
Sent: Sunday, February 15, 2015 6:41 PM
To: Carlson, Bruce; Frank, Robert
Subject: Review of the Department of English

UCC Program Review Committee summary of review

Program – Department of Psychology

This program includes the following degrees, minors, and certificates:

- B.A. Psychology
- B.A. Psychology Prephysical Therapy
- Psychology minor
- M.S. Clinical Psychology
- M.S. Industrial Organizational Psychology
- M.S. Experimental Psychology
- Ph.D. Clinical Psychology
- Ph.D. Industrial Organizational Psychology
- Ph.D. Experimental Psychology

Recommendation

This program is found to be **viable**, see report for commendations, concerns, and recommendations.

Date of last review – AY 2008

Date of this review – February 2015

This review has been sent to program chair, he forwarded a comment, which is attached, from the Experimental Psychology faculty.

This review has been sent to program college dean. He raised a matter of accuracy, which has been corrected but not entirely to his satisfaction, and he has no further comment.

This review has been sent to graduate council. They have no concerns with this review.



Department of Psychology 7 Year Review
February 5-6, 2015

External Team Members: David Berry, Department of Psychology, University of Kentucky (Graduate program); Hajime Otani, Department of Psychology, Central Michigan University (Undergraduate program)

Internal Team Members: Bill Reader, Journalism, Athens Campus; Brian Hoyt, Management, Lancaster Campus; John Cotton, Mechanical Engineering, Athens Campus

I. Executive Summary

The Department of Psychology was reviewed on February 5th and 6th of 2014. The department offers two B.A. degrees as well as both clinically and experimentally oriented Ph.D. degrees. The department focuses its research focus into three areas: health psychology; social judgment and behavioral decision-making; and intervention design and outcome evaluation. Its research productivity and impact is impressive. Educationally, undergraduate teaching is effective and deliberate, utilizing support of Group II faculty. Overall, the review committee found the department to be very strong.

Commendations

1. Department leadership is very strong. Our study found members of the department community (graduate students, junior and senior faculty, and Groups I, II and IV) placed heavy emphasis on the accessibility and willingness of the department chair, Bruce Carlson to address concerns. The assistant chair for undergraduate studies, Susan Tice-Alicke has led strong efforts in both curriculum and the creation of an advising center to supplement faculty advising.
2. The statistics courses (PSY 2110/1110) provide quality education for both psychology majors and as a service course, while at the same time providing structured education of Ph.D. students for how to teach. The leadership of Craig McCarthy is viewed as key in this area.
3. The collaboration of research across labs, both at the faculty and graduate student levels, is an indicator of a strong program.
4. The clinical side of the Ph.D. program was very impressive.
5. The Psychology Training Clinic was seen to serve a vital role in not only training of students, but also for providing vital support to the campus and surrounding community.
6. The department's high level of research funding, publication, and reputation is outstanding. An additional factor that stood out is the high number of grant submissions.
7. The facilities provided to faculty and graduate students were reported as adequate to continue with the department's mission.

Concerns

1. The completion rate along the experimental track was less than 50%. While the department was aware of this, the acceptance of this fact, our committee found troubling.
2. The level of support for graduate student travel to both research meetings and clinical duties seemed low considering these are expected of students. This, when placed in the context of lower graduate stipends compared to benchmarked psychology programs reported in the self-study, is of concern.

3. The amount of Group I faculty members for a program of this size is low. This has led to delayed teaching of some graduate classes. The undergraduate program has compensated using exceptional Group II faculty for both teaching and administration. However, with different leadership and personnel, we are concerned about the sustainability.

Recommendations

1. The low completion rate of the experimental program should be examined in more detail. Reticence of some students to discuss the issue may make external reviewers and/or anonymous feedback advisable.
2. Solutions must be found to protect the Psychology Training Clinic in an RCM environment.

II. Program Review

1. General Program Summary:

The department offers two B.A. degrees (Psychology and Psychology Pre-Physical Therapy) and both clinical and experimental Ph.Ds. In recent years, the program enrolls 600-700 majors and roughly 70 graduate students. With service teaching included, the department delivered over 23,000 undergraduate student credit hours last year. Research activities are exceptionally strong focusing on three areas: health psychology; social judgment and behavioral decision-making; and intervention design and outcome evaluation.

2. Faculty Profile:

The department currently has 21 Group I, 5 Group II, and 1 instructional Group IV faculty. Group I faculty are split evenly across assistant, associate, and full professors. Searches are ongoing for two additional Group I faculty. This is a decrease from 25 faculty at the last review seven years ago, which has been largely compensated for by Group II faculty. Group I faculty are exceptionally productive in research and service to their disciplines.

3. Programmatic Practices:

A well-defined workload plan assigns faculty 30 credit hour equivalents per year. Firm measures of research and service productivity are communicated, and granted credit in course equivalents, allowing faculty to contribute differently in their most effective manner.

Junior faculties claim that expectations of promotion and tenure are clear and consistent. Standards are reported to be high, but that resources are excellent. Access to graduate students is supportive. Mentorship is provided and reported as effective.

Online and regional education were not well addressed in the self-study, and should be better addressed in future reviews.

4. Curriculum:

Undergraduate Program: The Psychology undergraduate program consists of two majors (Psychology major and psychology pre-physical therapy major) and one minor. Both majors require 35 credit hours; however, Psychology pre-physical therapy major requires additional courses that are needed for admissions to the Physical Therapy program. The minor requires 21 credit hours. The undergraduate curriculum is guided by the goals that were identified by the university strategic plan (Vision Ohio, 2006) as well as the learning objectives that were recommended by the Task Force of Undergraduate Psychology Major Competencies that was organized by the American Psychological Association (APA, 2002 – 2013). Based on these goals and objectives, psychology majors are required to take eight common courses (PSY101 General Psychology, PSY2110 Statistics, PSY2120 Research methods, PSY2210 Psychophysiology, PSY2310 Cognitive Psychology, PSY2410 Child and Adolescent Psychology,

PSY2510 Social Psychology, and PSY2710 Abnormal Psychology) plus three elective courses at 3000 level. Of these, five courses (Psychophysiology, Cognitive, Child/Adolescent, Social, and Abnormal) form the core of the curriculum whereas Statistics and Research Students provide research foundation. For elective courses, there are a variety of courses that students can choose; however, to help student select the right courses for their career and graduate school goals (e.g., Clinical Psychology), the program created 18 different tracks, each with recommended courses. Because the curriculum is based on the APA recommended learning objectives, it represents the best practice of psychology undergraduate education. Further, having common courses all majors must take ensures common learning outcomes while elective courses providing flexibility to the curriculum.

The program noted that the goals and objects cannot be met by courses alone, and therefore, the program emphasizes educational experiences in and outside of the classroom. Based on the self-study document as well as interviews with Group I faculty, students have ample opportunities to gain additional experience outside of the classroom. To promote experience in research and services, the program allows students to earn course credits by participating in faculty labs (PSY3940) as well as working at agencies that provide psychological services (PSY3910). To make these experiences as educational as possible, the program has a contract that students as well as their supervisors must sign, which specifies expectations by the both sides. The program also has an honor's program, which includes a thesis requirement, very much like a thesis requirement in a master's program. According to the self-study document, each year about 100 students sign up for PSY3940 research experience. The number is much smaller for PSY3910 service experience. For various reasons, the number of students enrolling in the honor's program has been very small (one or two students each year). Undergraduate students who present at a conference can receive funding. Further, graduate students who provide research supervision to undergraduate students and make conference presentations with these students receive additional funding for travel. Students also have the opportunity for presenting research at the university's Student Research & Creative Activity Expo.

Graduate program: The Psychology Department hosts 2 Ph.D. programs, one in Clinical and another in Experimental. The clinical program has a curriculum that is largely mandated by the Committee on Accreditation within the American Psychological Association and is closely monitored by that organization. Thus, the coursework and other required experiences for this program are comparable to those of other doctoral-granting institutions. The curriculum for the Experimental Doctoral Training Program is, by necessity, somewhat different for each of the 4 areas. However, the curriculum was viewed as comparable to those of other Experimental Psychology programs.

Each program admits approximately 8 new graduate students each year, which appears to be an appropriate number for the faculty. The quality of the graduate students appeared to be quite good for both programs. One notable difference however was the Ph.D. completion rate, which was described in the self-study as 45% for the Experimental Program and 77% in the Clinical Program. There did not appear to be any systematic effort by the former program to address the high attrition rates. There was a modest level of diversity in the Experimental Program students, and somewhat more in the Clinical Program.

Other points:

- Research supervision unevenly distributed across faculty.

- Survey of alumni suggested high satisfaction with training.
- Same survey indicates dissatisfaction with mentoring by experimental program faculty. In contrast, most clinical graduates who completed the survey were satisfied with their advising.
- Experimental probably needs more faculty to offer graduate courses at regular intervals
- Reconsideration of the role and form of the comprehensive examination should be considered. Although it does not necessarily rise to the level of academic hazing, it does not appear to further graduate student development in its present format.
- Teaching certificate for graduate students is seen as important and useful initiative.
- Self-Study documents that stipends are not competitive with benchmark programs.
- Self-Study indicates that the majority of doctoral graduates obtained employment consistent with their training.

5. Teaching:

Undergraduate Program: The undergraduate program has resources and distribution of faculty that is more than sufficient to support Psychology majors. The department utilizes Group I tenured faculty, Group I tenure track faculty, Group II, and Graduate students (TA, GA, and Group III part time instructors) to deliver high quality courses for Psychology majors and as a service to other departments on campus. Pedagogical practices are intentional (planned and executed) effective as measured by formal assessment tools such as student evaluations, faculty in class observations, faculty collaboration on standardized learning modules or full courses. There is evidence of strong linkage between program and course learning objectives, class structure and delivery, and learning outcome assessment. There is strong continuity between the department self-study (department perspective on undergraduate teaching effectiveness), review team interviews, and program structure. The department provides high quality curriculum and delivery to attract and engage Psychology majors. In addition, the department provides exceptional support for non-majors to be successful in home departments. The department's efforts and expertise provide students with opportunities to be very successful in the future academic pursuits (graduate school) or employment after completion of the undergraduate program.

One particular teaching highlight that the Psychology Department uses to deliver core content to majors and students outside the department is centered in the cluster of statistical analysis courses (PSY 1110 Elementary Statistics, PSY 2110 Statistics for the Behavioral, and PSY 3250 Research Methods). This cluster of statistics classes is a fundamental skill set that all Psychology majors must develop competencies for success in the applied positions in the field at graduation or in graduate school. The cluster of statistical classes is delivered to a high number of students in small and large sections and taught by a group of faculty and graduate instructors. Central to the success of this cluster is the use of a "Master Teacher" model. Important components of this model include course design based on desired student learning outcomes, standardizing of content and delivery, assessment, and faculty or instructor training/mentoring collaboration. Course design focuses on learning outcomes for psychology majors and non-majors in data gathering, data analysis, interpretation of data, use of analysis software (SPSS), and application opportunities/experience using team and individual project work. Course design is aligned with APA guidelines. The course is standardized across all sections including syllabus, exams, and approved database of problems for assignments. The consistency of the delivery of each section is established and maintained using a central teaching coordinator (full time GII) who collaborates with GI

faculty and meets individually or in groups with graduate students teaching sections. Mentoring activities address course management, class management, and classroom platform skills improvements. In addition to the faculty based collaboration and course structure the statistics cluster provides a Peer Tutoring Lab with undergraduates who have completed the statistics and research methods sequence to help students in PSY 1110 and PSY 2110. The Peer Tutoring Lab provides assistance on homework, project work, and SPSS applications.

- The number of sections delivered each semester include one mega section (400-500 students), 2 large section (75-100 students), and 13-15 “regular sections” with 30-35 students.
- Faculty rank teaching the course as part of team include tenured, tenure track, Group II dedicated instructional, Advanced Graduate Students as part time instructors, Graduate students as instructors in training, and Teaching Assistants as facilitators.

The upper division courses are delivered by Group I primarily. Student course evaluations and department level teaching evaluations depict a high level of quality in delivery and in meeting learning outcomes.

Teaching effectiveness is evaluated by annual committees that review student course evaluations, course materials, and classroom observations. Non-tenured Group I tenure track faculty are also evaluated by the department P&T committee. Faculty individually can use resources outside of the department (i.e. Center for Teaching Excellence and Arts and Sciences teaching workshops). Teaching Assistants, Graduate Assistants, and advanced graduate students as Part Time instructors receive teaching training with completion of teaching seminar, mentoring, and weekly discussions and class planning with mentor.

Establishing a balance for developing research competencies and career based competencies is addressed with course content and research project work in the required PSY 2110 statistics course and the PSY 1110 Optimizing the Psychology major (freshmen learning community course).

Graduate program: The department's commitment to teaching excellence at the undergraduate level is paralleled at the graduate level. Students in both the clinical and experimental divisions seemed to have high regard for the quality of instruction, which reinforces the relatively high teaching scores department-wide mentioned in the self-study. The impressive number of teaching awards conferred upon faculty further reinforces the excellence of graduate-level courses, as well as the strength of the graduate curricula.

Probationary faculty and graduate-student instructors receive very good mentorship with regard to teaching quality. Of particular note is the department's emphasis on preparing graduate students for careers in teaching as well as research. Senior faculty lead by example by excelling in teaching at both the undergraduate and graduate levels.

Beyond the classroom, the graduate-teaching mission of the department is a bit bifurcated. Advising evaluations, evidence of collaboration with faculty and peers, and degree-completion rates are factors to consider. Although the clinical program seems to be functioning at a high level (we would say "excellent" and "impressive"), the experimental division appears to have had some challenges during the review period. The survey of graduates since 2007 showed very high levels of satisfaction among clinical graduates, but quite low levels of satisfaction within the experimental division, with 58% satisfied with

mentoring and just 42% satisfied with advising. Correlated with the relatively low completion rate in the experimental program (just 40% in the most recent years, per the self-study), the low satisfaction rates provide cause for concern. The experimental faculty are clearly aware of and expressed some concern about those rates, but seemed too quick and too inconsistent in trying to rationalize the self-study findings and accept them as normalized. This review committee recognizes there are some mitigating factors in play, but also recommend that the department undertake a more rigorous and formalized investigation into the issues, and take a more deliberate, structured approach toward addressing those concerns before the next review period.

Beyond the issues of advising/mentoring and completion rates, the experimental division does seem to have a very good success rate in preparing graduate students for careers in collegiate teaching and/or research.

6. Research (if applicable):

The clinical area faculty are exceptionally productive researchers. In terms of both quantity per faculty member as well as quality of outlets. Another area where the clinical faculty excel is in grant submissions. The self-study documents the high and consistent level of grant submissions by these faculty. Finally, a significant percentage of these grant proposals are funded, resulting in the highest level of external support in the College. Another notable characteristic of the research programs of clinical faculty is the high level of coauthorships with graduate students on publications and conference presentations. In many cases, data collection projects are integrated with clinical activities in the community, a commendable example of town-gown integration.

The faculty in the Experimental area also show impressively high research productivity. In term of publications, during this review period, they published 149 journal articles, 5 books, and 44 book chapters, averaging 2.6 publication per faculty a year. These publications are of high quality. In terms of grant activities, they submitted 46 grant applications and of these, 5 were funded (Note: Table 17, p. 25 of the Department summary shows three). The amount of external funding was \$326,889 (based on Table 17 on p. 25).

Other points:

- Research foci areas have succeeded in facilitating collaborations between experimental and clinical faculty, a relatively rare occurrence in benchmark programs.
- New faculty hires have impressive credentials and potential.
- Flexible work-load policy well-operationalized and allows research-intensive faculty to trade off teaching loads.
- More funds to support graduate student research projects as well as travel to present at scientific conferences would be extremely helpful to their productivity.
- Faculty service as journal editors and associate editors is impressive.
- Research facilities are modern and excellent.

7. Students :

Undergraduate program: Unfortunately, no undergraduate students appeared at the scheduled time, so the following information lacked student input. The undergraduate program in Psychology demonstrates organizational structure (objectives, plans, execution, and assessment) to deliver high quality curriculum/content to prepare undergraduate students with academic and practical background to pursue discipline-related careers or graduate work following graduation.

Student advising is approached using a collaborative approach between full time Group I tenured and tenure track faculty, Group II full time teaching faculty, and a dedicated Advising Center staffed for academic and career advising services. This approach provides maximum coverage for student advising and optimizes advisor expertise in scheduling, career, and academic planning and issues.

- Major advising is conducted with Group I tenure track and tenured faculty (approximately 35-40 advisees per faculty member), Group II assignment of advisees (new in 2014/15 and averaging 10 per GII faculty member), and the Advising Center (approximately 500 walk in visits per year and 1000 advising question contacts (e-mail)).
- Advising effectiveness is measured by # of major participants in advising support, advising survey, and indirect measures related to retention and post undergraduate placement (employment or graduate school).
- The Advising Center has prepared 18 advising tracks for align course work and specific careers in psychology and related fields
- The Advising Center schedules (or aligns with university events) advising events including; Career Paths for Psychology Majors workshop, DARS fest (how to read and use the OU transcript), and a Fieldwork and Research Fair
- The Advising Center provides career advice including assistance in applying to graduate school and preparation for careers after undergraduate completion. Workshops include interview preparation, application preparation, graduate school fair, portfolio documentation preparation.
- Probationary students are required to meet directly with Advising Center staff who assess academic difficulties, identify university resources (i.e. writing lab), develop a improvement plan, and assist in course scheduling as related to new plan.
- Student Learning objectives were identified with 10 outcome areas and aggregated in knowledge growth (Knowledge Base of Psychology; Values in Psychology; Sociocultural and International Awareness), comprehension development (Information and Technological Literacy; Communication Skills: Personal Development; and Career Planning and Development), Application skills (Research Methods in Psychology and Application of Psychology), and Analysis skills (Critical Thinking Skills in Psychology).
- Student learning assessment is based on course evaluation data, graduating senior surveys, one year post graduation survey, and thorough course examination and course improvement as related to stated department learning objectives (noted above). Department objectives are aligned with American Psychological Association guidelines and then directly linked to course learning objectives and specific course/assignment assessment tools (assignments, exams, projects, analysis outputs, etc.)
- Psychology major profile characteristics – There are no significant concerns with the demographics and most characteristics that are being tracked are relatively consistent.
 - ACT scores for incoming freshmen 23.9 composite as compared to 24 for the university average and class rank was at the 69.9 percentile (68.5 for university).

- The number of majors is just under 700 over the course of this self-study period. Cohort size changes as % lost is at the highest between first and second year with the % reduced in each successive year reflecting larger #'s of students leaving the major than coming in between first and second year and stronger retention from 2nd to 3rd and 3rd to 4th.
- Majors are approximately 70% female with almost 20% of majors defined as non-white. The largest increase in diversity by race is 4.6% to 7.4% for black students.
- Retention rates for first year majors are 75% as compared to 77% for all other Arts and Sciences majors.
- Average time to degree average 4.2-4.3 years as compared to 4.2-4.4 for all other Arts and Sciences majors.
- Approximately 50% of undergraduates continue on to graduate school within the first post undergraduate completion.
- Of those majors entering the workplace after graduation 63% are employed within 8 months.

Graduate program: The department clearly is able to attract graduate students with high levels of aptitude. It makes considerable efforts to increase the diversity of its graduate student body, but clearly faces the same hurdles as all other departments at Ohio University owing to its rural location and limitations of the local culture. That said, the most recently assessed cohorts have racial/ethnic diversity of just above 15%, and women make up a strong majority of the graduate student body.

Students in the department benefit from strong teaching, adequate to excellent advising and mentorship, excellent research and clinical facilities, and a collegial, collaborative culture that is facilitated by departmental leaders, the faculty and staff, and students who are approaching graduation.

A concern among students and faculty relate to financial support for graduate students, as base stipends are relatively low compared to similar programs, travel support is not reflective of modern costs of attending conferences and/or commuting to training placements beyond Athens County, and administratively tedious (and time consuming) application procedures for relatively small grants from elsewhere at the university. The department, in collaboration with the college administration and the graduate college, may need to find ways to increase base stipends, increase travel allowances, and streamline application procedures for additional funds.

8. Alumni Profile:

Undergraduate program: Graduates of the Psychology Department are able to move into discipline – related careers or pursue further academic work at the graduate level

- The % of Psychology majors graduating in 4years is approximately 45%, within 5 years approximately 55%, and within 6 years is approximately 60%.
- Based on the university's Career and Further Education Study 63% of Psychology majors will have first job within 8 months of graduation
- Of those graduates employed only 53% were completely satisfied with the nature of that employment (latest 2010).

- Senior exit surveys report 81%-97% overall satisfaction with the educational experience in the Psychology Department
- Senior exit surveys report between 62%-83% very good or excellent quality of instruction

Graduate program: According to the self-study, the 11 Experimental Graduates who responded to the alumni survey included 45% in tenure-track academic positions, and 45% apparently in business settings.

The 47 clinical alumni appeared to have 13% in post doctoral training 21% in academic positions, 47% apparently in clinical service delivery, and the remainder in other settings.

9. Adequacy of Resources:

The department's facilities are good to excellent. Faculty, staff, and graduate students all have offices within the same building and in reasonably close proximity to teaching, conference, and research facilities. Faculty and students alike seemed very satisfied with the facilities provided to the department.

Of particular note is the department's professional training and practice clinic. This obviously is necessary to support a clinical Ph.D. program, but at Ohio University, the department's clinic provides a high level of service to the entire campus community and the broader community of Athens and adjoining counties. Members of this review committee were taken aback, therefore, that the dean seemed to suggest that the clinic model may be "obsolete" and that the clinic's future is not certain ("It's not viable," he commented). Our meeting with the dean was relatively brief, so we were not able to press the matter to get a clearer idea as to the dean's long-term designs for the clinic. (Since the draft of this report, the dean has claimed the above comments were misunderstood, and addressed general psychological clinical training, and not the clinic at OU. The committee welcomes specific clarification of his views in his response.) The clinic is very clearly an essential component of the department's excellent graduate program.

10. Commendations:

1. Department leadership is very strong. Our study found members of the department community (graduate students, junior and senior faculty, and Groups I, II and IV) placed heavy emphasis on the accessibility and willingness of the department chair, Bruce Carlson to address concerns. The assistant chair for undergraduate studies, Susan Tice-Alicke has led strong efforts in both curriculum and the creation of an advising center to supplement faculty advising.
2. The statistics courses (PSY 2110/1110) provide quality education for both psychology majors and as a service course, while at the same time providing structured education of Ph.D. students for how to teach. The leadership of Craig McCarthy is viewed as key in this area.
3. The collaboration of research across labs, both at the faculty and graduate student levels, is an indicator of a strong program.
4. The clinical side of the Ph.D. program was very impressive.
5. The Psychology Training Clinic was seen to serve a vital role in not only training of students, but also for providing vital support to the campus and surrounding community.
6. The department's high level of research funding, publication, and reputation is outstanding. An additional factor that stood out is the high number of grant submissions.

7. The facilities provided to faculty and graduate students were reported as adequate to continue with the department's mission.

11. Concerns:

1. The completion rate along the experimental track was less than 50%. While the department was aware of this, the acceptance of this our committee found troubling.
2. The level of support for graduate student travel to both research meetings and clinical duties seemed low considering these are expected of students. This, when placed in the context of lower graduate stipends compared to benchmarked psychology programs reported in the self-study, is of concern.
3. The amount of Group I faculty members for a program of this size is low. This has led to delayed teaching of some graduate classes. The undergraduate program has compensated using exceptional Group II faculty for both teaching and administration. However, with different leadership and personnel, we are concerned about the sustainability.

12. Recommendations:

1. The low completion rate of the experimental program should be examined in more detail. Reticence of some students to discuss the issue may make external reviewers and/or anonymous feedback advisable.
2. Solutions must be found to protect the Psychology Training Clinic in an RCM environment.

III. External Review Report

External Review of Graduate Program In Psychology at the Ohio University

External Reviewer: David Berry, Ph.D., University of Kentucky

OVERVIEW

The Department of Psychology at Ohio University offers doctoral training in two areas: Clinical and Experimental Psychology. Facilities are impressive. Thanks to a well-articulated flexible workload model, talented teachers have higher instructional efforts, whereas vigorous researchers devote more effort to conducting and disseminating research as well as mentoring graduate students. In both programs, faculty accomplishments are generally impressive, in terms of research productivity, service to the University, profession and community and, particularly in the case of the clinical program, sizeable extramural grant funding. The graduate curriculum in both areas is well-thought out, and prepares graduates for a variety of careers. Both programs attract strong graduate students, although the completion rate for experimental students is substantially lower than that for clinical students.

GOALS AND CURRICULUM

The clinical program seeks to train graduates to function as “scientist-practitioners” in the classic Boulder Model. To this end, the curriculum is heavily constrained by requirements of the Committee on Accreditation of the American Psychological Association. Consistent with the program’s model, it appears that clinical graduates serve in a wide variety of settings, including academic, medical centers, and mental health delivery organizations. One issue the clinical program may need to address is the mean time to completion of degree, which in the self-study was stated to be 7 years, almost one year longer than the mean from the previous review (6.1 years).

The experimental program faces a more challenging task in terms of curriculum as it must address training in 4 clusters: Cognitive, Social, Health and Industrial/Organizational Psychology (I/O). However, there is a core of foundation classes shared across all areas prior to developing more specialized research expertise within the student’s chosen area. Although there is a low completion rate for Experimental students (45%), and they also take an average of 7 years to degree, a substantial proportion of those graduating obtain tenure-track positions in academics.

FACULTY

As previously noted, the faculty in both training areas are quite impressive and largely have active research programs. This is a noteworthy achievement given the reported problems with finding employment for spouses in a small town environment and occasional difficulties with adjusting to such an environment. Faculty were particularly pleased with departmental leadership and satisfied with their graduate student bodies. As noted in the self-study, Psychology Group I faculty lines are significantly less than in past periods, despite an increase in undergraduate teaching responsibilities. Nevertheless, the department was successful in recruiting several promising young faculty over the last few years. It should also be noted that if the number of faculty within each Experimental area falls below 3, it will be challenging to provide instruction and research mentoring to their graduate students.

STUDENTS

In recent years, both programs have attracted substantial numbers of applicants, with favorable selection ratios and reasonable acceptance rates. Although clinical programs typically have a significant edge over experimental programs in GRE and GPA credentials, this difference has been closing for the programs at Ohio University. Overall, both graduate programs have strong student bodies.

Separate group meetings were held with experimental (N=16) and clinical (N=30) graduate students. In general, both groups were satisfied with their training experiences. However, in the experimental group, low stipends, lack of affordable health and dental insurance, meager support for travel to research conferences and limits on working outside their assistantships were concerns. One student commented “finances are on my mind all the time.” Several students complained that the Comprehensive Examinations were, in practice, a significant roadblock to timely completion of their training. Some suggested substituting a “Psychological Bulletin” level review paper for the exams, or exempting those with a high cumulative GPA from this requirement.

Clinical students shared concerns with low stipends, limited support for conference presentations, the expenses of having to travel to placements outside of Athens, and the perceived barrier to timely completion of the Comprehensive Examinations. Clinical students were extremely positive about the Training Clinic, which provides strong clinical training as well as the opportunity to contribute to the well-being of overflow clients from the Counseling Center and offers specialty psychological assessments (ADHD, LD) which would otherwise be entirely unavailable in the Athens community. The Training Clinic also provides important resources from the standpoint of the earlier noted APA accreditation process. Clinical students were extremely positive about their research and academic mentoring in the program.

GRADUATES

As noted earlier, there is a discrepancy between the programs in doctoral completion rates, with 45% completing the experimental program over the previous 7 years and 77% completing the clinical program. The experimental program places a higher percentage of its graduates in academic settings whereas the clinical program places more graduates in practice organizations, as would be expected. One anomaly in the report on survey of graduates was low satisfaction with advising/mentoring in the experimental program. Overall, job placements for graduates of both programs are very good.

SUMMARY

Both doctoral training programs in the Department of Psychology at Ohio University have excellent faculty, up to date curriculums, strong graduate students and respectable job placements for graduates.

SUGGESTIONS FOR STRENGTHENING GRADUATE PROGRAMS

1. Increasing Group I faculty lines, particularly in Experimental areas with few faculty.
2. Increasing graduate stipends, travel support, and offer affordable health and dental insurance.
3. Consider remodeling the Comprehensive Examinations so that they produce products that enhance the students' careers and function less as the barrier to timely completion that current students perceive them to be.

4. Develop strategies to decrease time to completion of the degree, which at a mean of 7 years is higher than at benchmark institutions.
5. Determine the underlying causes of the low completion rate in the Experimental program and devise strategies to increase it.

External Review of Undergraduate Program In Psychology at the Ohio University

External Reviewer: Hajime Otani, Ph.D., Central Michigan University

Overview of the Program

The Department of Psychology at the Ohio University is a department in a large state university with extensive research focus. In fact, the Ohio University is one of five universities in Ohio that are rated as “research-extensive” by the Carnegie foundation. The Department consists of two nationally competitive graduate programs (Experimental and Clinical Psychology) and a large undergraduate program. The Department is located in the Porter Hall, which underwent several renovations in the past with the most recent one in 2007 to add a wing section. According to the self-study document, the building provides adequate space for both teaching and research, including space for two computer labs, a clinic with treatment rooms, rooms for the Advising Center, and offices for faculty and graduate students, in addition to classrooms and faculty labs.

Faculty are divided into several categories: tenure/tenure track faculty (Group I), full time teaching faculty with multi-year contracts (Group II), part-time faculty (Group III), and visiting instructional faculty (Group IV). During the 2013-2014 school year, the number of Group I faculty was 21, and the number of Group II faculty was five. The number of Group I faculty has declined over the years: During the 1998-1999 year, there were 28 Group I faculty, and during the last review cycle, there were 25 Group I faculty. However, in 2014, a new faculty member was hired in Group I, and searches are currently underway to fill two other positions in this group. The workload of Group I faculty includes teaching as well as research whereas the workload of Group II faculty is entirely devoted to teaching. Group I faculty shows a high level of research productivity. During this review period, the number of publications per faculty averaged over three a year, and the amount of external funding reached 2.8 million dollars in 2013-2014, the highest ever. Further, Group I faculty have been professionally active with every faculty member filling critical roles in their professions. The teaching load of Group I faculty is variable with adjustment being made based on other activities (e.g., supervising theses and dissertations) that are considered teaching equivalent. However, almost all faculty members in this group are assigned a 2-1 or 2-2 teaching load, which is divided into teaching graduate and undergraduate courses. Group II/IV faculty are assigned a 4-4 teaching load, and their teaching is done exclusively at the undergraduate level. Group III faculty are contracted by courses. In addition, graduate students teach some undergraduate courses as a part of their assistantship or in case that they are out of assistantship, as a part time faculty. According to the self-study document, the share of undergraduate students taught by full time faculty (Group I, II, and IV) has declined in recent years, from 93% in the fall semester of 2006 to 61% in the fall semester of 2012. During the same period, the share of undergraduate students taught by graduate students increased from 17% to 39% (see p. 21 of the Undergraduate self-study document). The Department has been committed to staff courses with full time faculty as much as possible. In fact, from the fall of 2006 to the fall of 2013, the share of undergraduate students taught by Group I faculty declined by 18% but the decline was compensated by an increase (12%) in the share of undergraduate student taught by Group II faculty (also full time). However, using graduate students to cover undergraduate courses is unavoidable due to the popularity of psychology among undergraduate students. To maintain high quality of teaching, the Department conducts regular reviews of all instructors. Group I

and II faculty are reviewed annually by a Department committee, and Group III and IV faculty as well as graduate student instructors are reviewed by the Department Chairperson. In addition, at the end of each semester, student evaluation is conducted in all classes. High quality of teaching by the Department is evidenced by high student evaluation ratings for all groups of instructors, even though the ratings were slightly lower for the graduate student group than the other groups. The Department ensures high quality teaching by graduate students by not allowing them to teach until they take a seminar in teaching, which is offered for second year graduate students during the spring semester. Currently, the Department is considering a proposal to expand support mechanisms for these graduate student instructors.

The undergraduate program consists of two types of major (psychology major and psychology pre-physical therapy major) as well as minor, with the both majors requiring 35 credit hours and the minor requiring 21 credit hours. Additional classes are required for the pre-physical therapy major. Note that the number of required credit hours changed when the University transitioned from a quarter system to a semester system in the 2012-2013 school year. The adoption of a semester system resulted in redesigning of the curriculum. In the new curriculum, all majors are required to take eight common courses (PSY101 General Psychology, PSY2110 Statistics, PSY2120 Research methods, PSY2210 Psychophysiology, PSY2310 Cognitive Psychology, PSY2410 Child and Adolescent Psychology, PSY2510 Social Psychology, and PSY2710 Abnormal Psychology) plus three elective courses at 3000 level. Courses are offered in a variety of topics, which cover almost the entire field of psychology. Further, diversity issues are emphasized in many of these courses. There is no, what is commonly referred to as, capstone course; however, there are a number of courses at the 3000 level in which students have the opportunities to synthesize what they learned in lower level classes. Further, students are required to take a Tier III course during their senior year to fulfill a College requirement. These Tier III courses are designed to promote integration of knowledge students acquired during the first three years of college education. The Department offers four Tier III courses (T34800 The Human Response, PSY4210 Clinical Psychology, PSY4720 Human Stress, PSY4810 Evolutionary Psychology). In addition, although there are no formal concentrations, for advising purpose, the program created 18 different tracks with recommended courses that enable students to focus on a particular area of psychology in preparation for careers and graduate school. Advising is done by faculty as well as by the staff (faculty and graduate student advisors) at the Advising Center, which was created to improve advising because advising was identified as one of the weaknesses by the last program review in 2008. Students are assigned to faculty advisors based on an algorithm that was created to distribute students evenly among faculty advisors. Additional advising can be sought at the Advising Center by making an appointment with the Center advisors, visiting the Center advisors during the walk-in hours, or sending emails to the Center advisors. Further, the director and faculty advisors at the Advising Center conduct special advising sessions for students on academic probation. The Advising Center also hosts a number of workshops throughout the year, which are designed to disseminate information about careers and graduate school.

The curriculum is based on the goals established by the university strategic plan (Vision Ohio, 2006) coupled with the learning objectives recommended by the Task Force of Undergraduate Psychology Major Competencies sponsored by the American Psychological Association (APA, 2002-2013). The goals guides the program in terms of how it provides high quality education to students whereas the learning objectives are learning outcomes students are expected to achieve after completing the curriculum. The self-study document notes that courses alone do not accomplish these goals and

objectives, and therefore, the program emphasizes high quality educational experience both in and outside of the classroom. Outside of the classroom, the program provides a number of opportunities for students to develop additional skills that are helpful in competing for jobs as well as for graduate school. In particular, students can earn course credit by working in faculty labs (PSY3940 Research in psychology) or agencies that provide psychological services (PSY3910 Field work in psychology). Approximately 100 students sign up for research experience each year. The number for service experience is smaller. Because the demand for research experience cannot be accommodated by Group I faculty alone, the program allows graduate students to be the supervisors of students taking PSY3940 credits. To make this experience as educational as possible, the program created a contract with a set of rules that needs to be signed by the student and the supervisor. A similar contract is also used for service experience. Students can also enroll in the psychology honor's program, which includes a requirement to complete an honor's thesis, which is very much like a master's thesis, with a formal defense at the end. However, the number of students in the honor's program has been very small, only one or two students a year in recent years. To promote research activities, the Department provides funding for student travel as well as for honor's projects. Student travel supports are provided for undergraduate students presenting at conferences. Further, to encourage graduate students to work with undergraduate students, extra travel supports are provided for graduate students who are presenting at conferences with undergraduate co-authors. The University also has a student research and creative exhibition event to encourage student involvement in research and creative activities. Although it was not mentioned in the self-study document, a study abroad program in psychology is available for students who are interested in gaining experience living and studying in a foreign country.

The number of majors has fluctuated somewhat over the years; however, during this review period, the number has been over 600 each year, reaching over 700 in 2011-2012 but declining to a lower 600 in 2013-2014. The number of pre-physical therapy majors is much smaller, and the number has declined over the years from about 100 during late 1990's and early 2000's to about 30 a year in recent years. The quality of students has been stable over the years: Among the first year students, the mean ACT scores as well as the mean high school class rank has shown a slight increase in recent years but the mean SAT scores stayed about the same. The quality of students majoring in psychology reflects the quality of students at the University level; that is, the students the program attracts are not lower quality students. In an effort to recruit top ranked psychology applicants, the Department has been offering scholarships; however, this effort has not been successful. In terms of demography, about 70% of the majors are women and about 20% are minority students. The retention rate from freshman to sophomore is about 75%. The graduation rate has fluctuated somewhat over the years but the rate is similar to that of the College, and the average time to complete the degree has been stable at about 4 years and a few months. The program also serves students who are non-majors, which accounts for over 70% of student credit hours generated. The most of these non-majors are from the College of Arts and Sciences and the College of Health Sciences and Professions.

In the past, the program used commercially available norm-based tests (ETS Major Test and ACT COMP test) to conduct learning outcome assessments. However, the program moved away from these tests because it was difficult to test a representative sample of psychology majors. The program is currently constructing a new way of assessing student learning outcomes, which is based on the philosophy that assessment is more effective when it is incorporated into class activities. To implement

this philosophy, the program is considering competency based assessments. Because the program adopted learning objectives recommended by APA, assessments should be conducted to determine whether students are meeting these objectives. The self-study document presents an assessment rubric that was constructed for PSY2110 Statistics. In this rubric, learning objectives are connected to specific class assignments with the criteria that students must meet in order to be judged satisfactory. The program plans to expand this approach to all classes.

Data from alumni surveys are also available for the assessment purpose. The University conducts two surveys targeting alumni who graduated one year ago (One-year survey) and five years ago (Five-year survey). The results of the One-year survey indicated that 63% of psychology alumni found their first employment within eight months after graduating, and that the unemployment rate has been about 10% during past few years. Further, about 50% went to graduate school. The average salary of psychology alumni seems to be somewhat lower than the average salary reported for the College, and only about a half of the respondents reported extremely or very happy with their jobs. The results from the Five-year survey showed that among those who graduated five years ago, the unemployment rate was about 7% to 12%, which is slightly higher than the rate reported in the past (6% to 7% from 2000 to 2004). The higher unemployment rate in recent years is likely to be the result of economic recession that started in 2007. After five years of graduation, about 50% earned a master's degree or higher, and most worked in business, education, and government sectors. The survey also revealed that a very high percentage of the respondents reported that the program as well as the University helped them acquire job-related skills.

Students are generally satisfied with the program as evidenced by high satisfaction ratings on student evaluation and the Senior Exit Survey. However, some dissatisfaction has been expressed on the Senior Exit Survey, the One-year Alumni Survey, and the Five-year Alumni Survey. On student evaluation, the average ratings have been above 4-point out of a 5-point scale regardless of course levels, indicating that students evaluate all courses highly, even though they tend to prefer full time faculty relative to graduate students. The Senior Exit Survey also has been showing high satisfaction ratings; however, advising, particularly faculty advising, has been an area of concern. In particular, students identified the lack of information regarding jobs and graduate school as an area of weakness. The satisfaction ratings were somewhat lower on the One-year Alumni Survey but students were still generally positive, with only a small percent of students (3%) expressing dissatisfaction. The Five-year Alumni Survey showed similar results with the program quality receiving high satisfaction ratings and advising, particularly advising about jobs, being identified as an area of dissatisfaction. A sizable percent of the respondents (35%) were also dissatisfied with the Office of Career Services, which is supposedly specialized in career guidance. The Department has been well aware of the problems associated with advising, which was identified as a weakness in the last program review in 2008. Since then, the Department created the Advising Center and devoted its resources to improve advising. Further, the program created a course PSY1090 Optimizing Your Psychology Major and has a plan to create a one-credit course entitled Pathway to Graduate School

Technology support seems adequate for teaching and research, with readily available computers and the Internet in the building and around the campus. The library resources are also adequate, including connections to other major libraries in Ohio.

The Department maintains a website to disseminate information to both internal and external audience. The website is reasonably user-friendly, and there is a section for undergraduate students to obtain information about (1) degree requirements, (2) Psi Chi – International Honor Society in Psychology, (3) Advising Center, (4) Honor’s program, (5) Course listings, and (6) University Resources. Further, to encourage revisits to the site, the website includes announcements about current news and upcoming events as well as a quick survey such as a popularity vote for an area of psychology.

Review Activities

To conduct this review, I read the self-study document with supplementary materials and participated in a review committee to conduct interviews of various individuals representing Group I faculty new and senior faculty, Group II faculty, Group III part time faculty, and the Advising Center staff as well as Dr. Bruce Carlson (Department Head) and Dr. Susan Tice-Alicke (Assistant Chair, Undergraduate Studies). Based on the evidence I gathered, my goal is to write a SWOT (**S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats) analysis as well as answer the specific questions that were posed to external reviewers.

Strengths

Strong leadership. First and foremost, the strong leadership provided by the Department Head, Dr. Bruce Carlson, is the strength of the program. Almost everyone we interviewed indicated that Dr. Carlson’s guidance has been critical for everything the Department has been doing. It was apparent that Dr. Carlson is entrusted by everyone at every level. Further, it was obvious that he is committed to create an excellent undergraduate program in his department and willing to devote resources to this program. Second, the leadership provided by Dr. Susan Tice-Alicke (Assistant Chair, Undergraduate Studies) has been critical for the implementation of strategic plan as well as the operation of the program. Almost everyone we talked to described Dr. Tice-Alicke as a new leader who energized the undergraduate program. To achieve excellence, a program needs a strong leader with visions and dedication, and these two individuals represent such a leader.

Curriculum. The program has a strong curriculum: In fact, this is one of the strongest I have seen. As mentioned earlier, the program made a decision to adopt the learning objectives recommended by the Task Force of Psychology Major Competencies sponsored by the American Psychological Association (APA), and as such, their curriculum reflects the current best practices of psychology undergraduate education. I also like the fact that all majors are required to take eight common courses, including psychophysiology. Psychology is becoming more and more biological, and therefore, requiring psychophysiology reflects the current trend. Further, requiring students to take common courses ensures that the curriculum achieves common learning outcomes among all the majors. Having common courses would also lead to reduced advising load because students have no choice but taking these courses and therefore, no advising is needed. The reduced advising load would enable advisors to focus on which courses to take for electives (three courses), which in turn, would lead to discussion about careers and graduate school. The program has the right amount of elective courses to provide flexibility to the curriculum while avoiding variable learning outcomes by having the right amount of common courses. At

Central Michigan University, we allow 18 hours of electives (six courses) to provide maximum flexibility in our curriculum and try to achieve common outcomes by requiring a capstone course. We are currently reconsidering this approach. I think that the program at the Ohio University struck a perfect balance between flexibility and common outcomes.

Advising Center. The Advising Center is another strength. It appears that the program has been struggling with advising issues for a number of years. Such difficulty is not uncommon in a large program. At Central Michigan University, we have similar problems with both faculty and students expressing dissatisfaction. In particular, faculty are unhappy because they have too many advisees, and students are unhappy because there are too few faculty who are willing to help. Further, the quality of advising is variable because there is no established protocol that faculty are supposed to follow (other than signing a form for declaring major and minor). Creating an advising center is an excellent solution to these problems, even though faculty involvement is still critical. The program did very well by making this Center supplemental to faculty advising instead of replacing it. By doing so, the Center made improvement in faculty advising by allowing faculty to focus on important issues regarding careers and graduate school, rather than dealing with mundane issues such as how many credit hours are needed for graduation.

I was particularly impressed with the 18 different tracks the Advising Center created to focus student's interests. These tracks are not just for students who are interested in going to graduate school. The brochure of each track provides a summary description of a target area (e.g., Forensic Psychology) with recommended courses. At Central Michigan University, we are considering adopting this approach. We used to use degree maps to facilitate advising; however, the degree maps were not designed for advising about careers and graduate school. The Advising Center also offers workshops throughout the year to disseminate information about jobs and graduate school. I participated in their Graduate School Fair in 2013 and 2014 representing Central Michigan University. The events were well organized with representatives of various graduate schools around Ohio participating. There were many students, and every one of them seemed to be interested in learning about our programs. The Advising center also makes their advising materials available on the Center's website. I was also impressed with the fact that the Center has a well-thought-out assessment plan. Overall, the Advising Center is impressive, and the Department should be commended for devoting substantial resources to its operation. I was also impressed by the fact that everyone we interviewed expressed enthusiastic support for this Center and commended the leadership provided by Dr. Tice-Alicke.

We interviewed the Center graduate student advisors who were in charge of providing academic advising as well as advising for careers and graduate school. These staff seemed to be well trained and have clear understanding of the importance of the Center mission. The only recommendation, albeit minor, I have is that the results from the Alumni surveys be made available to these advisors. I am sure that these advisors would be thrilled to learn that most psychology graduates gain employment within 8 months of graduation, and that 50% or more respondents on the Five-year survey indicated that they earned a master's or higher degree.

Initially, my impression was that there was no coordination between this Center and other offices on campus that were designed to provide specific services (e.g., Career Services). However, it became

apparent during the interviews that the purpose of this Center is not to replace services provided by the other offices but instead, to supplement and inform students the services available on campus. For example, during the interview, Dr. Tice-Aleckle pointed out to me that a lecturer who was hired to teach a course on Career Path was from the Career Services.

High quality teaching by faculty and graduate students. Another strength of this program is high quality of teaching by all faculty and graduate students. According to the self-study document, student evaluation has been averaging 4-point or higher on a 5-point scale for all classes, including those classes that are taught by graduate students. However, the document also indicated that students tend to prefer full time faculty over graduate students. Based on my initial reading of the document, I had an impression that the quality of teaching by graduate students represented weakness in this program. However, during the interview, it became apparent that my impression was wrong, and that the Department has a number of mechanisms in place to ensure high quality of teaching by graduate students. First, graduate students are not allowed to teach until they complete a seminar in teaching, which is offered to second year students during the spring semester. In this seminar, students learn mechanics of teaching and practice their lecturing skills. Graduate students we interviewed indicated that this seminar was very helpful in preparing them to teach. Second, almost all graduate students begin their teaching by becoming an instructor in PSY2110 Statistics, which is a highly structured class with standard materials for all sections. Further, in this class, graduate student instructors are mentored by a master instructor, Dr. Craig McCarthy, who provides weekly feedback sessions. Third, it appears that there is informal mentoring of graduate student instructors by faculty members, which provide ample support for high quality teaching by these instructors. We interviewed Dr. Tim Vickers at the Center for Teaching and Learning and asked his view about the quality of teaching at the Psychology Department, particularly by graduate students. According to Dr. Vickers, the Psychology Department has the tradition of teaching excellence by faculty, and these faculty members actively mentor graduate students to promote high quality teaching by these students. Dr. Vickers indicated that teaching at the Psychology Department is simply exemplary.

Alumni Surveys. I was impressed with the fact that a mechanism is in place at the Ohio University to conduct regular alumni survey. At Central Michigan University, it has been a struggle to gather information about our graduates, particularly graduates from our undergraduate program. Having data about alumni adds strength to the program. I was particularly impressed to find that 50% of the graduates from this program obtained a master's degree or higher after five years of graduation. Further, on the Five-year survey, 94% of respondents in 2004-2005 indicated that they were satisfied with the relevance of psychology major to their career goals. This finding is contrary to the finding reported by the Wall Street Journal (October 10, 2010) that only 26% of psychology majors surveyed by PayScale.com indicated that they were satisfied or very satisfied with their career paths, which was lowest among other majors surveyed (<http://www.wsj.com/articles/SB10001424052748704011904575538561813341020>). It appears that satisfaction is generally very high among the alumni in almost all areas. The only area that seems to show weakness is advising, particularly advising provided by faculty and advising about employment. The program has been appropriately addressing the issues regarding advising, such as devoting resources to the Advising Center. I like the fact that the alumni surveys are enabling the program to make data-driven decisions.

Space. The self-study indicated that renovations to the building created adequate space for the Department. Having adequate space is a strength because limited space would limit the options, such as opening an advising center. I am sensitive to this issue because at Central Michigan University, we are always struggling to find space.

Facility. Everyone we talked to was happy with facility. Shortly before our visit, there was a flood due to a broken pipe; however, we did not hear any particular complaint, indicating to us that this particular incident did not represent a yet-another-problem regarding facility.

Popularity of Psychology Major. A part of the strength of the program can be attributed to the popularity of psychology as a college major, as evidenced by psychology making the top 10 list of *Most Popular College Majors* in almost every ranking conducted by various organizations (see the ranking by Princeton Review for example, <http://www.princetonreview.com/college/top-ten-majors.aspx>). In fact, psychology is one of the largest majors on any campus, and the Ohio University is no exception (with over 600 majors). Similarly, at Central Michigan University, we have a large number of psychology majors, about 600 to 700 majors in our on-campus program and about 500 in our online program. Dealing with a large number of students is challenging; however, I have seen other departments on my campus struggling to attract enough students to their programs. Accordingly, the popularity of psychology is a strength. However, the high popularity may not continue indefinitely, despite the fact that psychology has intuitive appeal to students. The biggest issue that we need to deal with as a discipline is the employment issue. It has been shown, and confirmed by the alumni survey reported in the self-study document, that the average salary of psychology graduates is not as high as that of the graduates from other majors, and as students become aware of the reality, it is possible that the appeal of psychology major may begin to fade. Accordingly, it is important that we maintain our relevance. A good news is that this program is not ignoring the issues (e.g., careers and graduate school) that are important to undergraduate students. During the interview, Dr. Carlson (Department Head) mentioned that the Advising Center was created to foster a feeling among undergraduate students that they are connected to the Department. I agree with this approach. At Central Michigan University, I have been reminding my Department that we cannot take it for granted that we always have students regardless of what we do. The Advising Center is clear evidence that at the Ohio University, they are not taking students for granted.

Weaknesses

Small number of Group I (tenure/tenure track) faculty. I agree with the self-study document as well as feedback we received during the interview that it is difficult to sustain the current level productivity with a small number ($n = 21$) of Group I faculty (tenure/tenure track). In fact, I was amazed to find that during the 2013-2014 school year, this program produced over 23000 SCH, which is about the same as what we produced at Central Michigan University with our on-campus program. The difference is that we did it with 35 tenure/tenure track faculty, even though our Departments includes four graduate programs (Clinical, Experimental, I/O, and School) as opposed to two graduate programs (Clinical and Experimental) at the Ohio University. I also understand that at the Ohio University, Group II faculty ($n = 5$) are full time with a 4-4 teaching load (which is equivalent to 10 tenure/tenure track faculty at my Department). However, given that at Central Michigan University, we also use several fixed-term faculty,

the high SCH productivity shown by this Ohio program is impressive.

It is important to note that the number of faculty is not just about SCH production. I agree with a comment in the self-study document that a small number of tenure/tenure track faculty has negative impact on everything the program tries to do. Take research experience for example, because Group I faculty is the only group that has research in their job descriptions, the program had to rely heavily on graduate students to provide research supervision for undergraduate students. Although the program did an excellent job of structuring PSY3140 Research Experience to ensure that both undergraduate students and graduate student supervisors would benefit from the experience, it is hardly an ideal arrangement. Similarly, the small number of Group I faculty has had negatively impacted on the psychology honor's program, which has been generating only one or two students a year, despite the fact that the total number of psychology majors has been over 600 each year. The danger is that with such a small number of tenure/tenure track faculty, the program might be forced to cut back on extra educational experiences for undergraduate students and lose its competitiveness because there are many competitors who can offer psychology courses just like a program like ours can but at lower cost. A good news, according to the self-study document, is that an additional Group I faculty was hired and searches are underway for two more Group I faculty positions. However, even with these new additions, the number will be 24, which is still lower than 28 in 1998-1999. I encourage the administration to reexamine the number of tenure/tenure track faculty in this program by examining the long term strategy of maintaining the competitiveness of this program.

Advising. As mentioned earlier, advising was identified as one of the weaknesses by the last program review in 2008. Since then, the program has made significant improvement, particularly, by adding the Advising Center. However, in the current program review, concerns were still expressed regarding faculty advising as well as advising regarding careers and graduate school. As I mentioned earlier, the difficulty with advising is not unique to this program, and the fact that the program is aware of the issues and putting considerable effort in making improvement is commendable.

Assessment. The program is in the process of implementing a new assessment procedure. I agree with the self-study document that using a commercially available comprehensive test is not the optimal strategy unless we require students to take the test. At Central Michigan University, we have a capstone course (PSY385 Application of Research Methods) in which such a test can be administered. However, we are still reluctant to make it a course requirement. I am also in agreement with the philosophy that assessment should be incorporated into classroom activities. One of the advantages of adopting the learning objectives recommended by the Task Force of Undergraduate Psychology Major Competencies is that what to measure is already defined. The question is how to measure these objectives. According to the self-study document, a plan is underway to develop a rubric in each class connecting each learning objective to a set of class assignments with target criteria for satisfactory achievement. Such a rubric is already in place for PSY2110 Statistics and was presented in the self-study document as an example for other classes. I think this is a good strategy. However, I would also recommend that the program conducts assessment of the curriculum as a whole. Such assessment does not have to be conducted annually; however, knowing the curriculum level outcomes would be valuable for making curriculum level decisions.

Mechanisms for Supporting Graduate Student Instructors. This is not a weakness but I am mentioning it here because the self-study document indicated that student evaluation tends to be lower, albeit slightly, in the classes taught by graduate students relative to the classes taught by full time faculty. The self-study document also indicated that the program is in the process of creating support mechanisms for graduate student instructors. Based on the interview, my conclusion is that the program is doing an excellent job of mentoring students to become a good teacher. The fact that the program is putting an effort to formalize support mechanisms indicates that the program is taking teaching very seriously.

Opportunities

Advising Center. I consider the Advising Center to be the opportunity for the program to promote supportive climate for undergraduate students, which will lead to enhanced appeal of its major. The market for psychology students has become increasingly competitive in recent years because more and more non-traditional alternatives, such as online programs, are joining the market competing for students. In this competitive market, a traditional program, such as ours, must demonstrate added value. Because there are many programs that offer psychology courses, what becomes important is whether the program provides guidance beyond course work. I consider the Advising Center to be an excellent way of providing such guidance, allowing the program to create excellent educational environment for undergraduate students.

Online courses. Although the self-study document did not indicate the number and size of online classes, during the interview, it became apparent that the program offers online classes that have large enrollment. The online classes can be an opportunity for the program. At Central University, we used to offer a large number of online classes without organizing them into a particular curriculum. However, three years ago, we decided to create a completion program, Psychology General Major. Since then, we have been adding about 20 to 30 new majors each month. By creating an online program, our Department gained control over our online operation; that is, we now control course offering, course quality, as well as instructor hiring. With regional campuses, creating an online major may be difficult at the Ohio University. However, I am mentioning it here because at Central Michigan University, the revenue from our online operation is subsidizing our on-campus operation.

Threats

Increased competition. Increased competition is a threat. As I mentioned earlier, the market for psychology students has become increasingly competitive over the years. At Central Michigan University, we are particularly sensitive to this issue because we have experienced a substantial decrease in our enrollment over the past few years, and a projection is that this downward trend will continue in the foreseeable future due to the fact that the number of high graduates is declining in Michigan. We are coping with the situation by expanding our off-campus operation (CMU Global Campus) including our online program. Although the State of Ohio may not be experiencing a similar decline in high school graduates, the competition from non-traditional alternatives is real, and a traditional program like ours needs to be vigilant about maintaining our competitive advantage.

Popularity of Psychology may not continue indefinitely. As I mentioned earlier, the popularity of psychology as a college major adds strength to a program like ours. However, the popularity may not continue indefinitely because psychology seems to be one of the lowest in terms of student satisfaction. I already mentioned an article by the Wall Street Journal, (October 10, 2010) reporting a survey conducted by PsyScale.com showing that only 26% of psychology majors surveyed were satisfied with their career options. As dissatisfaction spreads, it is possible that students will start to move away from psychology, even though currently there is no sign of such a trend. Further, despite the fact that psychology is a STEM (Science, Technology, Engineering, and Mathematics) discipline, psychology has not received as much attention as other STEM disciplines. In fact, at Central Michigan University, whenever our administrators talk about a new push to promote STEM disciplines, psychology is hardly mentioned. My concern has been that as other STEM disciplines are emphasized, we may lose science minded students from psychology.

The results of the Alumni Survey reported in the self-study document showed that satisfaction is quite high among the graduates of this program. The results also showed that a high percent (50%) of respondents earned a master's degree or higher. These results are encouraging. However, as a discipline, psychology needs to maintain relevance because the popularity of psychology has led to a large number of psychology majors; yet, graduate school in psychology has not shown similar expansion. Traditionally, our curriculum is designed to prepare students for graduate school; however, this focus may need to be reexamined as the majority of our majors finishing their formal education after earning a bachelor's degree.

Conclusion

The undergraduate program at the Ohio University is an excellent program with many strengths. Although some weaknesses were identified by the self-study, the program is already taking appropriate steps to deal with these issues. The major issue, which is beyond the program's control, is the number of Group I (tenure/tenure track) faculty. A good news is that the program is adding three new faculty to Group I. My recommendation is for the program to proceed with the current course. In terms of the issue regarding the ideal number of Group I faculty, discussion needs to take place at the College level re-examining this issue in the context of the University Strategic Plan as well as within a newly adopted budget model, RCM.

Questions for External Reviewers

1. Program as a whole:

- a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department?**

During this review period, the Psychology Department had 21 Group I (tenure/tenure track faculty) and 5 Group II faculty. Although one new Group I faculty was hired and searches are underway for two more Group I faculty, the number is still lower than the number of faculty (n = 28) they had in 1998-1999. Given that the Department has over

600 majors, it would be difficult to sustain current productivity with the small number of Group I faculty. At Central Michigan University, we have 35 tenure/tenure track faculty, plus a few fixed-term faculty (part-time), and our SCH (student credit hour) production is about the same as that of this Department. It is true that we have four graduate programs as opposed to two graduate programs at the Ohio University; however, the size of the undergraduate program is similar between the two departments (600 to 700), and accordingly, I feel that the number of Group I faculty at this Department is too small.

b. Is the level of the Department's RSCA appropriate for the program given the size of the faculty and the resources available to the Department?

Yes. Group I faculty of this Department has been highly productive. During this review, the number of publications per faculty was over three a year, and the amount of external funding generated in 2013-2014 was 2.8 million dollar, the highest ever in the history of the Department.

c. Is the level of service, outside of teaching, appropriate for the program?

Yes. Group I faculty are professionally active with almost every faculty member filling critical professional roles.

d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

The Department has adequate resources for teaching and research. We did not discuss financial resources; however, Dr. Bruce Carlson (Department Head) did not indicate that the Department is in dire need for additional financial resources. Other resources, staff, facilities, library resources, and technology, are adequate.

2. Undergraduate program:

a. Is the Department fulfilling its service role, adequately preparing non-major?

Yes. Over 70% of students the program teaches are non-majors. In particular, the program's role in teaching statistical skills (PSY1110 and PSY2110) to non-majors is extensive and impressive. Further, the program plays a critical role for the online nursing program.

b. Is the program attracting majors likely to succeed in the program?

Yes. The quality of incoming students is similar to that of incoming students to the College and University. Further, the retention rate (75%) from freshman to sophomore reflects the retention rate of the College. The graduation rate (43% to 63%) has been greater than that of the College.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

Yes. The program adopted the learning objectives recommended by the Task Force on Undergraduate Psychology Major Competencies sponsored by the American Psychological Association (2002-2013). As such, the curriculum reflects the current best practices of psychology undergraduate education. On the alumni survey, a very high percent of respondents reported that the program helped acquire skills that were useful for their jobs. Further, on the five-year alumni survey, over 50% of respondents reported that they received a master's or higher degree.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

No. The number of Group I faculty seems too small. Other resources seem adequate.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

Yes. The program provides high quality teaching. Teaching by all faculty and graduate students are assessed regularly.

f. Are students able to move into discipline related careers and/or pursue further academic work?

Yes. With strong curriculum, the program is in a good position to provide high quality training to students. In fact, the Five-year alumni survey indicated that over 50% of respondents reported that they received a master's degree or higher.

3. Graduate program

N/A

4. Areas of Concern

Please see the Weaknesses section of my SWOT analysis.

5. Recommendation

Please see the Conclusion section of my SWOT analysis.

6. Commendations

Please see the Strengths section of my SWOT analysis.

7. Overall judgment

The program is viable. Please see the Conclusion section of my SWOT analysis.



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March 9, 2015

To Whom It May Concern:

This letter serves as a response from the doctoral level training program in Experimental Psychology at Ohio University to the report of the **Department of Psychology 7 Year Review (2007-2013)** that was conducted on February 5–6, 2015. To begin, we note that we are pleased that the review committee’s report is quite favorable overall. To illustrate, on page 13 of their report the committee notes that, “Both doctoral training programs in the Department of Psychology at Ohio University have excellent faculty, up to date curriculums, strong graduate students and respectable job placements for graduates,” and on page 7 of their report they indicate that, “The faculty in the Experimental area also show impressively high research productivity.” In all, then, we thank the committee for providing us with such positive feedback.

An area of concern noted by the review committee in their report, however, focuses on the 45% degree completion rate obtained in the Experimental Program since 2007 (considered low in comparison to the 77% degree completion rate obtained in the Clinical Program during the same period of time), as well as the results of the Department of Psychology’s 7-year self-study which found that 58% of graduates reported satisfaction with mentoring and 42% of graduates reported satisfaction with advising. To be clear, we certainly agree with the committee that these numbers could and should be improved. However, the faculty members who comprise the Experimental area specifically object to the language and tone that the review committee uses to characterize faculty members’ *reactions* to these data. For example, on page 1 of the report, the committee states that, “The completion rate along the experimental track was less than 50%. While the department was aware of this, the *acceptance* (our emphasis) of this fact, our committee found troubling,” and on page 7 they opine that, “The experimental faculty are clearly aware of and expressed some concern about those rates, but seemed too quick and too inconsistent in trying to rationalize the self-study findings and *accept them as normalized* (our emphasis).”

The Experimental area objects to the subtext of the committee's observations regarding these issues because they convey a perception of *complacency* – that the Experimental area is generally unconcerned with the degree completion rate of our students and whether or not our students are satisfied with the mentoring and advising that they receive in our program. **Indeed, we believe that this characterization of faculty members' attitudes is highly inaccurate.** To address these concerns regarding our “acceptance” of degree completion rates and student satisfaction, we focus on: 1) differences in degree completion rates between the previous 7-year report and the present report; and 2) how we specifically plan to address student satisfaction and degree completion rates moving forward.

I. Differences in degree completion rates between the previous 7-year report and the present 7-year report

The degree completion rate in the previous 7-year report period was 28%, whereas the degree completion rate in the present 7-year report period was 45%, an improvement of more than 60% over the earlier rate. Generally speaking, if we were unconcerned about degree completion rates, then we would not have taken steps to improve them. Below we list several specific steps we took as an area to improve degree completion rates over the last 7 years.

a. Recruiting more academically capable students. The graduate students recruited during the most recent 7-year period are objectively stronger than the students who were recruited during the previous 7-year period, a fact that the review committee specifically notes on page 13, to wit, “Although clinical programs typically have a significant edge over experimental programs in GRE and GPA credentials, this difference has been closing for the programs at Ohio University. Overall, both graduate programs have strong student bodies.” Our ability to more selectively recruit students has been enhanced by:

1. Capitalizing on constantly improving tools for webpage creation and design as a means by which to provide general information about the Experimental Program as well as specific information about the research interests of each faculty member who comprises the area. Generally speaking, webpage improvements: a) enhance the likelihood that students who might be less familiar with our program can discover it on a search engine; and b) improve the overall visibility of our program among faculty members, graduate students, and undergraduate students at colleges and universities around the world.
2. Making an explicit effort to recruit and hire new faculty members who appear to have the ability to attract strong graduate students because of the broad or timely appeal of their research programs.
3. Reducing the size of incoming classes from ten students to eight students resulting in a more stringent selection ratio.
4. Extending graduate funding from four years to five years to better reflect the amount of time required to complete the doctoral degree in experimental psychology.

b. *Recruiting students who appear to be stronger “fits” for our program.* Although it certainly makes good sense to recruit students who present outstanding academic credentials, we have found that success in a research-intensive program such as ours also requires a level of intellectual curiosity and independence that is difficult to quantify. In our view, a critical determinant of our enhanced graduation rate has been a policy change that we implemented during the most recent 7-year review period regarding how we interview prospective graduate students. During the previous 7-year review period, we invited applicants for campus visits *after* we had already sent them acceptance letters. Conversely, during the present 7-year period we adjusted our interview policy such that we now invite prospective students for campus visits *before* they are accepted into our program. In other words, interviews are now used as input into determining whether to accept students into the Experimental program. We believe that this has been an important policy change, as it allows us to evaluate whether students appear to be a good *fit* for a particular would-be faculty advisor, as well as whether they demonstrate a level of interest in research that befits our program more generally. Thus, we assume that the quality of the working relationship between faculty member and student predicts the likelihood that a given student will graduate from the program.

c. *Implementing policy changes to our program designed to maximize student success.* The Experimental area holds regular meetings during the year to discuss program policies and requirements, and all changes are updated in the Experimental Psychology Program Handbook by the Director of Experimental Training (DET). Changes that were made during the most recent 7-year review period that were designed to enhance student satisfaction and graduation rates include:

1. Allowing students to complete their Master’s theses in 3 years instead of 2 years.
2. Adjusting the norms for thesis and dissertation length away from the traditional model that includes an exhaustive literature review and toward a model where theses and dissertation are expected to be the length of a typical submitted journal manuscript.
3. Reducing the amount of required coursework to insure students have sufficient time for conducting research.

II. *Addressing issues regarding levels of student satisfaction and degree completion rates moving forward*

Although our degree completion rates did increase between the previous and present 7-year review period, mainly for the reasons that we described, we also acknowledge that the program satisfaction responses that we collected from graduates in our most recent self-study were far from ideal. Although on the one hand these data seem anomalous in light of the quite favorable satisfaction responses we collected during the previous 7-year review period, we on the other hand would stress that we are taking these data very seriously and are actively engaged in both trying to understand the nature of the reported dissatisfaction and designing ways to enhance student satisfaction moving forward. Our plans include taking the following steps to solicit

feedback from experimental graduate students on a regular basis and to strengthen the career-oriented advising and support that students receive:

- a. *Establishing regular times for the psychology graduate student council and the DET to meet in order to discuss problems and concerns.*
- b. *Employing anonymous surveys that allow students to voice general concerns about the program and/or specific concerns about particular faculty members without having to fear that their comments might be connected to their identity.* The surveys will be modeled after those that are currently employed by the Clinical area. An important question that will hopefully be addressed in the graduate council meetings and/or anonymous surveys is the extent to which the sources of reported dissatisfaction are program systemic as opposed to advisor-specific.
- c. *Encouraging students who appear to be struggling with developing research ideas to consider pursuing academic careers that emphasize teaching.* Students will be made aware early on that they can elect to pursue academic careers that are not research-intensive. In the past, it seemed that many students would only pursue small college opportunities after they had “given up” on a research career. In the future, students will be able to make more informed decisions about which path they would like to pursue at an earlier juncture in their graduate careers.
- d. *Making students aware at an earlier stage that non-academic careers are also viable and desirable.* Students should not have to feel like they “failed” if they elect to pursue a non-academic career that puts their methodological and quantitative skills to good use and purpose.

Finally, and anecdotally, we would like to report a shared perception in the Experimental area that the graduate students whom we have recruited over the past two years are even savvier than their predecessors with regard to knowing what we are working on and being able to evaluate the impact that our work is having in our respective sub-disciplines. In short, prospective applicants are showing up for interviews having read several of our papers, and we believe that their ability to do so has been facilitated by the fact that most of the members of our area have uploaded their papers and chapters onto research platforms such as ResearchGate and Academia.edu. The ease with which prospective students can read and evaluate our work should, in our view, allow us to recruit even stronger students because their choices regarding potential academic mentors are more informed than ever. Overall, then, in light of the positive trajectory that our program has demonstrated between the last two review periods, the observation that we are recruiting even savvier students, and the changes that we plan on implementing in the future to address potential sources of dissatisfaction, we see no reason why our degree completion rate would not increase by an additional 25% over the next review period, a number that would considerably lessen the discrepancy that currently exists between the completion rates of the Experimental and Clinical programs.

Sincerely,
Keith D. Markman
Director of Experimental Training

Department of Psychology Program Review
Comments with Robert Frank, Dean, College of Arts and Sciences

From: "Frank, Robert" <frank@ohio.edu>
To: "Ingram, David" <ingram@ohio.edu>
Subject: RE: RE: Review of the Department of Psychology
Date: Tue, 10 Mar 2015 12:48:49 -0400

Thanks, David. I have tried to correct the record to more accurately reflect my views. The reviewers have made an effort to modify the report. I am not completely happy with the edit, but see no value in additional requests for modifications.

Bob

Robert A. Frank
Dean and Professor of Psychology
College of Arts and Sciences
Ohio University
740-597-1833
frank@ohio.edu

From: Ingram, David
Sent: Monday, March 02, 2015 9:52 AM
To: Frank, Robert
Subject: FW: RE: Review of the Department of Psychology

Dear Bob

I have the attached from the reviewers.

I hope that they have revised their review in a way that meets your compelling concern about their misunderstanding in their meeting with you.

I would appreciate a revised response from you in the next two weeks.

Thanks

David

From: "Cotton, John" <cotton@ohio.edu>
To: "Ingram, David" <ingram@ohio.edu>
CC: "Otani, Hajime (otani1h@cmich.edu)" <otani1h@cmich.edu>, "Hoyt, Brian" <hoyt@ohio.edu>, David Berry <dtrb85@gmail.com>, "Reader, Bill" <reader@ohio.edu>
Subject: FW: RE: Review of the Department of Psychology
Date: Fri, 27 Feb 2015 12:54:44 -0500

David,

I have discussed this with the reviewers. General impressions were:

- 1) The review committee stands by the reporting of what was said in the meeting with the dean, hence the brief discussion in the meeting and much discussion afterwards of the committee.
- 2) We are very encouraged that the dean is saying that was not the intent of the statement, or his current belief.

As such, in the report attached, specifically at the bottom of page 10,

- 1) We have maintained the factual recollection of what was said at the meeting,
- 2) In the dean's favor, we also retain the statement that we were unable to get a clearer view of his precise views in the meeting.
- 3) We add that after the draft, the dean claims a misunderstanding, and reference the Dean's response which will form part of the report. This will allow the dean to be precise and clear directly, rather than through the committee.
- 4) We removed the clause, " However, the dean's apparent negative attitude toward the clinic is very troubling to members of the review committee" as it is interpretive of the deans attitude, which he rightfully claim is not factual.

Feel free to contact me to discuss or advise.

Best regards,

John

John R. Cotton, Ph.D.
Associate Professor
Mechanical Engineering Department/Biomedical Engineering Program
255 Stocker Center
Ohio University
email: cotton@ohio.edu
voice: 740.593.9970
website: <http://www.ohio.edu/people/cotton/>

From: Ingram, David
Sent: Wednesday, February 25, 2015 9:37 PM
To: Cotton, John
Subject: Fwd: RE: Review of the Department of Psychology

John

Please consult with your fellow reviewers and see if you can reconcile the Dean's comments with your perception and, if necessary, make changes to the report.

Thanks

David

From: "Frank, Robert" <frank@ohio.edu>
To: "Ingram, David" <ingram@ohio.edu>
Subject: RE: Review of the Department of Psychology
Date: Wed, 25 Feb 2015 12:44:05 -0500

Dear David:

I have only one amendment to offer regarding the review of the Psychology Department. The report states that I had specific concerns about the Psychology Clinic. I want to object in the most strenuous terms possible to the summary of my comments made in the review document. It completely misrepresents my views. The reviewers misunderstood my summary of challenges for clinical psychology training generally with the specific status of the Psychology Clinic here at OU.

It is NOT correct that I suggested anything like the clinic was not viable. In fact, I compared it to the Edwards Accelerator Lab as a very valuable but costly resource that was important to support. We were just starting to talk about this when the meeting ended abruptly, so maybe that caused some confusion. At any rate, I do not want this comment to cause unnecessary concern regarding the future of the Clinic.

Bob

Robert A. Frank
Dean and Professor of Psychology
College of Arts and Sciences
Ohio University
740-597-1833
frank@ohio.edu

UCC Program Review Committee summary of review

Program – School of Social and Public Health

This program includes the following degrees, minors, and certificates:

- B.S. in Child and Family Studies
- B.S. in Community Health Science
- B.S. in Environmental Health Science
- B.S. in Health Services Administration
- B.S. in Long Term Health Care Administration
- B.S. in Occupational Hygiene and Safety Program
- B.S. in Social Work
- Gerontology Certificate
- Minor in Environmental Health Science
- M.S. in Child and Family Studies
- Master of Health Administration (MHA)
- Master of Public Health (MPH)
- Master of Social Work (MSW)
- African Community Health Certificate
- Gerontology Certificate

Recommendation

This program is found to be **viable**, see report for commendations, concerns, and recommendations.

Date of last review – AY 2008

Date of this review – February 2015

This review has been sent to program chair, he some comments which are attached to the end of this review.

This review has been sent to program college dean. He had no comment.

This review has been sent to graduate council. They have no concerns with this review.



Department of Social and Public Health
Program Review

Prepared by:

Lauren McMills, Ph.D., Internal Reviewer
Sarah Poggione, Ph.D., Internal Reviewer
Vickie D. Krenz, Ph.D., External Reviewer

Department of Social and Public Health Program Review

Ohio University is located in Athens, Ohio, and in the Appalachian foothills of southeastern Ohio. It is a four-year public institution with more than 250 undergraduate programs. The university is designated as a research university (high activity) under the Carnegie classification. Ohio University is fully accredited by the North Central Association of College and Schools.

As of 2013, the university's enrollment consisted of 38,857 students, including 33,575 undergraduates, 3,754 masters, and 1,528 doctorals. The main Athens campus enrolled a total of 22,118 students, including 17,375 undergraduates, 3,754 masters, and 989 doctorals. In addition, the Osteopathic Medicine doctoral program enrolls 539 students. In addition, Ohio University enrolls students through its eLearning program (6,129 undergraduates) and regional instructional centers at Chillicothe (2,330 undergraduates), Eastern (1,091 undergraduates), Lancaster (2,596 undergraduates), Southern (2,012 undergraduates), and Zanesville (2,042 undergraduates). Institutional data indicates that 78% of the students enrolled at the Athens campus are in-state residents.¹ Furthermore, the majority of students are from the surrounding Franklin county area.¹

Ohio University's student population is reflective of the southeastern Ohio region. In 2013, the race/ethnicity characteristics of the student population included 17,293 (79.1%) White/Caucasian, 1,037 (4.6%) African American, 290 (1.3%) Asian American, 19 (0.1%) Hawaiian/Pacific Islander, 595 (2.6%) Hispanic, 48 (0.2%) American Indian/Alaskan, 571 (2.5%) Two or More Races, 315 (1.4%) Unknown, and 1,859 (8.2%) Foreign/Non-Resident Alien. The gender distribution of Ohio University students is 51.2% females and 48.8% males.¹ Institutional data indicated that 89% of freshmen receive financial aid.¹

The Ohio University Libraries is a member of the Association for Research Libraries and houses more than 3 million volumes. In addition, the library includes non-print publications (i.e., maps, DVDs, etc.) and electronic resources (i.e., e-books, e-journals, databases, etc.). The main library on the Athens campus is Alden Library. Library resources are available to faculty and current students through the OhioLINK.³

Ohio University's vision is to be the "nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders." Furthermore, the university's mission focuses on "the intellectual and personal development of its students."¹

The mission of the College of Health Sciences and Professions² is: 1) To educate students from various backgrounds in the health professions through rigorous curricular activities that prepare them to take leadership roles in a competitive, technological, culturally diverse and global environment; 2) To engage students and faculty in the discovery of

knowledge that will define the future of health disciplines through applied and basic research, innovation and entrepreneurship; and 3) To extend the boundaries of Ohio University to enrich the quality of lives, especially for individuals in underserved and vulnerable populations, through inter-professional and community collaborations. The college's vision is be a college of distinction in preparing health professionals whose work reflects the highest standards of collaboration, ethics, innovation, and commitment to all, especially underserved individuals and populations."²

The goals of the program review are: 1) to provide a mechanism to track the continuous improvement of programs, and to recognize and publicize those improvements; and 2) to provide a framework to assist programs with strategic planning. This document provides the review for the Community Health Services, Environmental Health Services, Health Services Administration, Long-term Health Care Administration, Occupational Hygiene and Safety, Master's in Health Administration, Master's in Public Health, and the African Community Health Certificate. The Review Team met with the program faculty and students on February 10 – 11, 2015.

Overall Program

In 2011, Ohio University underwent a restructuring of their academic units that resulted in the realignment of colleges and departments. As a result, the College of Health Science and Professionals now consists of the School of Applied Health Sciences and Wellness, School of Nursing, School of Rehabilitation and Communication Sciences, and Department of Social and Public Health. In 2013, there were a total of 3,692 students enrolled in the college, including 2,538 undergraduates and 1,154 graduates.¹

The Department of Social and Public Health is the largest academic program in the College of Health Sciences and Professions. The purpose or mission of the Department of Social and Public Health is to create well-prepared graduates, with an emphasis on developing critical thinking skills and abilities. To accomplish this mission, the department houses undergraduate, graduate and certificate programs in Child and Family Studies, Community Health Services, Environmental Health Science, Health Services Administration, Occupational Hygiene and Safety, Long-Term Care Administration, Public Health and Social Work.

a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service).

The purpose or mission of the department is to create well-prepared graduates, with an emphasis on developing critical thinking skills and abilities. The department currently has 31 faculty, including 6 Health Services Administration (5 Group 1; 1 Group 2), 1 Long-Term Health Care Administration (1 Group II), 4 Community Health Services (2 Group 1; 2 Group 2), 2 Environmental Health Science (1 Group 1; 1 Group 2), 3 Child and Family Studies (3 Group 1), 3 Occupational Hygiene and Safety (1 Group 1; 1 Group 1 denied tenure; 1 Group 2); 8 Social Work (2 Group I; 1 Group 1 retired, 1 Group 1 resigned, 3

Group II, and 1 retired Group IV/I), 1 Master of Health Administration (1 Group II), MPH (1 retired Group 1), 2 Master of Gerontology (2 retired Group 1), and 1 African Community Health Certificate (1 Group I). In addition, adjunct faculty are used to teach on an as needed basis. Overall, the distribution of faculty among the programs is sufficient to carry out the broad overall mission of the department.

b. Is the level of the Department’s RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department’s level of external funding at an appropriate level?

The self-study document indicated that the department’s Research, Scholarship, and Creative Activity (RSCA) is evaluated by the SPH Promotion and Tenure Committee. As noted in the self-study, Group 1 faculty are responsible for teaching, advising, research, and service. Group 2 faculty are primarily responsible for teaching and are not assigned advising, research, and service as a condition of their load.

The department Group I faculty receive generous start-up funds and reduced teaching loads to assist in the development of their research agendas, and conferences/ presentations. In addition, Group I faculty are responsible for advising majors.

The self-study reveals that there is a range of publication records among the Group 1 faculty. Group 1 tenure/tenure track faculty published an average of 4.1 journal articles during the review period, with a range of 0 to 14 journal articles. As a research institution, it is appropriate that faculty are actively engaged in research and publications.

As noted in the self-study, several of the Group 1 faculty have been active in securing external funding to support their research agendas. In particular, faculty in the Community Health Services, Environmental Health Science, and Occupation Hygiene and Safety Programs, Health Services Administration, Social Work, and Public Health/Epidemiology.

Group 1 faculty indicated that there was sufficient internal funding available through the department and university to support adequate RSCA. The self-study indicated that most tenure and tenure track faculty have adequate RSCA resources. The Environmental Health Sciences and Occupational Hygiene and Safety faculty have been active in securing external funding for research, student training, and equipment.

c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

Overall, the department is able to fulfill its service mission. The level of service appears to be appropriate for the program size and role in the University. Group I faculty actively participate on committees across the university. Within the department, tenured faculty serve as “mentors” to tenure track faculty to guide them through the tenure and promotion process. In addition, graduate faculty serve on student project/thesis committees as chairs

and committee members.

In addition, the department highly values service to the surrounding communities that contribute to the socio-cultural and economic needs of society. The impressive array of services endeavors included My Sister's Place, John W. Clem Recovery House, Athens County Children's Services, Big Brothers/Big Sisters, Planned Parenthood of Southeastern Ohio, Habitat for Humanity, OhioHealth, Athens AIDS Task Force, Coalition of Health Education for Appalachian Ohio.

It is apparent that the Department is fulfilling its service mission.

d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

The Department appears to have an appropriate level of resources to fulfill its mission. The department resources are allocated through the Dean's office and additional funding sources available (i.e., online courses, internal and external grants, etc.). At this time, the department has indicated the financial resources have been sufficient to deliver curriculum across the programs, provide instructional equipment, travel to professional conferences, and support faculty research agendas.

The department's financial resources appear to be sufficient to support adequate staff levels necessary for fulfilling its mission. There are a total of 31 faculty (Group I and II) to deliver the instructional needs of students. In addition, the department has sufficient resources to hire adjunct faculty as needed to ensure that students are able to meet their major/minor/certificate requirements. In addition, the department's office staff appears to be appropriate in number and quality to ensure that the operational needs are met.

The department's financial resources are appropriate to meet physical facilities needed to deliver their diverse programs. Group I and II faculty are provided with sufficient office space, and where necessary, lab space to effectively fulfill the department's mission. In addition, the department office suite is sufficient for its operational management and staffing needs.

The department does not have dedicated library space. However, library resources are available to the department through the Ohio University Libraries. As mentioned above, the library houses more than 3 million volumes, non-print publications (i.e., maps, DVDs, etc.), and electronic resources (i.e., e-books, e-journals, databases, etc.). Library resources are available to faculty and current students through the OhioLINK.

The department's technology resources are sufficient to meet its mission. Group I and II faculty have computers to fulfill their instructional, research, and operational needs (i.e., word processing, email, presentation, etc.). In addition, the faculty indicated that their classrooms are equipped with sufficient technology to enable them to deliver effective instruction. The Occupational Hygiene and Safety Program has fully equipped laboratory

space with ample equipment to ensure a high quality student academic experience. The department has access to shared college technology resources, including training technology support and student computer labs.

Undergraduate Programs

Community Health Services Program

As stated in the Self-Study, the Community Health Services program prepares health professionals for positions in community and/or public health. Consistent with the University's mission, the Community Health Services program "integrates the mission of fostering the intellectual, personal, and cultural development of students as it relates to community and public health" (Self-Study, p. 37). The goal of the program is "to prepare students to enter the field of public health with the academic and professional skills needed to carry out community health activities, including the skills needed to design, implement and evaluate health related programs that are responsive to the needs of various individuals, group, organizations, and/or communities" (Self-Study, p. 37).

c. Is the program fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

All students must satisfy the Tier I and 2 general education requirements. The Community Health Services program offers courses to meet the university's general education requirements (e.g., HLTH 3400J, 2000, 2020) that may be taken by non-majors. However, it is not clear that these courses fulfill the program's service role in preparing non-majors for future coursework.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The Community Health Services Program has been successful in attracting majors that are likely to succeed in the program. Recruitment strategies have focused on current university students, including classroom visits, tabling events, and personal communication with students excelling in the introductory courses (HLTH 2000). Program faculty indicated that there are currently 65 students in the program, with a goal to increase the major to 100 students. The program serves a diverse population of students that is reflective of the university's student population, which is predominately white and female.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The undergraduate curriculum is reflective of the community health services discipline and provides majors with the learning outcomes required to pursue discipline-related careers or graduate work following graduation. As noted in the Self-Study, the Community Health

Services program focuses on eight learning outcomes: 1) Students will **describe** factors affecting health issues from a social-ecological perspective; 2) Students will **describe** how epidemiological data are used to assist in health needs assessment and planning; 3) Students will describe how to **assess** needs, assets and capacity for community health among target audiences; 4) Students will **develop theory-based community health programs** that are responsive to health needs; 5) Students will **develop** a community health grant proposal; 6) Seniors will **integrate** professional community health application with their knowledge of community health; 7) Students will **describe** how to implement theory-based community health program; and, 8) Students will **develop an evaluation plan** for theory-based community health programs.

The Community Health Services program core curriculum represents the introductory and applied coursework of the discipline. Related Health Content Core courses provide content specific education to community and/or public health areas. The Health Science Core (Pts. 1, 2 and 3) is consistent with professional standard curriculum.

The Certified Health Education Specialist (CHES) national testing is becoming a standard to assess the quality of entry-level community and/or public health professionals. As noted in the Self-Study, the curriculum is aligned with CHES competencies. The Community Health Services Group I faculty indicated that nine of the program students have taken and passed the CHES.

Overall, the Community Health Services program curriculum prepares majors with the knowledge and skills to pursue entry-level community and/or public health careers or graduate work following graduation.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

At the present time, the program has two Group I and two Group II faculty. As noted in the Self-Study, Group I faculty teach a total of five upper level community health courses and supervise internships. Group II faculty teach primarily 2000 level content courses. Adjunct faculty are used to deliver the remaining major courses for the department. In addition, the Group I faculty teach in the African Health Certificate and Master of Public Health program. At the present time, there has been a loss of Group I faculty available to cover the existing courses. This has had an impact on the number of graduate and African Health Certificate classes that have been offered in the past couple of years. Additional faculty are needed to adequately support the undergraduate, graduate, and certificate curriculums.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The pedagogical practices are appropriate. As noted in the curriculum map, learning outcomes are introduced and reinforced throughout the curriculum. Higher level coursework provides opportunities for students to demonstrate mastery and integration of learning outcomes. The teaching assessment is typical of the institutional practices.

Student assessment is conducted using an online teaching survey distributed by the College of Health Sciences and Professions.

f. Are students able to move into to discipline-related careers and/or pursue further academic work?

Faculty indicated that the majority of students completing the program continue with graduate education. However, little data is available to determine students' ability to move into discipline-related careers. Alumni data available through internal institutional resources has been limited. At the present time, the Community Health Services program relies on Facebook group pages to track students after graduation.

Environmental Health Science

The Environmental Health Science program focuses on the prevention of disease through the management of environmental health factors (i.e., water, food, land, chemical, radiation, etc.). The program integrates the University's mission by fostering the intellectual, personal, and cultural development of students as it relates to applied science. As noted in the Self-Study, "the overall goal of the program is to incorporate scientific inquiry and critical thinking skills into all professional coursework in an effort to produce scientifically literate citizens, to provide students entering various professions with the necessary scientific foundation for the pursuit of these professions, and to produce broadly trained scholars of science with contemporary knowledge" (Self-Study, p. 46).

a. Is the Department fulfilling its service role, adequately preparing non- majors for future coursework and/or satisfying the needs for general education?

All students must satisfy the Tier I and 2 general education requirements. The Environmental Health Science program offers courses to meet the university's general education requirements (e.g., EH 2000) that may be taken by non-majors. The Environmental Health Science program does not prepare non-majors for future coursework. However, the program satisfies the needs for general education.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The Environmental Health Science Program has been successful in attracting majors that are likely to succeed in the program. Recruitment strategies have focused on recruitment of current university students, including classroom visits (e.g., BIOS 1700), tabling events, personal communication with students, Facebook, Coordination agreements with Columbus State Community College, and coordination with the Chillicothe campus. As noted in the Self-Study, many Environmental Health Science students come from underserved southeast Ohio communities. The program student demographic characteristics are consistent with the university population. The small number of majors was a concern. While faculty efforts have attempted to increase the number of students majoring in Environmental Health Services, the heavy science requirements

have hindered recruitment efforts.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The undergraduate curriculum is reflective of the environmental health sciences discipline and provides majors with the competencies required to pursue discipline-related careers or graduate work following graduation. The Environmental Health Science program is nationally accredited and meets the national accreditation requirements. In addition, the program's Advisory Board (Environmental Health and Occupational Health and Safety alumni) provides external consultation on programmatic issues.

The Environmental Health Science student learning outcomes include: 1) Student will **demonstrate** professional oral and written communication skills; 2) Student will **perform** methods, techniques, and activities at a professional level; 3) Student will **collect** data and **formulate** conclusions, strategies and solutions to professional standards; and, 4) Student will **list** and **describe** essential facets of the profession. As noted in the Self-Study, the Environmental Health Science programs includes five content areas, including public health science, health science electives, basic science foundation, professional experience, and other required courses. Overall, the Environmental Health Science program curriculum prepares majors with the knowledge and skills to pursue entry-level environmental public health careers or graduate work following graduation.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

At the present time, the program has one Group I and one Group II faculty. This meets national accreditation requirements, as well as enables the faculty to deliver program curriculum. Faculty noted that adequate resources are available to deliver the program.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The pedagogical practices are appropriate. As noted in the curriculum map, learning outcomes are introduced and reinforced throughout the curriculum. Higher level coursework provides opportunities for students to demonstrate mastery and integration of learning outcomes. The teaching assessment is typical of the institutional practices. Student assessment is conducted using an online teaching survey distributed by the College of Health Sciences and Professions.

f. Are students able to move into to discipline-related careers and/or pursue further academic work?

Faculty indicated that the majority of students completing the program are highly employable by public health governmental agencies and private industry.

Health Services Administration

The mission of the program is “to provide students with a fundamental understanding of the health care industry and its professional environment so that individuals can be successful in their chosen career path.” As noted in the Self-Study, “the program provides students with a solid foundation in business, and a thorough understanding of important contemporary concepts and issues in the health care organization and systems” (Self-Study, p. 55).

a. Is the Department fulfilling its service role, adequately preparing non- majors for future coursework and/or satisfying the needs for general education?

The Health Services Administration does not offer a minor program. The Health Services Administration program follows the general education requirements as stipulated by the university. However, the program does not deliver general education courses.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The Health Services Administration program is offered at the main Athens campus and at all of the regional campuses. It is the largest program in the department with 430 students and continues to demonstrate growth. For this reason, faculty have not actively pursued additional recruitment strategies to increase the number of majors. The program does have a student professional club/organization (Ohio University Society for Health Administration) that does occasionally engage in recruitment efforts and initiatives for the major. The program student demographic characteristics are consistent with the university population.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The undergraduate curriculum meets the standards of the American College of Health Care Executives. As noted in the Self-Study, the program goals and objectives include:

Goal 1: To provide students with thorough, challenging, and integrative learning experiences in the classroom that enhances their ability to become successful and productive graduates in health services administration.

Objective 1a: To educate students about the key stakeholders within the health care system.

Objective 1b: To educate students about health care cost, quality, and access issues and the interrelationships between these three important health system variables.

Objective 1c: To educate students about significant laws and regulations that impact the health care system and its components.

Objective 1d: To educate students on the theory and practice of health care organization and management.

Objective 1e: To educate students on the theory and practice of health care finance.

Goal 2: To provide students with instructional opportunities for the development and enhancement of communication skills and abilities.

Objective 2a: To educate students on the importance of writing clearly and effectively within professional environments.

Objective 2b: To educate students on the importance of speaking clearly and professionally before individuals and groups in formal and informal settings.

Goal 3: To provide students with experiential and professional opportunities in health care organizations that allow for the application of program acquired knowledge and the further development of student skills and abilities.

Objective 3a: To educate students on strategies and approaches for identifying and crafting solutions to problems in health care organizations.

Objective 3b: To educate students on the importance of being accountable/responsible for personal and team commitments within a professional environment.

Objective 3c: To provide students with meaningful internship experiences that contribute to their personal and professional growth.

The Health Services Administration major requires completion of 11 professional/foundational courses in accounting, economics, finance, management, marketing, statistics, and public speaking. The administration core consists of 14 courses that build on this foundation and 400 hours of internship required in the student's senior year. The required foundation and core courses are consistent with other programs that deliver a health services administration curriculum. Overall, the Health Services Administration program curriculum more than adequately prepares majors for entry level positions in the health care industry, including hospitals, physician practices, managed care organizations, and other health care delivery systems.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

Resources to deliver the undergraduate program are greatly strained. At the current time, there are over 430 students in the program. However, the program is allocated two Group I faculty with one faculty member serving as the department chair. As a result, the program has had to rely on adjunct faculty to provide course coverage. One full-time person has been recently hired to oversee all undergraduate major advising for over 100 students.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The pedagogical practices are appropriate. As noted in the program learning outcomes and curriculum map (Self-Study, p. 70), learning outcomes are introduced and reinforced throughout the curriculum. The teaching assessment is typical of the institutional practices. Student assessment is conducted using an online teaching survey distributed by the College of Health Sciences and Professions.

f. Are students able to move into to discipline-related careers and/or pursue further academic work?

As noted in the Self-Study, there have been difficulties in tracking graduates due to the large number of students that become alumni. However, the program faculty indicated that students are readily hired into professional careers in the health services field.

Long Term Health Care Administration

The Long Term Health Care Administration program prepares students to understand the long care health needs of the elderly population. The curriculum focuses on the regulatory compliance for the long-term health care administration profession. The program is accredited by the National Association Boards of Examiners for Long-Term Administrators.

a. Is the Department fulfilling its service role, adequately preparing non- majors for future coursework and/or satisfying the needs for general education?

The Long Term Health Care Administration program follows the general education requirements as stipulated by the university. However, it does not prepare non-majors for future coursework.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

Faculty indicated that the program is attracting successful majors. Recruitment efforts have included tabling events at the student center, personal communication with admitted students, email contact with undecided majors, contact with health association presidents. The program plans to attend freshman/sophomore classes to recruit interested lower division students. Historical data presented in the Self-Study (p. 77) reveal a decline in the number of majors over the past several years. The program experienced growth from Academic Years 2007/2008 through 2011/2012, with a peak at 47 students. In 2012/2013, the program declined to 32 students. During the 2013/2014 year, the number of students in the major dropped to 15. Faculty cited limited recruitment efforts for the reason for this decline. Of particular concern, as well, is the lack of student diversity in the program.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The undergraduate curriculum includes five “Domains of Practice,” including Resident Care and Quality of Life Domain I; Human Resources Domain II; Finance Domain III; Physical Environment and Atmosphere Domain IV; and, Leadership and Management Domain V. The curriculum requirements appear to be prescribed by the accrediting body national board (National Association of Boards of Examination of Long Term Care Administrators). As noted in the Self-Study, the program goals and objectives include:

- **Resident Care and Quality of Life:** 1) Students will **demonstrate** working knowledge concerning Resident healthcare provided in his/her facility and ensuring that his/her professional staff are fully aware of and understand the importance of the regulations that have been enacted for the purpose of enabling a facility to effectively and efficiently attain or maintain the highest physical, mental and psychosocial well-being of each resident. 2) Students will **demonstrate** understanding through practice questions, discussion, and provision of examples of what their understanding is.
- **Finance:** 1) Students will **demonstrate** knowledge of financial management with the assistance of a designated facility accountant, knowledge of broad spectrum budgeting methods (capital, cash, operating), and financial planning (the budgets used as tools to achieve organizational financial goals), and related cost centers. 2) Students will **demonstrate** a working knowledge of the financial operations and performance of his or her facility and how the varied reimbursement methodologies by all payers impacts daily operations, have the skills in financial management, efficiently obtaining needed funds, and effective decision making in the optimal use of those funds. The Administrator must control the liquidity of the facility, identify and protect the facility’s financial assets, (insurance coverage, risk analysis, audits, segregation of duties) understanding of facility operating margins (ratio analysis, per patient per day analysis, ppd’s, RUGS, MDS 3.0 submissions, accounts receivable, cash on hand, consultative agreement agreements, billing, collections – bad debt, eligibility and coverage requirements of third party payers.
- **Human Resources:** 1) Students will be able to **demonstrate** an understanding that human resource functions are the responsibility of the administrator with the assistance of the Human Resource Professionals. Effective communication of the Administrator helps to achieve program goals, enhances efficiency and serves to meet any legal requirements. Effective Human resource management is built upon key management functions, through demonstration of: Planning, organizing, staffing, directing/leading and controlling. Human resource management underlies creation and retention of stable, qualified staff, hence, quality care of residents. 2) Students will **demonstrate** understanding of sample exam questions, discussion and real-life occurrences.
- **Governance, Leadership & Management:** Students will **demonstrate** an understanding that effective leaders identify and manage issues, problems and updated regulations in a manner which leaves energy to focus on daily operations, and goals set by the organization. Provision of educational opportunities, supporting residents and their families, and enhancing the ability of staff to learn

and grow, becoming confident in their empowerment to make effective decisions. 2) Students will **demonstrate** their understanding by example exam questions, discussion and industry examples to enhance understanding.

- **Environment:** 1) Students will **demonstrate** their understanding that an effective environmental program must involve both the internal and external environment of the facility. 2) Students will **demonstrate** an understanding how an effective program is established and monitoring of this program is the responsibility of the administrator. The upkeep of the environment is a constant of the building, equipment, and exterior grounds of the facility. It is inherent in responsibility to provide a safe, comfortable environment not only for residents, but also for staff and families. 3) Students will **demonstrate** their understanding through example test questions, and first-hand responsibilities through field experiences in their practicum and internship.

The curriculum is aligned with the competencies/learning outcomes required for national licensure in the Long Term Health Care Administration field. It is clear that the curriculum does provide students with an adequate background to pursue licensure and a career in the field.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

At the present time, there appears to be only one faculty member (Group II) dedicated to the Long Term Health Care Administration program. The program coordinator carries a 4/4 semester teaching load and advises 35 undergraduates. In addition, the faculty member is engaged in service to: 1) the ACHCA Student Chapter; 2) search committee member, Child and Family Studies faculty position, 2014; 3) member, SPH Curriculum Committee; and, 4) Licensed Nursing Home Administrator (Ohio). The Self Study noted “this program does not typically engage in research though notifications of opportunities are provided to the students” (p. 74). It would seem advantageous to have at a minimum one Group I faculty responsible for advising, student recruitment, service, and internship supervision.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

As noted in the Curriculum Map (Self-Study, p. 82), the Long Term Care Curriculum learning objectives are aligned with course requirements. However, there is no clear delineation as to which courses introduce, reinforce, and provide mastery of the learning objectives.

f. Are students able to move into to discipline-related careers and/or pursue further academic work?

As noted in the university catalog, students should be prepared to sit for federal and state boards (i.e., The National Association of Board Examiners of Long-Term Care Administrators) upon completion of the degree. Profession licensure is required in most

states to operate a nursing facility. Most students are in discipline-related nursing home administration and management positions.

Occupational Hygiene and Safety

The focus of the Occupational Hygiene and Safety Program is to teach graduates to anticipate, recognize, evaluate and control workplace factors that affect health, comfort, and productivity. In addition, the program introduces students to policy issues critical to workers health and safety. The Occupational Hygiene and Safety Program integrates the university's mission of fostering the intellectual, personal, and cultural development of students as it relates to applied science. As noted in the Self-Study, the goal of the program is "to incorporate applied sciences and critical thinking skills into all professional coursework in an effort to produce scientifically literate citizens, to provide students entering various work sectors with the necessary scientific foundation for achievement in the profession, and to produce broadly trained scholars of science with contemporary knowledge" (p. 89).

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

The Occupational Hygiene and Safety program does not offer specific courses to meet the university's general education requirements. In addition, the program does not offer a separate minor. At this time, the program does not adequately prepare non-majors for future coursework.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The program has a small number of majors but has been able to attract those who are very likely to succeed in the program. The number of majors in the program is consistent with other similar undergraduate programs. The faculty feel that they could support an additional 20-25% students. Overall, the program attracts students from the southeast Ohio region, which is predominately an underserved area. However, there are very few females enrolled in the major. The faculty have been resourceful in their strategies to recruit students.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The undergraduate curriculum is reflective of the occupational hygiene and safety discipline and provides majors with the competencies required to pursue discipline-related careers or graduate work following graduation. The curriculum is based on the American Board of Engineering and Technology accreditation guidelines. In addition, the Advisory Board (Industrial Hygiene Advisory Committee) has

provided consultation on the mission requirements. As noted by the faculty, students are recruited for paid internships and readily employed at graduation. Overall, the Occupational Hygiene and Safety program curriculum prepares majors with the knowledge and skills to pursue entry-level careers or graduate work following graduation.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

There are adequate resources to support the program and faculty. The faculty noted that equipment needs are readily met within the department. In addition, the faculty actively seek out opportunities to secure external funding for equipment. Lab equipment and space are excellent.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The Occupational Hygiene and Safety program learning outcomes are loosely structured around the American Board of Engineering and Technology (ABET) accreditation guidelines. There are four specific program learning outcomes of the Occupational Hygiene and Safety program:

1. Students will **demonstrate** professional oral and written communication skills.
2. Students will **perform** methods, techniques and activities at a professional level.
3. Students will **collect** data and **formulate** conclusions, strategies, and solutions to professional standards.
4. Students will **list** and **describe** essential facets of the profession.

As noted in the curriculum map, learning outcomes are introduced and reinforced throughout the curriculum. Higher level coursework provides opportunities for students to demonstrate mastery and integration of learning outcomes. Teaching assessment will utilize the new college practices. Student assessment is conducted using an online teaching survey distributed by the College of Health Sciences and Professions.

f. Are students able to move into to discipline-related careers and/or pursue further academic work?

Faculty indicated that students are readily employed at graduation in the field. Other mechanisms have been employed to determine students' ability to move into discipline-related careers and/or pursue further academic work, including Facebook and Advisory Board alumni.

Environmental Health Science (minor)

As noted in the university catalog, the Environmental Health Science Minor is appropriate to science majors (i.e., biological sciences and chemistry), but may also fit well with other

majors (i.e., communications, social sciences, and plant science). The overall purpose of the Environmental Health Science minor is to enhance the practical application of the student's primary degree.

The Environmental Health Science minor integrates the university's mission of fostering the intellectual, personal, and cultural development of students as it relates to applied science. The overall goals of the program are to incorporate scientific inquiry and critical thinking skills into all professional coursework and provide students various professions with a foundation in environmental public health that will make them more competitive in the workforce.

a. Is the Department fulfilling its service role, adequately preparing non- majors for future coursework and/or satisfying the needs for general education?

The Environmental Health Science minor is appropriate for non majors. The program requires a minimum of 18 credit hours in the core requirements (9 credit hours, EH 2000, OHS 2000, and HLTH 2000) and electives (9 credit hours from a list of environmental health and occupational hygiene and safety courses). The minor is intended to provide students with a foundation in environmental public health that will make them more competitive in the workforce. The department does fulfill its service role. However, the minor does not necessary prepare non-majors for future coursework or satisfies the needs for general education.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

Recruitment efforts have mainly focused on students enrolled in EH 2000 and OHS 2000. In addition, faculty members from other program areas in the department have been helpful in student recruitment for the minor. The most frequent majors pursuing the minor over the seven year review period have included Health Services Administration, Community Health Services, Long-term Care Administration, Environmental Biology, and Applied Nutrition.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The Environmental Health Science minor enhances the practical application of the student's primary degree. The minor may make majors more competitive in the workforce. However, there is a lack of data to determine the impact of the minor on discipline-related careers or graduate work following graduation.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

Students in the minor complete 18 additional credit units from existing classes offered in the Environmental Health Science major. The resources and number of and distribution

of faculty are sufficient to support the minor program at this time.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

As noted in the Self-Study, the minor is targeted to students in any major. As a result, it is not a learning outcomes-based program. Therefore, it is not possible to determine if the pedagogical practices are appropriate. Student assessment based on individual courses.

f. Are students able to move into to discipline-related careers and/or pursue further academic work?

It is not possible to determine if students are able to move into discipline-related careers and/or pursue further academic work. Students are able to join the EH/OHS Facebook group, however this is not a reliable mechanism to track students. Furthermore, alumni are tracked primarily through their home major program.

Graduate Program

Master of Health Administration

The mission of the Master of Health Administration (MHA) program is to prepare innovative, knowledgeable, and skilled leaders who strive to improve the U.S. health care system while advanced their careers. The program's focus on content essential to leadership in the health care industry and on develop of skills to solve complex problems, identify and communicate with various stakeholders, maximize teamwork, and meet organizational goals. The MHA program is delivered in an online format in collaboration with Pearson Student Services.

a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

The program attracts a large number of Health Administration professionals currently employed in the field. The program is oriented to adult, mid-career students. As noted in the Self-Study, the student population ranges in experience from two years to 40 years with an average of nine years.

There are currently 430 students currently enrolled in the program, with a goal of increasing the number of students. Students are distributed in 47 states, with a diverse distribution of students' race/ethnicity. Consistent with discipline trends, females are represented at a higher number of students as compared to males.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

The graduate curriculum enables students to improve their employment situation. The program maintains informal contact with alumni, however there is little formal data

available on students following graduation.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The program was started in 2009 however data on the mentoring and advising efforts is not available at this time.

d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

Staffing is adequate at the present time. However, there are plans to increase the number of students admitted into the program. At the present time, one Group II faculty oversees the program with responsibilities that include admissions, course development, and coordination of faculty and Pearson course designers. The program is delivered by adjunct faculty who are health care professionals/educators located across the country. Facilitators are supervised by adjuncts and are responsible for no more than 25 students in a section. Pearson Student Services and Help Desk personnel work closely with the Coordinator, faculty, and facilitators to ensure a quality academic experience for students. In addition, Pearson Enrollment Advisors coordinate student recruitment and admissions screening. The Program Coordinator and Department Chair are responsible for final acceptance of students into the MHA program.

e. Does the program offer appropriate financial support to graduate students?

All students are full paying so financial support to graduate students is not offered.

f. Is teaching adequately assessed?

The teaching is adequately assessed. At the present time, student course evaluations are conducted by Pearson Student Services. The program receives feedback from facilitators and faculty to assess student learning. As noted in the Self-Study, Pearson conducts a comprehensive assessment of student learning and faculty/facilitator evaluation.

g. Are students able to move into discipline-related careers?

Relevant data is not currently available to assess students' ability to move into discipline-related careers.

h. For doctoral programs, questions related to D.III of <http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf>

The Department of Social and Public Health does not offer doctoral program.

Master of Public Health

The Master of Public Health (MPH) program was reaccredited by the Council for Education in Public Health (CEPH) in 2009 through the Consortium of Eastern Ohio (CEOMPH). Ohio University is a member of the Consortium and has representatives on all program committees (i.e., Governing Council, Program Coordinating Council, Admissions, Curriculum, Faculty Appointment and Development, and Fiscal Issues).

As noted in the Self-Study, “The mission of the Consortium of Eastern Ohio Master of Public Health program is to provide accredited public health education designed for the working professional. It does this through a collaborative learning community, drawing on the collective resources of its six member institutions and partnering community agencies. The program strives to produce respected and competent professionals able to improve public health practice, especially in eastern Ohio.” (2009) At the present time, the CEOMPH is undergoing a strategic planning process and has a revised mission statement that is under committee review: “The mission of the Consortium of Eastern Ohio Master of Public Health program is to prepare current and future professionals through accredited education, research and service to improve the health of diverse communities in eastern Ohio and beyond. The mission is accomplished through collaboration among its partner universities and agencies.” (Rev. 5/6/14)

Consistent with CEPH accreditation requirements, the MPH program has a set of goals that guides the curriculum:

- Provide graduates with a foundation of public health skills and knowledge, including community assessment methods, analytic skills, research strategies, program implementation, evaluation, and policy development within an ethical and culturally sensitive perspective.
- Provide an MPH program that produces competent practitioners through collaboration among academicians, researchers, public health practitioners, and students from each member institution and the eastern Ohio community.
- Provide students with the knowledge and opportunities to apply public health concepts and skills to assess and improve the health status of residents of Ohio through research and service.
- Foster ongoing professional development of faculty and students and public health practitioners for the advancement of practice in the community.
- Assure at least an annual evaluation of overall program activity so that it continues to meet the needs of both students and the eastern Ohio community, and is based on the most current concepts and skills in public health research and practice.

The MPH Program is delivered through blended learning methods, including online and interactive videoconferencing.

- a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?**

The admissions criteria used by the Admissions Committee are consistent with requirements used by other CEPH accredited programs. These criteria include:

- Bachelor's degree from an accredited college or university
- Minimum undergraduate GPA of 2.75
- Minimum graduate GPA of 3.00 out of a 4.00 scale
- Successful completion of a college level mathematics or statistics course and college level social or natural science course
- Acceptable GRE score (if appropriate)
- Two years of work experience in a relevant field is highly recommended, but not required

Graduation rates for the CEOMPH reflect that the program is attracting students that are likely to succeed in the program. The MPH graduation rates support a pattern of student success in completion of the program, which is within the CEPH accreditation requirements. Unfortunately, data is reflective of the CEOMPH rates and do not provide sufficient data to determine student success for the OU campus.

As of 2013, 16 (61.5%) student applicants were received for the OU campus. However, a total of 6 (37.5%) students enrolled were at the OU campus. However, MPH program rates for students completing the first fall core classes for the OU campus is not provided.

Student diversity data was limited and, therefore, cannot be adequately assessed. As noted in the Self-Study, the program draws from the OU international student community and Cleveland urban areas. In addition, the students represent a diverse age and professional background.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

The MPH program is accredited as a Generalist Program. The MPH program provides a core curriculum in biostatistics, epidemiology social/behavioral sciences, health services administration, and environmental health sciences. The core, generalist track, practice/culminating courses, electives provide an adequate background to pursue discipline-related careers following graduation. The graduate curriculum is consistent with similar accredited MPH programs and meets the CEPH accreditation criteria.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The MPH program provides adequate mentoring and advising to students to prepare them for discipline-related careers. The student works with a faculty and community preceptor on a project meaningful to public health. It is noted that student faculty preceptors for practicum or capstone projects general come from the OU MPH faculty.

d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

As indicated in the Self-Study, the program has 53 total faculty from all of the partner universities. Of these, 39 faculty hold “regular” appointments and 14 hold “adjunct” appointments. The OU campus contributes seven total faculty, including one faculty who teaches a core course on a regular basis (Epidemiology in Public Health) and other faculty who have taught core courses in previous years (Social/Behavioral health Sciences and Environmental Health Sciences in Public Health). In addition, the OU faculty have been active in the area of scholarly activities and funding, which is a requirement of accreditation.

Faculty resources are considered adequate, since the program can draw from faculty from anywhere in the consortium. OU faculty are considered valued contributing partners, precepting more of their own students, performing scholarly activity, and teaching core courses. Overall, the OU resources and the number of and distribution of faculty are sufficient to support the MPH program.

e. Does the program offer appropriate financial support to graduate students?

As noted in the Self-Study, the OU program has made appropriate financial support available to MPH students. OU has been generous in offering graduate assistantships to MPH students. They have been recipients of research awards. OU MPH students have also taken advantage of program offers to go to state conferences free of cost.

f. Is teaching adequately assessed?

The program faculty indicated that teaching is assessed. However, little detail on the process was provided.

g. Are students able to move into discipline-related careers?

As required for CEPH accreditation, the target graduation rate is at least 70% and the target employment rate (including continuing education) is at least 80%. Six year graduation rates support that there is a consistent pattern of students who have been employed or continuing education. Overall, program data supports that students are able to move into discipline-related careers.

h. For doctoral programs, questions related to D.III of <http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf>

The Department of Social and Public Health does not offer doctoral program.

Graduate Certificate Program

African Community Health Certificate

The mission of the African Community Health certificate is reflective of the university's mission in relation to research, teaching and service in the field of community health and the delivery of health care to Africa. Furthermore, the certificate program embraces the university's mission through the personal, intellectual and cultural development of its students given the diversity of the African contexts where community health and delivery of health care takes place. To achieve its mission, the goal of the certificate program is to help students develop their abilities in career building; sharpen skills in community health and in the delivery of health-care services to African regions, and to extend their understanding and ability to address African health issues and challenges.

The African Community Health certificate is administered through the department. The most frequent graduate degree programs pursuing the certificate over the seven year review period have included Public Health, African Studies, Communication and Development Studies, Mass Communication – Media Arts and Studies, and Osteopathic Medicine.

a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

The African Community Health certificate attracts students in two categories: 1) those who have been admitted into an advanced degree program at OU, and 2) those who possess a bachelor's or advanced degree but are not currently in a degree program at Ohio. The rigorous acceptance criteria ensures that students possess the requisite academic and professional-related experience necessary to succeed in the program. Student diversity data was not provided and, therefore, cannot be assessed.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

The program is an interdisciplinary collaboration that requires on 18 semester credit hours in the fields of anthropology, communication, geography, and public health. As noted in the Self-Study, students who complete the certificate are employed in different sectors such as: national and international non-profit and for-profit organizations ranging from, community-based organizations, media companies, governmental and non-governmental organizations etc.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

Adequate mentoring and advising of students has been limited due to faculty constraints. As noted in the Self-Study and faculty comments, the number of faculty available to teach the required courses was impacted by the loss of two faculty members. In addition, two full-time Group 1 faculty are currently dedicated to the

undergraduate Community Health program and graduate MPH program.

d. Are the resources and the number and distribution of faculty sufficient to support the graduate program?

As an interdisciplinary graduate program, faculty are drawn from the participating departments to deliver the curriculum. However, the Department of Social and Public Health provides the administrative responsibility for the graduate certificate program. In general, faculty indicated that there have been adequate resources (i.e., office space, supplies, etc.) to support the graduate certificate program. However, the number and distribution of faculty have limited the ability of the program to deliver its curriculum. During the review period, the program has lost two faculty members that have not been replaced. In addition, two full-time Group I faculty members have teaching assignments in the undergraduate Community Health and graduate MPH programs.

The lack of faculty has been evident in the number of students who have graduated from the certificate program. Data demonstrates a significant drop in the number of graduates over the past six years. The average number of students who graduated from the certificate program was 10.8 students during the 2008/09 to 2012/13 academic years. However, there was a dramatic drop in graduates in the 2013/14 academic year with only four students completing the certificate program. Faculty cited the lack of sufficient faculty to deliver the courses as the reason for this steep decline.

e. Does the program offer appropriate financial support to graduate students?

No information was provided on financial support to graduate certificate students. Therefore, the appropriateness of financial support could not be determined.

f. Is teaching adequate assessed?

The Self-Study provided a detailed discussion of the certificate program's mission and goals. The certificate does not previously have a learning outcomes-based program. As noted in the Self-Study, "the learning outcomes are geared towards developing a student's abilities in career building, enhancing knowledge of community health and the delivery of health care and extending understanding on issues and challenges unique to communities in Africa" (p. 179). In addition, teaching assessment procedures were not discussed in the Self-Study or by certificate faculty. Therefore, it is not possible to assess the adequacy of teaching.

g. Are students able to move into discipline-related careers?

As noted above, certificate students who complete the program are employed in different sectors, including national and international non-profit and for-profit organization ranging from community-based organizations, media companies, governmental and non-governmental organizations. However, students are tracked primarily through their home major programs.

Areas of concern

A recent change to university curriculum is the transition to student outcomes assessment. It is recognized that the department programs have designed their learning outcomes measures. The programs have yet to align their curriculum and outcome measurements with the expected student outcomes or competencies. At this time, the majority of programs had limited measurements to effectively assess the preparation of students for professional careers or further graduate education. Outcomes data provided by the Office of Institutional Research has provided limited information. To date, the low response rates limit the programs' ability to make meaningful curriculum decisions.

In addition, students were aware of the learning outcomes of specific courses, however they were unaware of specific program outcomes. Only Social Work students were knowledgeable of their program learning outcomes due to the highly structured program with stringent accreditation requirements. There appears to be little communication with students about the skills and competencies that they should have as a result of completing their academic programs.

Internships were an area of concern. The students indicated that they felt the internships were valuable to their professional preparation. However, they expressed frustrations with the current practices for internship placements. Several students expressed concerns with the time requirements (400 hours), quality of placements, perceptions of the university's reputation by placement sites/preceptors, and supervision. In contrast, the program faculty (with the exception of Social Work) indicated that securing an internship was mainly the responsibility of the student. Internships are completed over the summer semester and faculty are not typically under contract to provide the level of supervision needed by students. Furthermore, supervision of internships are handled as an additional service component.

The Long-Term Health Care Administration program currently relies on one Group II faculty member. As noted above, this individual carries a 4/4 semester teaching load and advises 35 undergraduates. In addition, the faculty member is engaged in service to: 1) the ACHCA Student Chapter; 2) search committee member, Child and Family Studies faculty position, 2014; 3) member, SPH Curriculum Committee; and, 4) Licensed Nursing Home Administrator (Ohio). In addition, the program's focus is primarily on preparing students for administration of licensed skilled nursing home. It should be noted that the current gerontology health care environment is more encompassing, including independent living facilities, home health care, preventative care, etc.

The MPH program is administered in an unusual format through the Consortium. While OU faculty have representation in the Consortium, there is little control over programmatic issues that impact the students' needs. Faculty expressed dissatisfaction with the current arrangement. In addition, students expressed frustration with the program and the teleconference delivery format (Saturdays). In addition, concerns were

raised about the program's emphasis on urban public health issues. Both faculty and students would like to focus on rural Appalachian public health issues.

The African Community Health Services Certificate program has experienced constraints that have impacted the program. The loss of two faculty members has limited the program's ability to consistently offer courses needed for the certificate. This has led to a significant drop in student enrollment and graduation.

At the present time, the Department of Social and Public Health has sufficient resources to fulfill its mission. However, the programs have expressed that there is increased demand for well-prepared social and public health professionals. Faculty indicated that they would like to increase the number of students enrolling in their programs. At the present time, there are several programs that have experienced a loss in faculty that have not been replaced. The potential for growth should be considered with a plan for how to manage the financial resources needed.

Recommendations

The restructuring of the College of Health Sciences and Professions has resulted in the incorporation of new programs under the administration of the Department of Social and Public Health. There needs to be a department strategic plan developed to identify the focus of the restructured department, for investment of resources, and to manage student growth. The restructuring of the department needs to be inclusive of all the stakeholders. A strategic plan would create a new vision for the department that is inclusion of all programs. There has been integration of cross-discipline courses. However, it would be beneficial for the department to have well-defined goals to provide a framework for future programmatic and curriculum development. In addition, a strategic plan would guide the department in future faculty needs.

It is recognized that the move to student learning outcomes has been a recent curriculum change. However, there remains a gap in how these outcomes will be assessed across each program. It was noted that the current data provided by the Office of Institutional Research has yield low response rates. The "new measures" that will be used to assess students and the program should be clearly defined and aligned with learning outcomes.

Group II faculty deliver a significant number of courses that support the department programs' curriculum. Teaching modalities continue to change with the increased utilization of technology in the classroom. It is critical for faculty to remain current in their field, as well as up-to-date on classroom strategies. Group II faculty indicated that some professional development resources are available, however these funds have been typically allocated on a priority basis. It would be advantageous to have increased resources dedicated to Group II faculty for teaching effectiveness and currency in the field.

Internships need to have increased structure in placements and supervision. The 400 hours of internship was appropriate and attainable under the previous quarter system. However, the transition to a semester system has resulted in difficulty for students to complete their internship in one semester. It is recommended that the programs reevaluate the number of

hours required for the internship and how the hours can be completed. In addition, consideration should be given to provide a more structured experience for the internship requirement to ensure a stronger quality experience for the student and site supervisor. It is suggested that an internship coordinator be appointed with supervision assigned within their assigned teaching load. (It should be noted that the Environmental Health Science and Occupational Hygiene and Safety profession requirements/accreditation considerations may require staffing with certified internship coordinator). In light of increasing enrollments, it may be necessary for some programs to expand the number of sites and to coordinate with regional campus faculty for increased internship opportunities. It might be helpful to have internship coordination assigned to a new or newly appointment faculty member to assist in the development of professional relationships within the community.

As noted above, faculty and students have expressed frustration with the current MPH Program Consortium. The current arrangement for curriculum and course delivery has not met the needs of students. It is recommended that the program explore developing a MPH program of its own. In addition, it is recommended that consideration be given to a program that focuses on the unique issues of the rural underserved Appalachian region.

Environmental Health Science and Industrial Hygiene and Safety programs have a small student enrollments. The programs should be acknowledged for their continued recruitment efforts. However, the intense science coursework required in the programs has limited recruitment efforts. It is recommended that additional faculty be added to the major to assist with curriculum and major recruitment. Possible strategies for student recruitment could include targeting promising high school students, such as the Tech Savvy for Women. In addition, it is suggested that program faculty target a learning community group of potential undecided majors with their EH 2000 class with a Tier 2 course (i.e., GEOG 1400 and PSY 1010).

Currently, a faculty search being conducted for one Group I Health Services Administration faculty position. Given the large number of students, it is critical that one additional Group 1 faculty position be allocated to the program. This chronic staffing problem has had ramifications in other areas, such as pursuing accreditation/certification with the Association of University Programs in Health Administration (AUPHA). Although the program continues to position itself to move forward with AUPHA certification, it has not been able to do so given its staffing situation.

With the restructuring, the Child and Families Studies program is now in the Department of Social and Public Health. The Child and Families Studies program offers undergraduate and graduate certificates in the area of Gerontology. Collaboration between the Long-Term Health Care Administration program and Gerontology certificates would provide an increased breadth of opportunities for students and faculty.

It is recommended that a consultative structure be created that provides students with an increased voice in their academic coursework. It would be helpful for faculty to possibly

have student representation on an advisory board (i.e., inclusive of faculty, alumni, employers, and students). This could add an additional layer of feedback to the programs that is not limited to course evaluations.

Commendations

The department faculty speak highly of the leadership that Dr. Douglas Bolon has provided during the restructuring of the department. The breadth of disciplines, complexity, and number of faculty brings tremendous strains on a department. Dr. Bolon should be commended on his leadership that has moved the department forward, both gracefully and collegially. Furthermore, the department faculty were very positive about the availability of resources that Dr. Bolon has made accessible.

The faculty should be commended for the atmosphere of collegiality among the programs. Genuine respect for each other was communicated throughout the interviews. In addition, the students spoke highly of their faculty and recognize the quality of instruction.

Overall judgment: Is the program viable as a whole?

The purpose or mission of the Department of Social and Public Health is to create well-prepared graduates, with an emphasis on developing critical thinking skills and abilities. This is consistent with the mission of the university and college. Overall, the department is fulfilling its mission to prepare graduates for the social and public health professions.

The department is diverse and complex with seven undergraduate programs, four graduate programs, and four certificate programs. While the individual programs represent distinct disciplines, there is tremendous inter-relatedness between the disciplines. As evidenced in the program review, the department has a collegial environment that fosters collaboration among the programs. However, the loss of faculty members has strained the department's ability to deliver curriculum in a number of program. In spite of this, the program as a whole has been able to carry out the broad overall mission (teaching, research, scholarship and creative activity, service).

As a whole, the level of research, scholarship, and creative activity is appropriate for the department. Faculty have adequate resources to support their RSCA activities through internal and external sources. The department's level of external funding is at an appropriate level.

Overall, faculty are actively involved in service, outside of teaching, that is appropriate for a program of its size. Group I faculty actively participate in service through participation on university level committees. In addition, the faculty are committed to the broader community and are engaged in a wide range of service activities. It is clear that the department fulfills its service mission.

At the present time, the department has sufficient financial, staff, physical facilities, library,

and technology resources, to fulfill its mission. The department is able to create well-prepared graduates with the knowledge and skills needed in the social and public health fields.

Overall, the Department of Social and Public Health is a viable program.

References

¹Office of Institutional Research (August 2014). Ohio University: Fact Book.

²<http://www.ohio.edu/chsp/about/missionvision.cfm>

³<http://www.library.ohiou.edu/about/>

**Executive Summary
Department of Social and Public Health (DSPH)
Program Review**

Dr. Vickie D. Krenz & Dr. Gary W. Peterson

External Reviewers

The Department of Social and Public Health is the largest academic program in the College of Health Sciences and Professions. The department houses undergraduate, graduate and certificate programs in Child and Family Studies, Community Health Services, Environmental Health Science, Health Services Administration, Occupational Hygiene and Safety, Long-Term Care Administration, Public Health and Social Work. Overall, the Department of Social and Public Health is a viable program.

The Social Work and CFS undergraduate and graduate programs in the Department of Social and Public Health (DSPH) are strongly viable and provide valuable options for the education of students at Ohio University. These programs are especially fulfilling their missions in the areas of teaching and service. Both of these programs are providing students with educations in fields that lead to important careers after graduation. The faculty in CFS and Social Work are working very hard in the areas of teaching and service as they deal with programs having large enrollments and majors that are growing rapidly. Both of these programs are well positioned for gaining new resources based on the new budgeting system that is designed to reward successful and growing programs. These programs have earned continued support from the college and the university in the future.

The Public Health programs consisting of undergraduate, graduate and certificate programs included Community Health Services, Environmental Health Science, Health Services Administration, Occupational Hygiene and Safety, Long-Term Care Administration, Public Health. As a whole, the level of research, scholarship, and creative activity is appropriate for the department. Faculty have adequate resources to support their RSCA activities through internal and external sources. The department's level of external funding is at an appropriate level. Faculty are actively involved in service, outside of teaching, that is appropriate for a program of its size. Group I faculty actively participate in service through participation on university level committees. In addition, the faculty are committed to the broader community and are engaged in a wide range of service activities. It is clear that the department fulfills its service mission.

Improvement in research/scholarship and external funding acquisition is needed in the Social Work and CFS programs (especially in CFS) but will likely be challenging or perhaps impossible to improve if faculty continue to face increased workload demands that are becoming unmanageable. The faculty in the Social Work and CFS programs are already working very hard to meet new demands in teaching quality, advising, service, recruitment activities, and mounting administrative tasks that faculty are being delegated.

Specific issues are prevalent in the CFS internship and thesis that require creative solutions but the source of these problems are again based in increasingly stressful workloads that small faculties must face. The review committee also thinks that great potential exists for these programs to collaborate more effectively across the areas of human development, family studies, social work, and the health fields. Collaboration of this kind could result in imaginative interdisciplinary curricula as well as eliminate curriculum duplication across these programmatic areas. Such creative results are more likely to result if the DSPH undertakes a thorough process of strategic planning to bring about greater meaning to the recent restructuring process and encourage collaboration across programs. The certificate and minor programs in Gerontology and Social Service are good mechanisms for providing useful career options for students from a variety of majors. However, some need exists to reexamine the extent to which these programs have impact on the workload of CFS and Social Work faculty.

The loss of faculty in the Community Health Services and Health Services Administration programs has strained the department's ability to deliver curriculum in a number of programs. In spite of this, the program, as a whole, has been able to carry out the broad overall mission (teaching, research, scholarship and creative activity, service).

The restructuring of the College of Health Sciences and Professions has resulted in the incorporation of new programs under the administration of the Department of Social and Public Health. There needs to be a department strategic plan developed to identify the focus of the restructured department, for investment of resources, and student growth. The resulting strategic planning process for the department needs to be inclusive of all the stakeholders.

It is recognized that the move to student learning outcomes has been a recent curriculum change. However, there remains a gap in how these outcomes will be assessed across each program. It was noted that the current data provided by the Office of Institutional Research has yield low response rates. The "new measures" that will be used to assess students and the program should be more clearly defined and aligned with learning outcomes.

Internships in several of the department programs need to have increased structure in placements and supervision. The 400 hours of internship was appropriate and attainable under the previous quarter system. It is recommended that the programs reevaluate the number of hours required for the internship and how the hours can be completed. In addition, it is suggested that an internship coordinator be appointed with supervision assigned and counted as part of their assigned teaching load.

Faculty and students have expressed frustration with the current MPH Program Consortium. The current arrangement for curriculum and course delivery has not met the needs of students. It is recommended that the program explore developing a MPH program of its own that focuses on the unique issues of the rural underserved Appalachian region.

Child and Family Studies Program Review

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Questions for reviewers:

Please provide a narrative describing your observations and judgments regarding the overall state and quality of the program. Please, at the minimum, address the following questions in your summary. Provide any information that was not provided above as needed.

1. The program as a whole:
 - a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service)

The CFS program has emerged from restructuring and conversion from quarters to semesters with a very creative curriculum consisting of three options: 1. Child, Adult, and Family Services, 2. Child Life, and 3. Family Gerontology. Having 4 Group I faculty in this area appears to be adequate, though if the upward enrollment trajectory continues, CFS will be a program deserving of new faculty positions perhaps through reallocation from a program where enrollment is declining. This would seem to be possible with the new budgeting system that has been implemented by the university. The CFS curriculum is complicated and requires a maximum effort by faculty to cover all the valuable coursework provided.

As a group, the CFS Group 1 faculty members for the undergraduate and graduate programs appear to be averaging less than one publication per year. The program review documents do not provide clear guidelines about the level of publication that is expected of

faculty members. This level of scholarly activity should be improved if possible by effective management of growing faculty workloads.

There did appear to be several reasons for this lower level of scholarly/research activity that are rooted in changes within the larger university in conjunction with excessive and growing demands on faculty time. These issues include greater demands for faculty to demonstrate high quality teaching, heavy courseloads, extensive advising, and service. There is evidence that faculty are being asked to do significantly more in areas other than scholarship/research, especially in the areas of recruitment, data gathering about students and graduates, as well as quasi-administrative tasks involving processing forms that used to be done by staff and administrators who are compensated for these activities (and faculty are not). The inevitable result is less productivity in research/scholarship and external grant acquisition.

This is not unique to Ohio University and is a common trend elsewhere in similar academic settings. However, the academic culture that encouraged research/scholarship in the past is steadily being eroded by new tasks that are eating away at faculty time. There is a significant danger that regional universities like Ohio University will gradually diminish the knowledge creation mission in response to political and public pressures for programs to become more superficially accountable as well as pragmatically and vocationally focused. These pressures are diversifying the roles of faculty members to an extent that there will soon be little time left for scholarly/research activity. Maintenance of a scholarly/research culture will be crucial for recruiting talented CFS faculty in the future.

Discussions with faculty revealed the need for better guidelines from higher administration and the college about expectation levels for scholarship/research based on meaningful discussions with faculty about what is realistic. If faculty work demands continue to increase, discussions might lead to the inevitable conclusion that research/scholarship expectations need to be lowered. Faculty may not be able to attain research scholarly levels of the past if these trends continue. Another need is to educate governing boards, politicians, higher level administrators and the public about the consequences of gradually squeezing out the knowledge creation mission (without overtly recognizing that this is happening) as faculty face rising expectations for performance in other areas. There appears to be a trajectory that may lead universities like Ohio University (and there are many of these) to be virtually

indistinguishable from the role of faculty in community colleges and public education at the secondary level.

- b. Is the level of the Department's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?

The program review document does not identify any significant shortages in resources for office space, travel, supplies, and technology. An exception to this comment may be that growing enrollment trends could place increased strain on resources in the future.

There is a need to improve the level of external funding, but with the reality based expectations that external funding sources for CFS faculty are diminishing at national and state levels and are difficult to acquire. External funding acquisition might be encouraged through the implementation of differential faculty loads for promising research faculty and judicious use of course releases to encourage grant writing. These arrangements must not diminish the contributions of faculty who choose to teach at disproportionate levels and who perform instruction at a high level.

- c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

The CFS faculty involvement in service is excellent and is at a level that does not require increases in the immediate future. The pragmatic and career focused options provided in all 3 CFS curricular concentrations provide logical community connections for faculty involvement in social services, child life and service to aging populations (gerontology). The CFS faculty also demonstrate sufficient connections with the surrounding community.

- d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

No substantial resource issues were identified by administrators, faculty or students. The university appears to provide adequate financial resources (e.g., funds for faculty travel), physical facilities, supplies, library resources, faculty development, and

technology to accomplish the programs' missions.

2. Undergraduate Program:

- a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

The CFS faculty involvement in service is at a level that does not require increases in the immediate future. The pragmatic and career focused options provided in all 3 CFS concentrations provide logical community connections for faculty involvement. Service to the university and the larger field of child and family studies (e.g., professional associations and editorial boards) also is evident. The CFS faculty are providing valuable services to the university (department and higher levels), the community, and the profession (e.g., journal editorial boards and professional associations). At this time, the CFS faculty are providing as much service to students from other university programs as they can

Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The CFS program is attracting majors consistent with the better CFS programs around the country. The number of majors is substantial and appears to be in a current period of rapid growth. The lack of student diversity appears to be a problem but this pattern is probably consistent with limited diversity in the larger university. Perhaps some additional efforts and resources are needed to recruit a more diverse population in terms of gender, ethnicity, race and socioeconomic status. A particular emphasis should be to serve diversity needs in a socioeconomic sense for the surrounding communities-----perhaps with a focus on rural Appalachian youth and families.

- b. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The undergraduate curriculum in CFS has recently been revised in imaginative ways, perhaps encouraged in part by

restructuring and conversion from quarters to semesters. The 3 concentrations in the CFS curriculum seem to be carefully structured to meet student career needs after graduation. The focus of these curriculum changes are on 3 career areas that should be in high demand in the future, social services, child life, and aging populations.

- c. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

The number of Group I faculty members, when supplemented by other categories of faculty (i.e., Group 2 & 3 faculty) seems barely adequate. Moreover, CFS enrollments appear to be trending upward and are very substantial (190 majors). The class sizes in some CFS courses are excessive, with the result being that a faculty member's actual work requirements exceed what is necessary to cover their high standard course load (i.e., a 3 & 2 course load each academic year) per semester. There are signs that the workload of faculty members in this program are very demanding and causing considerable stress.

There are other significant problems that create workload problems for faculty. An illustrative issue is the expectation that the CFS Program Coordinator teach the CFS 4910 Internship course but not have this counted as a course for her teaching load. This is a very demanding instructional requirement that should be counted as part of the Coordinator's teaching load. It may also be one of the most valuable aspects of students' university experiences, especially as career preparation. This should probably be a regular course consisting of a 3-6 credit hours (reduction from the current amount of hours). The students the committee interviewed expressed great concern about the need for better supervision, assistance to find placements, course credit and opportunities to take internships in the summer (which will require summer pay for to faculty instructors). The current Program Coordinator is doing the best she can to supervise internship students---but this required work is in addition to her normal courseload! Internships might benefit from more central assistance at the college level, especially in terms of helping students find placements. However, actual supervision of the students experience should be done by the CFS Program Coordinator (or comparable faculty assignment) who receives credit for this supervisory work as part of her/his instructional courseload.

- d. Are pedagogical practices appropriate? Is teaching adequately assessed?

Teaching is evaluated with standard teaching evaluations that students complete online. This practice should be continued but not be used in an almost exclusive fashion to assess the quality of teaching. Other means of assessing the quality of teaching should be used such as peer evaluations. More diverse measures of assessing teaching should be used, especially for probationary faculty to provide constructive feedback so their teaching quality receives extensive attention prior to tenure and promotion decisions.

The current trend toward formalizing student outcomes is probably a good strategy, though some of the current learning goals specified seem to general to operationalize and measure. In contrast, the opposite extreme should be avoided where outcomes are so specified that cookie-cutter simplicity in outcomes is presented as a good education, simply because the outcomes are measurable.

- e. Are students able to move into to discipline-related careers and/or pursue further academic work?

The 3 concentrations in the CFS program are both imaginative and a strength of the department. These concentrations, 1. Child, Adult, and Family Services, 2. Child Life, and 3. Family Gerontology are focused on viable entry-level careers after graduation and are excellent background for pursuing graduate work in numerous social science, social service and public health fields. An area of particular creativity is the interdisciplinary area of Child Life, which draws upon the areas of family studies, child development and health related fields. More possibilities for integration across these areas should be examined and encouraged in the future.

3. Graduate Program:

- a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

The CFS graduate program is attracting students who are appropriate and are likely to succeed in the program. Greater emphasis should be placed on recruiting students who are more diverse in terms gender, race, ethnicity, and socioeconomic status. It is also recognized, however, that great diversity may be difficult to

achieve given the geographic and cultural context of Ohio University. A special focus on recruiting students from rural Appalachian family backgrounds may be a more realistic goal aimed at both diversifying the student population and for serving the surrounding region of Ohio most effectively. The best focus for CFS is to produce students who service the area surrounding the university. These skills should also service students well if they desire to locate elsewhere after graduation. The current CFS programs seem well suited for both of these goals.

- b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

The CFS graduate curriculum consists of coursework that is consistent with the better graduate programs in the country. Immediate changes are not necessary, though greater integration with public health and social work courses in the department may be a very creative direction to proceed. This will take advantage of collaborative opportunities within the department and structure a more efficient curriculum that can be covered by the small number of CFS faculty who must currently staff CFS courses. The review committee expressed considerable concerns about the ability of such a small faculty to cope with the growing demands of both the graduate and undergraduate programs. This is now a special concern given that the university is now on a budgetary system that could demand continuous growth with even more demands on a small number of faculty.

A major problem appears to exist with the CFS graduate courses that enroll both undergraduate and graduate students. Discussions with CFS graduate students indicated that these shared courses are not viewed by students as providing sufficient depth expected from graduate courses.

The CFS thesis that is required may not be mentored sufficiently or understood well by current graduate students. Discussions with students may lead to the conclusion that the thesis requirement should be questioned as to whether it should remain as a required degree component for all the students in the program. Many CFS masters students do not pursue doctoral studies and do not seek research-focused careers. Most CFS students appear to be seeking social service positions and may not need a thesis experience.

The increased work demands faced by the small number of faculty

members also may have left little time for mentoring student theses in the depth required. This is not a problem that is unique to CFS at Ohio University. Perhaps a thesis experience could remain an option only for students who are preparing for doctoral work and/or research careers? The remaining students might be required to complete a more limited research requirement such as a detailed research design rather than a full-fledged thesis project.

- c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The students appear to be receiving adequate advising and mentoring, though perhaps with the exception of the thesis experience and in some. Perhaps the graduate program enrollment should not be expanded until more faculty can be added to improve workload issues in the department.

- d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

The number of CFS faculty is barely adequate to support the current number of students in the graduate and undergraduate programs. The problem is that the undergraduate program appears to be growing rapidly and may soon place increased demands on the small number of CFS faculty. Consideration might be given to not expanding the CFS graduate program enrollment until more faculty can be added.

- e. Does the program offer appropriate financial support to graduate students?

The program has 2 GAs, a commitment of resources which does not provide sufficient support for a serious graduate program. More GA support is needed to assist the further development of this graduate program. Another possibility might be to split the 2 current GAs and provide half stipends and half tuition waivers to 4 students. This could also be the practice if a modest increase in GAs is provided to the CFS graduate program.

- f. Is teaching adequately assessed?

An important issue that requires attention is that current

measurements of teaching effectiveness are quite limited in scope (by no means a unique problem to Ohio University). The only faculty with actual classroom observations are probationary faculty (or those who ask informally); otherwise the sole measure of teaching quality appears to be classroom evaluations (with only a 25% return rate).

- f. Are students able to move into to discipline-related careers?

The CFS graduate curriculum is consistent with quality programs elsewhere in the country. The options within the curriculum in Child Life and Gerontology should prepare students for a variety of career options. The curriculum which involves a thesis also prepares student for doctoral work if they wish to pursue this path. Perhaps the thesis could become an optional requirement for students who are interested in pursuing doctoral studies at a later time?

- h. For doctoral programs, questions related to D.III of <http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf>

4. Areas of concern.

Some increase in research/scholarly production and external funding is needed. Efforts should be undertaken to create a more manageable scholarly/research culture by making faculty job expectations and performance criteria in teaching and service more manageable.

Faculty are stretched very thin in CFS, with growing enrollments, large class sizes (e.g., 70 students in a capstone course), and unpredictable factors (illness). Management of internships needs to be examined, either by spreading responsibility for supervising internships among more faculty or by considering internship credit as part of faculty member's regular course load. More careful supervision of student internship placements may be necessary, perhaps by central management at the college level. The actual supervision of the students' internship experiences, however, should remain in the capable hands of the CFS faculty.

A need exists to evaluate if the required thesis in the CFS graduate program truly fits the future career needs of graduates from the program. Many CFS graduate students are taking positions in social service agencies and few enter doctoral programs or pursue research careers. Mentoring students as thesis advisors and committee members is a very demanding responsibility requiring the devotion of a lot of time and energy by a small number of Group 1 faculty.

This extensive supervision may not be possible with the current workload demands faced by the small number of faculty in CFS.

5. Recommendations.

Respond to the “Areas of concern” above by making progress on these challenges.

Engage in strategic planning with the goal being to search for more collaboration across programmatic boundaries. There are a number of possibilities where curriculum can be shared among CFS, Social Work, and Health Areas within the Department of Social and Public Health. For example, Social Work faculty can teach course that can enhance the employable skills of CFS students and CFS faculty can teach non-practice courses in the social work curricula.

6. Commendations.

The Department of Social and Public Health has a very talented administrator at the helm who is dealing very capably with a very complicated academic unit. He clearly has very widespread faculty support.

The CFS program seems to have prospered following major restructuring and conversion from quarters to semester.

Faculty in CFS are working very hard with demanding and growing workloads that make much attainment in research/scholarship and external funding acquisition very challenging.

The faculty clearly indicated that they are dedicated to their work at Ohio University and have very high morale, despite serious workload issues.

7. Overall judgment: Is the program viable as a whole?

Overall, the CFS undergraduate and graduate programs show significant recent progress and are strongly viable as a whole for reasons specified above. Both programs have great potential for further growth and are of great value for Ohio University students.

Gerontology Certificates Program Review

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Questions for reviewers:

Please provide a narrative describing your observations and judgments regarding the overall state and quality of the program. Please, at the minimum, address the following questions in your summary. Provide any information that was not provided above as needed.

1. The program as a whole:
 - a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service)

This program does not have it's own faculty. It is staffed as an interdisciplinary offering that uses the faculty and coursework of other programs

- b. Is the level of the Department's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?

Not applicable. These certificates do not have their own faculty and resources.

- c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

Not applicable. These certificates do not have their own faculty and resources.

- d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

Not applicable.

2. Undergraduate Program:

- a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

Not applicable

- b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

Not applicable. Recent enrollment seems adequate, though has recently declined to 40 students from a high point of 76.

- c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

This interdisciplinary certificate program draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in gerontology.

- d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

Resources and faculty come from other programs and budgets.

- e. Are pedagogical practices appropriate? Is teaching adequately assessed?

Faculty and teaching quality are dealt with by other programs.

- f. Are students able to move into discipline-related careers and/or pursue further academic work?

As indicated above, this interdisciplinary certificate program draws from other programs to provide students (i.e, who have another major) with a supplementary career option involving knowledge and professional skills in gerontology. Gerontology is excellent preparation for a society that is now aging rapidly.

3. Graduate Program:

- a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

Currently there is only 1 student in the program and the maximum enrollment was 2 students during the 2008-2009 academic year.

- b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

This interdisciplinary certificate program draws from other programs to provide students (i.e, who have another major) with a supplementary career option involving knowledge and professional skills in gerontology.

- c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

This may vary with the base department that each faculty member comes from. No evidence was available about this.

- d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

Faculty for this certificate are based in other programs.

- e. Does the program offer appropriate financial support to graduate students?

Any financial support would come from other programs.

- f. Is teaching adequately assessed?

Assessment of teaching is accomplished by other programs.

- g. Are students able to move into discipline-related careers?

This interdisciplinary certificate program draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in gerontology.

- h. For doctoral programs, questions related to D.III of <http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf>

4. Areas of concern.

There is insufficient enrollment in this certificate program.

5. Recommendations.

Greater enrollment is needed if this certificate program is continued.

This certificate should be evaluated for viability and it's impact on resources drawn from base programs should be examined.

6. Commendations.

7. Overall judgment: Is the program viable as a whole?

This certificate program may need to be reconceptualized so that enrollments increase.

Social Services Minor Program Review

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Questions for reviewers:

Please provide a narrative describing your observations and judgments regarding the overall state and quality of the program. Please, at the minimum, address the following questions in your summary. Provide any information that was not provided above as needed.

1. The program as a whole:
 - a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service)

This program does not have it's own faculty. It is staffed as an interdisciplinary offering that uses the faculty and coursework of other programs.

- b. Is the level of the Department's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?

Not applicable. This minor does not have their own faculty and resources.

- c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

Not applicable. This minor do not have their own faculty and resources.

- d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

Not applicable.

2. Undergraduate Program:

- a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

Not applicable

- b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The enrollment in this minor has declined from 65 to 40 students in one year.

- c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

This minor draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in social services.

- d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

- e. Are pedagogical practices appropriate? Is teaching adequately assessed?

Not applicable. Faculty and teaching quality are dealt with by other programs.

- f. Are students able to move into discipline-related careers and/or pursue further academic work?

This minor draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in social services.

3. Graduate Program:

- a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

None

- b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

None

- c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

None

- d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

None

- e. Does the program offer appropriate financial support to graduate students?

None

- f. Is teaching adequately assessed?

None

g. Are students able to move into to discipline-related careers?

None

h. For doctoral programs, questions related to D.III of
<http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf>

4. Areas of concern.

There is a need to re-establish a pattern of increased enrollment in this undergraduate minor.

5. Recommendations.

Determine why there is a pattern of declining enrollment in this undergraduate minor

This minor should be assessed for it's impact on the base programs that provide faculty and resources. This should determine the viability of the program. Recent declines in enrollment are a problem that should be evaluated carefully.

6. Commendations.

7. Overall judgment: Is the program viable as a whole?

The undergraduate program may be viable but attention is needed to ascertain why enrollments have declined.

Social Work Program Review

Prepared by:

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Questions for reviewers:

Please provide a narrative describing your observations and judgments regarding the overall state and quality of the program. Please, at the minimum, address the following questions in your summary. Provide any information that was not provided above as needed.

1. The program as a whole:
 - a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service)

The Social Work Program will meet the standards of CSWE, the national accrediting agency, for supporting the undergraduate social work program if it is able to fill the 2 faculty positions that are currently open. Consequently, it is of critical importance that these recruitment efforts be successful. Group III faculty can be used to temporarily meet these needs until full-time faculty can be recruited and hired. Simply meeting CSWE staffing standards is considered adequate staffing for a program but additional faculty will be required if the social work undergraduate and graduate programs continue to grow.

- b. Is the level of the Department's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?

The Social Work faculty demonstrate a reasonable amount publication and acquisition of external funding. The challenge will

be to continue maintaining an academic culture that fosters research and scholarship during a time when faculty are being asked to engage in a more diverse array of work involvements. Maintenance of a scholarly/research culture will be crucial for recruiting talented social work faculty in the future who are members of a profession having many career options in research extensive universities and careers outside of academic institutions.

- c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

The Social Work faculty members are effectively engaged in service to the surrounding community, the department, and the larger university. The focus on application and intervention in the field of social work often leads faculty to have extensive contacts with community social service and non-profit agencies.

- d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

Discussions with the Social Work faculty indicated that there is an overall sense of satisfaction with current resources (e.g., supply funds, office space, library resources, technology, and travel funds) as long as vacant faculty positions are filled to meet national accreditation standards. One area that requires attention is the possibility of moving the Social Work programs from their current physical facilities to the building occupied by the rest the Department of Social and Public Health. This would allow greater departmental unity and may encourage collaboration across programs, curricular integration and efficiency. This process of physical unification, however, should be pursued with considerable discussion and involvement of faculty in a manner that strives for consensus about the final decision.

2. Undergraduate Program:

- a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

As indicated above, the Social Work faculty are effectively engaged in service to the surrounding community, the department, and the larger university. The focus on application and intervention in the field of social work often leads logically to extensive contact with community social service and non-profit agencies in the community. The social work curriculum is so detailed and demanding (by

national accreditation standards) and there is little opportunity to develop courses simply for general education needs. However, several of the current social work courses could be built into general education requirements if needed by the larger university.

- b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

Data provided in the self-study and discussions with Social Work faculty show wide variability in enrollment at the campuses of Ohio University, but overall there is evidence of strong and increasing enrollment numbers. Apparently, this may, in part, be a result of the restructuring process and some important curriculum requirement changes.

There is only limited diversity evident in the student population but this again may reflect the demographics of the region in which Ohio University is located. A target population that is more realistic to recruit for socioeconomic variation would be students from rural Appalachian backgrounds. Social work is a career field that should be able to attract a more diverse group of students than is currently demonstrated.

- c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

Social Work curriculum that is accredited by the Council on Social Work Education (CSWE) guides academic institutions (like Ohio University) to provide a highly structured curriculum that leads specifically to careers in a great variety of social work settings. A large number of graduates do acquire positions in the field of social work after graduation.

An undergraduate degree in social work (i.e., a CSWE accredited program) also is excellent preparation for entry into MSW programs (also CSWE accredited) in which it is possible to enter Advance Placement and complete an MSW in only 1 additional year.

- d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

The undergraduate programs have faculty sufficient to be accredited by CSWE. However, the enrollment numbers in the Social Work programs are demonstrating robust numbers that are rapidly growing. If this pattern continues, the Social Work programs should be able to make a good case for increased faculty positions. This logic

is supported by the university's new budgetary system in which faculty positions can be reallocated to programs with growing enrollment from programs that demonstrate enrollment declines.

The field of social work is very bureaucratic and has extraordinary high demands for paperwork, accreditation demands, and endless programmatic adjustments. Consequently, another administrative staff appointment may be needed simply to assist with these demands that are likely to increase as the program grows.

- e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The use of standard student evaluations should be continued as one source of feedback to faculty about their teaching performance. However, excessive and exclusive reliance on student evaluations should be corrected in favor of other means of assessing the quality of teaching such as peer evaluations. More diverse measures of assessing teaching should be used, especially for probationary faculty, to provide constructive feedback so their teaching quality receives significant attention prior to tenure.

Attention to student learning outcomes are more than handled by the detailed, competency based requirements of CSWE regulations. No further work is needed in this area because CSWE national accreditation standards are so thorough and far exceed what is expected in other fields.

- f. Are students able to move into to discipline-related careers and/or pursue further academic work?

As indicated above, social work curriculum that is accredited by the Council on Social Work Education (CSWE) guides academic institutions (like Ohio University) to provide a highly structured curriculum that leads specifically to careers in a great variety of social work settings. A large number of graduates from social work programs do acquire positions in the field of social work after graduation.

An undergraduate degree in social work (i.e., a CSWE accredited program) also is excellent preparation for entry into MSW programs (also CSWE accredited) in which it is possible to enter Advance Placement and complete an MSW in only 1 additional year.

- a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

The total of 26 students in the MSW program is strong enrollment for such a small Social Work faculty at Ohio University and requires a lot of intense mentoring and field placement supervision. The Social Work graduate program is attracting students who are appropriate and are likely to succeed in the program. Greater emphasis should be placed on recruiting students who are more diverse in terms gender, race, ethnicity, and socioeconomic status. It is also recognized, however, that much greater diversity may be difficult to achieve given the geographic and cultural context of Ohio University. A special focus on recruiting students from rural Appalachian family backgrounds may be a more realistic goal aimed at both diversifying the student population, recruiting students of variable socioeconomic status, and serving the surrounding region of Ohio.

- b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

As indicated above, social work curriculum at the graduate level is accredited by the Council on Social Work Education (CSWE). This carefully designed curriculum guides academic institutions (like Ohio University) to provide a highly structured training that leads specifically to careers in a great variety of social work settings. A large number of graduates do acquire positions in the field of social work after graduation. Many students who return for masters level graduate work already have work experience in the field of social work. BSW and MSW training is excellent preparation for more advanced graduate work in social work. Graduates from other social science disciplines and fields (e.g., psychology, sociology, child development, family studies and related fields) also seek entrance into social work graduate programs.

- c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The students in the MSW program appear to be receiving adequate advising and mentoring. However, the program should be expanded in a carefully measured way as faculty can be added. The reason for this recommendation is that MSW programs require a lot of field placement supervision which is a demanding and time-consuming faculty responsibility. These demands will place growing demands on a small faculty that already is working very hard.

- d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

The MSW program has faculty sufficient to receive national accreditation by CSWE. The enrollment numbers in the Social Work programs are strong and have considerable potential for more rapid growth. More faculty will be needed in the future if the program continues to grow at the current rate.

- e. Does the program offer appropriate financial support to graduate students?

The MSW program has a total of 6 GAs that are a critical component for recruiting high quality students into the program. Perhaps a creative way of maximizing the recruitment capacity of the 6 GAs is to divide each of these awards in half and award 12 students with half stipends and half tuition waivers.

- f. Is teaching adequately assessed?

An important issue that requires attention is that measurements of teaching effectiveness are quite limited in scope (by no means a unique problem). The only faculty with actual classroom observations are probationary faculty (or those who ask informally); otherwise the sole measure is classroom evaluations (with only a 25% return rate).

- g. Are students able to move into to discipline-related careers?

The MSW curriculum is accredited by the Council on Social Work Education (CSWE) and guides academic institutions (like Ohio University) to provide a highly structured series of courses that focuses on learning competencies that lead specifically to careers in a great variety of social work settings. A large number of graduates acquire positions in the field of social work after graduation. An MSW degree plus career experience in the social work profession is excellent preparation for doctoral work in social work and related professions.

- h. For doctoral programs, questions related to D.III of <http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf>

4. Areas of concern.

There are no significant issues of concern relating to the graduate social work programs. However, the programs now appears to be growing rapidly and will require more faculty if this trend continues. Adequate faculty resources are required for the program to retain it national certification with CSWE.

5. Recommendations.

Increased faculty positions if the Social Work programs continues to grow and prosper.

Consider moving the Social Work faculty to the same building with the rest of the Department of Social and Public Health.

Social work is a highly structured and bureaucratized field and needs additional administrative support overall.

There is a need for strategic planning to develop collaboration in coursework across the boundaries of CFS, Social Work, and Public Health Areas.

Greater emphasis on gathering data to learn about what careers social work graduates pursue after graduation.

6. Commendations.

The Department of Social and Public Health has very talented administrative leadership. The Department Chair has widespread faculty support.

The past reorganization process is seen as having many positive consequences for the Social Work program.

Despite heavy workloads, faculty morale is good and collegial relationships are strong in this program.

Faculty in Social Work are working very hard with demanding and growing workloads that make very much attainment in research/scholarship and external funding acquisition very challenging.

7. Overall judgment: Is the program viable as a whole?

The Social Work graduate and undergraduate programs are strongly viable and very valuable for Ohio University to maintain and support. Social work is a field that sets the standard for providing curricula that guides students very effectively into productive careers after graduation. The Social Work Program has earned additional support from the college and university administrations in the future.



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March 23, 2015

Dr. David Ingram
Chair, Program Review Committee of UCC
Ohio University

Dear David:

I would like to thank and commend the external and internal reviewers for their review of the Department of Social and Public Health. Their task was a difficult one given the diversity and complexity of program areas within our department. Nevertheless, their review report was thorough and comprehensive, and in my opinion, represents a fair assessment of our department. I greatly appreciate their professionalism. I would also like to personally thank you for your guidance and assistance throughout this process.

My comments below focus primarily on those “big picture” items/issues that were identified as either concerns or recommendations in their report. In many cases, my comments are simply updates on the current status of these issues within our department.

Program Learning Outcomes

All of our program areas have spent the last two years developing updated learning outcomes and curriculum maps for their respective areas. We are now in the data collection phase and hope to see meaningful programmatic corrections/adjustments based upon the data.

The reviewers indicated that students were not aware of their specific program learning outcomes, and this is a valid point. While students can see the learning outcomes associated with each individual course they take via the syllabus, we do not currently have a vehicle to communicate overall program learning outcomes to students. This is something that I will work with the program coordinators on to establish a student feedback mechanism that may work best for each area.

Internships

Most of our program areas have internship requirements. While some program area internships require 400 hours, others require more, and in some cases, less than 400 hours. Some of these on-site hours requirements are driven by licensure or accreditation mandates. Each program area internship has different processes, expectations, and requirements associated with it. In most cases, faculty have professional contacts and maintain lists associated with possible internship sites. They attempt to help students as much as possible with internship placement, although much of the actual effort (send

email, make phone contact, interview, etc..) is the responsibility of the student and these efforts provide students with important experience and skills that will be needed for job placement.

Faculty within each program area assume internship coordination as part of their normal advising duties and teaching load during the 9 month academic year. They are paid over the summer if they assume any internship oversight responsibilities.

In some program areas experiencing enrollment growth, the responsibility for advising/assisting students with internship placement is becoming a significant burden, as noted by the reviewers. I plan on discussing this issue with program coordinators. One possible option might be to hire an internship coordinator to provide oversight for all internships within the department, although this individual would need to be familiar with the intricacies of each program area. Some program area coordinators may be reluctant to relinquish this responsibility.

Strategic Plan

The College of Health Sciences and Professions engaged in a strategic planning process three years ago and the Department of Social and Public Health developed numerous action plans that fell under the overarching framework provided by the college plan. The department also develops annual academic year plans/goals to provide direction within a one year planning time horizon.

It may be worth consideration to ask individual program areas to engage in “mini-strategic planning” over a particular time horizon (3 or 5 years). Such plans could feed upward into an overall department plan, although this approach tends to go against traditional strategic planning methodology, which is generally a top down process.

Master of Public Health (MPH) Program

The reviewers recommended that we explore the development of our own MPH program. We currently offer an MPH degree program through a university consortium arrangement.

It should be noted that we have already considered and investigated this decision/opportunity over the past two years. We hope to make an official announcement that we will be leaving the consortium and establishing our own independent MPH program by the end of this academic year. The program will focus primarily on rural and underserved populations.

Program Growth Resources

We have been fortunate to have the support of Dean Randy Leite in terms of trying to address our needs for faculty resources in some program areas based upon recent enrollment growth. For example, last year we hired a Group I tenure track faculty member in Child and Family Studies who started this past fall semester. We have five (5) Group I faculty searches going on throughout this academic year, and we have received approval from the Provost’s office to hire two (2) individuals out of two of these searches. At this point in time, we have reached verbal agreements from three (3) candidates out of our Social Work program area searches, and hope to soon reach verbal agreements with two (2) candidates out of our Health Services Administration program area search, as well as another candidate from our Public Health program area search.

Certificate Programs

It should be noted that all of our certificate programs have now been transitioned to a new department within the College of Health Sciences and Professions. This new unit is called the Department of Interdisciplinary Health Studies. It is designed to house all certificates and programs that tend to have curriculum requirements that cut across a variety of departments or disciplines. It can focus resources on these programs and maximize student awareness and exposure of these opportunities. Our faculty

still have an opportunity to be involved in these certificate programs if they so desire, and revenue will flow to those departments whose faculty teach a course in one of these interdisciplinary certificates. There is a Chair for the new Department of Interdisciplinary Health Studies (DIHS), but there are no faculty associated with the unit, as they are “borrowed” from their own home base (school or department) to participate in DIHS initiatives.

Group II Teaching Development Resources

All Group II faculty are supported with their needs or requests related to developing or enhancing teaching skills and abilities. The college offers teaching development opportunities each year, and many other opportunities are available through the Teaching and Learning Center at the university. Beyond those avenues, we have a Professional Enhancement Advisory Committee within our department that faculty (both Group I and Group II) can submit requests to regarding possible conference attendance for professional development purposes. This faculty committee makes recommendations to me regarding the acceptance or denial of faculty requests for funding assistance to attend conferences, and virtually all relevant and clearly justified proposals are approved, generally at the full amount of the request.

Summary

Again, our department found this entire review process to be quite helpful, and it has highlighted some areas that we will examine more closely and work toward continuous improvement. I am very fortunate to work in a department that has collaborative and collegial faculty, even though we are all from different disciplines. It is a true team environment, and I believe this is our greatest strength.

Thanks again David. I appreciate the opportunity to comment on the report.

Best regards,



Douglas Bolon, Ph.D.
Chair

UCC Program Review Committee summary of review

Program – Department of Engineering Technology and Management (formerly the Department of Industrial Technology)

This program includes the following degrees, minors, and certificates:

- B.S. in Engineering Technology and Management

Recommendation

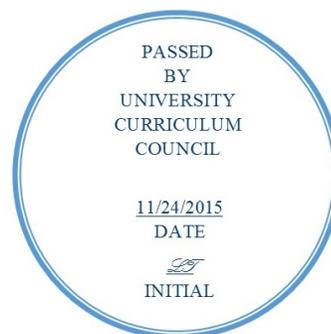
This program is found to be **viable**, see the report for commendations, concerns, and recommendations.

Date of last review – AY 2008

Date of this review – Spring 2015

This review has been sent to program chair, he has commented on the review, his comments are attached at the end.

This review has been sent to program college dean. His comment is attached to this report at the end.



University Curriculum Committee Academic Program Review

Engineering Technology and Management (ETM)

Dr. Peter Klein, Chair & Dr. Todd Myers, Assistant Chair

Ohio University – Russ College of Engineering and Technology

Dean Dennis Irwin

Documents used for internal Review Process

NAIT Self Study 2009 Report

2013 Seven Year Review-ETM

OU Career Further Education Study & ETM Faculty Vita

Internal Reviewers

Dr. Orianna Carter, Associate Professor, Biological Sciences

Dr. Judy Millesen, Associate Professor, Leadership and Public Affairs

Introduction & Process Overview

The Department of Engineering Technology and Management at Ohio University underwent an academic program review in April 2015. The Academic Program Review Committee was comprised of two internal members, Dr. Orianna Carter, Associate Professor, Biological Sciences, Ohio University Southern and Dr. Judith Millesen, Associate Professor, Voinovich School of Leadership and Public Affairs, Ohio University Athens.

The internal program review relied heavily on documents prepared as part of an accreditation process. These documents included: Seven-Year Review prepared for internal University purposes, A Self-study Report completed following guidelines presented in the National Association of Industrial Technology Accreditation (NAIT) Handbook, faculty vitas, and a seven-year employment study. The team also reviewed the department's website to assure that the internal documents prepared as part of the accreditation process were still an accurate reflection of the department at the present time.

Ohio University's Department of Engineering Technology and Management impressed us as a strong, viable program with a solid history of preparing students for full-time employment upon completion of their bachelor degrees. The majority of graduates are employed in the business sector as manufacturing engineers, project engineers, application or sales engineers, and production managers. Moreover, a majority of the alumni report satisfaction with their major courses and believe that Ohio University prepared them well for their current careers. Over a seven-year period (2004-2010) program bachelorettes reported annual salaries in the range of \$39,520 to \$53,182, with a mean salary of \$45,568.

This report is divided into three key sections. The first section provides an overview of the program including general information about the department, a faculty profile, programmatic practices, research and productivity, and information about the major. The second section address major programmatic challenges. Specifically we mention the timing of the self-study report, address the difficulty assessing student outcomes, challenges related to attracting

diversity, and the lack of access to faculty survey information. The review concludes with commendations and specific recommendations.

PROGRAM REVIEW

The Engineering Technology and Management (ETM) was formally created in fall quarter, 2010 when the department, major and program names changed from Industrial Technology (IT). The program's accrediting organization changed its name to the Association of Technology, Management and Applied Engineering (ATMAE) from the National Association of Industrial Technology (NAIT; for more information see www.atmae.org) in 2009.

Today the department offers a Bachelor of Science in Engineering Technology and Management (BSETM), combining technical courses with a business minor, which emphasizing quantitative sciences, natural sciences, and general education courses to prepare graduates for technical, management, and/or applied engineering positions in business and industry. Over 90% of the ETM courses include lab activities in which students apply the theory they learned in the classroom to "real life" problems with outcomes and consequences essential to experiential projects. The ETM graduate is a technical generalist, competent in assessment of problems and generation of solutions to improve productivity related to product specifications, materials and processes, industrial control and systems, and operations management.

The formal definition of the Bachelor of Science in Industrial Technology undergraduate program (as directed to students and prospective students) is as follows:

Industrial technology is the study of materials, production processes, and management procedures used in manufacturing. This degree program prepares you for a technical/management position in the manufacturing industry by providing current and relevant subject matter and experience. Typically, an industrial technology graduate is responsible for management and supervision of industrial computers, materials, machines, and personnel in areas of production, process planning, maintenance, and quality assurance. The industrial technology program prepares you to be a technical generalist: one who is competent in a wide range of technical subjects. In addition, since most industrial technology courses are hands-on lab courses, you graduate with practical experience. All students in the program complete a common core of industrial technology courses. In addition, you must take courses in one of two technical focus areas: Manufacturing Materials and Processes (MMP), or Manufacturing Information Technology (MIT), depending on your interests and career goals. The BSIT degree includes a minor in business. There are four components to the curriculum: technical, general education, business, and elective courses. Each component contributes a valuable part to your overall preparation for employment.

Faculty Profile

At present, there are a total of 13 faculty members; four at the rank of full professor (one in an emeritus capacity); four at the rank of associate professor (one emeritus, one retired); three assistant professors, one lecturer, and one technician.

Programmatic Practices

Teaching and Advising

A typical teaching load for the ETM department faculty is six courses per year on a 3/3 load. A course is defined as the lecture and lab/s scheduled for a course number. A course may include multiple lab sections with a combined lecture. This load may be reduced for various reasons including: administrative responsibilities (Chair and Assistant Chair), research activities (classes may be “bought out” by funded projects), and new faculty may have a reduced load for the first term. All ten faculty are academic advisors and the number of advisees is determined by dividing the number of majors by the number of full time faculty. All non-majors needing advising are directed to the Chair. Given the department offers only an undergraduate degree, teaching is a primary focus and workload is distributed as 70% teaching, 20% scholarly activity, and 10% service.

Research and Creative Activity

The ETM department is an undergraduate department with teaching as its primary focus. All faculty participate in professional organizations in which they present papers, author publications and many have held leadership positions. Over 50% of faculty authored textbooks and most have been involved in funded research projects.

Service

Many ETM faculty have contributed to the profession through service in leadership positions in national and international organizations. Additionally ETM faculty participate in numerous college and university committees as well as the Faculty Senate, representing 10.25% of the faculty performance assessment for this department. Three faculty members regularly teach Operations Management for the College of Business.

Interdisciplinary Work

Many ETM faculty are regularly involved with interdisciplinary work, primarily in the area of teaching, most specifically service courses for Mechanical Engineering, Industrial & Systems Engineering and Civil Engineering. In addition faculty are often requested to give “guest” lectures in engineering and business courses due to the areas of expertise and experience among the program’s faculty. Guest lectures include a lab demo or co-teaching an entire course within another department. Other interdisciplinary work has included providing support, where ETM faculty expertise and experience provided a valuable asset to a funded research project.

Diversity of Faculty/Students

The current demographic profile of faculty in the Department of Engineering Technology and Management consists of 11 tenure-line and 1 non-tenure track faculty; 11 of the 12 faculty members are male. One faculty member is from India and one male faculty member is of Hispanic descent.

As reflected in the rest of the university, the majority of undergraduate students are middle class white students. The majority of students in ETM are male (approximately 90%). The department worked with the College’s multi-cultural program to reach out to minority and

female students. Recruiting efforts in this area have included visibility at summer programs and other sponsored events.

Research, Scholarship, & Creative Activity

Scholarship

As an undergraduate teaching department, most of the work in RSCA has been in scholarship. This primarily includes writing, publishing and presenting scholarly papers, although some faculty have authored textbooks. About 50% of ETM faculty are regularly involved with externally funded projects which provides a small amount of income for the department.

External Support

External financial support for the Engineering Technology Management program comes from several sources, including endowment and donations through the Russ College of Engineering and Technology. One endowment fund provides support for two ETM faculty members (Kraft Family Scholar); the Myslenski Fund provides discretionary funds (the chair's discretion), while the Stocker Endowment assists in purchase of supplies, travel and scholarship costs for faculty and student advancement. During 2005-2013, there have been 58 awards totaling 1.3 million USD to ETM faculty, primarily funded by government grants and industrial partners (90% of total funding provided approximately equally between the two), with the remaining 10% generated by international sources. Since 2008, external funding awards were generated by industrial and foreign partners only, with omission of state and federal funds concurrent with decline in funding for the department. A major source of funding for lab improvement is "House Bill" money, with ETM purchasing over \$70,000 worth of new equipment between 2003-2008.

Resources

Staffing

The department has two support staff including a department administrator and a lab manager. In addition, student employees assist in the instruction and operation of the department during the academic year. Student workers fall into two categories, clerical help and lab support. The clerical workers assist with details of department operations. The lab workers provide material preparation, lab activity setup, and maintenance support under the direction of the Lab Manager.

Typically, each faculty member is assigned one or more student assistants; some funded through the department and others through University supported programs such as work-study and PACE. In the years between 2006 and 2009, ETM provided opportunities for 24 PACE students.

Computer support is provided through two Russ College supported computer specialists. They are responsible for the college computer labs, networks, and common office software. They service the labs and departmental offices with a staff of graduate assistants.

Physical Facilities

The department has eleven well-equipped laboratories that appropriately reflect the types of equipment encountered in the industrial environment, both old and new. While the department

strives to have the latest and greatest equipment, old equipment is not necessarily bad particularly since once students graduate, they are likely to work in a plant that has a mix of old and new equipment. In fact, a survey of program graduates, employers, and advisory board members found a level of agreement at the 84th percentile with regard to the degree to which equipment appropriately reflects contemporary industry (including CNC Machining & Turning Centers, programmable logic controllers, plastic molding equipment, laser scanners, metrology equipment, and a coordinate measuring machine).

The department shares ownership and usage of some equipment with several other departments. For example, the department is one of four who share access to and responsibility for the college-wide Computer Integrated Manufacturing lab. In another example, the department shares the use of a Programmable Logic Controller lab, which is under the jurisdiction of electrical engineering. This lab has been recently upgraded to reflect Logix5000 Rockwell Automation controllers that are interfaced via LAN and RS232 to personal computers for programming and monitoring.

The department relies on various internal and external sources to plan and implement laboratory and facility upgrades. Internal sources include RSCA awards including the 1804 Fund and the Russ College technology fee. External sources include House Bill money for the purchase of new equipment to support undergraduate laboratory instruction; industrial donations to purchase things such as bar code scanners, an injection molding machine, and fluid power trainers; and donations solicited by faculty and university development officers.

Technology

Students and faculty in the Department of Engineering Technology and Management have access to a variety of computing equipment. Each faculty member is provided with a PC and most faculty also have laptops at their disposal.

The College has five general-purpose computing labs, two of which are considered IT labs. The labs are equipped with 24 Intel Dual Core based computers, each with Ethernet network adapters, large hard drives and CD Rom drives. All computers have access to a networked laser printer. These Windows based computers are configured with the latest versions of Internet Explorer, Microsoft Office Suite (Word, Excel, Access, PowerPoint) in addition to MS Project, AutoCAD, Solid Edge, MATLAB, and MasterCAM. Specialty software used in specific courses is loaded as the need arises. Lab computers are on a three-year replacement cycle.

Students also have access to other specialized computing labs in the college and university. Two special computer labs are the MIT lab and the Auto ID lab, both with a variety of platforms, operating systems, and software. Survey results indicate a high degree of satisfaction with the adequacy and availability of computer systems.

Undergraduate Program Review

Curriculum

There are nineteen core requirement ETM courses, including a capstone and six elective ETM courses, which make up the technical core, including coursework in computer graphics and solid modeling, material science, production and operations, material processing, computer applications, visual basic programming, electronics, quality assurance, and instrumentation and control. Most courses in the technical core require extensive hands- on laboratory time in addition to the classroom lecture/theory time. A complement of required general education courses covers mathematics, physics, statistics, communications, psychology, chemistry and English. ETM students will also have completed a minor in business management with the requirement of six courses in business finance, marketing, accounting and business information systems and law and society.

There are no admissions requirements or testing into ETM beyond OU admissions (2.0 GPA) but there is an advanced program coursework requirement of ≥ 2.5 GPA in technical coursework. While few ETM students have credit transfers from outside of Ohio University, it is not unusual for Junior standing OU students to transfer into the program. The GPA of graduates of the ETM program at Ohio University is consistently higher than campus average, for example cumulative 3.084 vs. 2.656 respectively (as calculated in year 2008).

Students

For the period between Fall 2005 and Fall 2011 the headcount for undergraduate ETM majors ranged from a low of 132 (2005) to a high of 171 (2009); averaging <5% females and $\approx 10\%$ of non-Caucasian demographic. The ETM program Year-One retention rate is in the 90th percentile. Overall, freshman students entering the Russ College of Engineering and Technology have ACT scores of 24.0 (SAT Math 598/Verbal 551). As anticipated, ETM graduates, like all of Russ undergraduates, maintain higher GPAs than campus average, 3.282 and 2.750 respectively (NAIT 2009 Accreditation Report). New enrollments have remained stable, and the 43.8 average graduating seniors reflects that a many students enter ETM as transfer students from other programs, often as late as their Junior year. The ETM program has a policy of mandatory completion in the lower level ETM courses and one each of communication, quantitative, physical science, and business courses (accumulative GPA of 2.5) prior to being admitted to advanced standing.

Students Taught in Service to Other Departments.

The ETM Department has been well accepted in the University community. The ETM Faculty have an excellent rapport with the College of Business and they have accepted an ETM course as a substitute for a required business class OPN 300 Operations Management, for students seeking a business minor. In addition, three ETM Professors have taught courses for the Business College at the undergraduate and graduate levels.

Assessment

The ETM assessment plan uses both qualitative and quantitative methods for program assessment by literature review and surveys. Learning Outcomes/Competencies for currency and relevancy outcomes were based on the Society of Manufacturing Engineers competencies. Surveys and interviews are conducted during the period of the self-study evaluation time and

included employers, alumni, students, industrial advisory board members, and faculty. Assessment methods were performed through analysis of data collected, feedback and modifications procedures. Furthermore, faculty members are expected to annually review their course learning outcomes/competencies and validate how they support the program outcomes/competencies. This regiment is followed with a bi-annual departmental review to determine what, if any, modifications are needed at the program and course level in order to support the program goals. To further validate the efficacy of the program, a portion of the ETM student population participates in the Society of Manufacturing Engineers “Certified Manufacturing Engineering” exam as well as the NAIT’s “Certified Manufacturing Specialist” exam. ETM administration reviews the results of these student exams to ascertain student mastery indicators for the stated learning outcomes and competencies.

Job Placement

Based on ETM’s annual follow-up survey, graduates find employment in large international companies as well as small local companies. Commonly reported job titles from alumni include Manufacturing Engineer, Project Engineer, Quality Engineer, Application/Sales Engineer, and Operations Manager. Due to the business focus of the major many graduates advance in their careers to senior positions in organizational management. Parker Hannifin has been hiring ETM graduates for many decades and alumni have achieved positions as high in the organization as Vice President. A tier one supplier to Honda, TS Tech, has also employed many ETM graduates, as well as another employer, CVG (Commercial Vehicle Group). Average starting salary reported by 2007-2008 graduates was \$48,000.

Post-Baccalaureate Studies

The department has no graduate program and has no formal tracking procedure for those students who pursue graduate study elsewhere. For those graduates who choose to pursue an MBA degree, the minor in business, included in the BSETM, typically fulfills the prerequisite course structure for the MBA.

Self Study

Validation of the major program outcomes and student competencies are performed using an on-going process accomplished through a combination of external experts, an industrial advisory committee(s) and follow-up studies of program graduates. Documentation of this validation is provided in the Seven Year Self-Study Report. Basically, a self study survey instrument is performed using NAIT accreditation standards as completed by the fourteen individuals comprising the Department of Industrial Technology - Industrial Advisory Board (10 members are OU ETM alumni, pre-2002), recent graduates of ETM (for example, between 2002-2008, 57 students or 16% of total graduates in that period) and employers (17 of 41 responded in 2009). The entire process seeks to gather review of pertinent literature including reports and web-site investigations, faculty opinions, administrative review and anecdotal reports from faculty members who have served on NAIT accreditation site-visit teams and the NAIT Board of Accreditation and various program review teams at Ohio University and throughout the nation.

Students participating in annual follow-up surveys are asked specifically to list the most relevant ETM courses and the most relevant non-ETM courses they took. This feedback is reported to the faculty and is carefully considered in program revisions.

PROGRAMMATIC CHALLENGES

The Review Team noticed three items in the self-study worth mentioning: 1) Student and Faculty Diversity; 2) Timing of Major Declaration; and 3) Outcomes Assessment.

Enrollment Diversity and Faculty Diversity

Recruiting a diverse student body is a challenge across Schools, Colleges, Departments, and Programs at Ohio University. Nonetheless, considerable effort is invested in attracting and retaining a demographically diverse community of faculty, students, and staff. In terms of gender and race/ethnicity, ETM is not particularly diverse; however, it appears that in terms of professional expertise and specialized practical experience, the department employs sufficient staff with differing skill sets to meet the educational expectations of students and employers. It may be useful to report and promote departmental diversity in ways that expand familiar conceptions of diversity beyond race, gender, and ethnicity.

Timing of Major Declaration

While the ETM program is well received according to student respondents, it is curious that so many Junior standing students switched into this major late in their school years; suggesting (1) they were unaware of it previously, or (2) they were dissatisfied or concerned with potential outcomes of another program they had been enrolled in. In either event, the ETM program appears to be a successful, applied science degree through Russ College. With its high placement rate in the region, ETM appears to be a good career choice for the local Appalachian population. It is unclear whether its approachability is realized to the enrolling student population, specifically at OU regional campuses.

Outcomes Assessment

University mandates resulting from the university's implementation of the Academic Quality Improvement Program (AQIP) require the department to develop viable assessment practices for its programs. The AQIP is one of the Higher Learning Commission's pathways to accreditation. HLC developed AQIP to help institutions like Ohio University retain institutional autonomy and academic freedom by providing a structure to demonstrate what it does to achieve academic excellence. Of specific relevance to the ETM is criterion four which requires that all academic programs assess their student learning objectives. Each academic program has been asked to update student learning objectives; identify sources of systematic evidence (qualitative and/or quantitative); and develop an action plan to improve teaching and learning based on the evidence gathered.

Quality program assessment is essential if faculty and administrators are to assemble useful data that can inform decision-making about student learning and development, professional effectiveness, course changes, program quality, and future direction. Needless to say, any assessment plan should be aligned with department's sense of mission and strategic goals. Moreover, assessments should involve input from as many of the current faculty as possible as well as student feedback. Given the fact that data are collected for an external accreditation body, collecting and synthesizing outcome data can be part of the overall data

analysis required for accreditation. It will be important for the department to use what it learns to improve student learning.

RECOMMENDATIONS

The Review Team offers three recommendations in the areas of student recruitment, curricular enhancement, and faculty diversity.

Student Recruitment

The ETM program may want to consider improving regional campus outreach in an effort to draw in students in their first two years, perhaps identifying preparation coursework for pre-ETM students, which can be coordinated at the regional campus level with assessments tied to performance. This strategy would also serve OUS mission of drawing in students from divergent backgrounds and likely across the sexes.

If the department were interested in recruiting a diverse student body and students early in their academic careers, it may be worth updating the website to include more information about faculty, their areas of expertise, and the ways in which each faculty member engages students in applied learning experiences outside the university.

Curricular Enhancements

The curriculum for ETM does not specifically require biological principles regarding ecological or sustainability impacts, nutrient and energetics cycling in the industrial environment. Current ETM student surveys reported that the lowest ratings were achieved when asking students if science was adequately covered in their coursework (only 55 % said yes). As such, the lack of a requirement for ecological ethics in industrial management appears significant.

Biology and/or environmental sustainability coursework should be required at the lower level for ETM majors to assess impacts of responsible industry and manufacturing on land, air and water.

Faculty Diversity

The department has made a commitment to work with College's multi-cultural program to reach out to minority and female students at summer programs and other sponsored events. There are also a number of University resources available to departments to assist in recruiting a diverse faculty. Perhaps reaching out to some of these resources might be useful the next time ETM is in a position to hire faculty.

We find the undergraduate programs in Engineering Technology Management to be viable.



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September 2, 2015

**Engineering Technology and Management Response to the University Curriculum Committee's
2013 Academic Program Review.**

Documents used for internal Review Process

NAIT Self Study 2009 Report
2013 Seven Year Review-ETM

Internal Reviewers

Dr. Orianna Carter, Associate Professor, Biological Sciences
Dr. Judy Millesen, Associate Professor, Leadership and Public Affairs

Dr. Ingram,

I have reviewed the report from the 2013 Academic Program Review (7 year review) of the ETM program which was received on August 3, 2015. I consider this report to be mostly accurate but due to the time lag of the report and the 2009 NAIT self-study the report was based on some factual items that need updated:

- Salaries of newly hired ETM graduates have increased each year. Over the 2010-2014 AY the ETM program has seen the salaries of newly hired graduates range from \$40,000 - \$78,000 with an average salary of \$56,000 in AY 13-14. Some new hires are now receiving signing bonuses ranging from \$2,000 to \$13,000. Job placement continues to be good and commonly reported jobs titles from alumni continue to include Manufacturing Engineer, Project Engineer, Quality Engineer, Application/Sales Engineer, and Operations Management.
- In the last two years the ETM faculty has changed significantly due to retirements. The current demographic profile of faculty in the Department of Engineering Technology and Management consists of the following faculty: 5 tenure track, 3 tenured, one full time group II, and 4 early retirees; One tenure track faculty member is female, one faculty member is from India, one faculty member is from China, and one male faculty member is of Hispanic descent.
- Fall enrollments have been increasing over the last several academic years increasing from AY 12-13 =179 to AY 14-15 =188 and fall 2015 is expected to be ~215.

I also ask that the line in the report on page eight which states "*In either event, the ETM program appears to be a successful, applied science degree through Russ College offering a modest, though respectable potential for income*" be revised. With an average starting salary of \$56,000 AY 13-14 (and appears to be higher last AY) I do not think that "modest" is the correct word.

I also would like to add that the ETM program just completed a re-accreditation visit from ATMAE in 2014 consisting of a full self-report and site visit and has received full re-accreditation.

On behalf of the Engineering Technology and Management Department I thank the committee for its work and recognition of the contributions of the ETM program to its students, alumni, and university.

Sincerely,

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

Todd D. Myers Ph.D., M.B.A., C.S.T.M.

Dept. Chair

Professor

Cc: Dennis Irwin Ph.D., P.E., Dean, Russ College of Engineering and Technology

Jeff Giesey, Ph.D., Associate Dean for Academics, Russ College of Engineering and Technology

Ingram, David

From: Giesey, Jeffrey
Sent: Thursday, September 03, 2015 9:47 AM
To: Ingram, David
Cc: Irwin, Dennis; Myers, Todd; Ostermann, Shawn
Subject: Russ College Response to ETM Seven-year Review

David,

We would like to thank the UCC Program Review Committee for your thorough review of our Engineering Technology and Management Program and we concur with your determination of the viability of the program.

The program has a long history of performing outcome assessments from a variety of constituents and using the results to improve student preparation for careers in the field. Their success in this is reflected in this positive review and will continue to help maintain the high quality of the program on into the future.

Dr. Jeff Giesey

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UCC Program Review Committee summary of review

Program – Environmental Engineering Technology

This program includes the following degrees, minors, and certificates:

- Associates of Applied Science in Environmental Engineering Technology (EVT)

Recommendation

This program is found to be **viable**, see the report for commendations, concerns, and recommendations.

Date of last review – AY 2006

Date of this review – Spring 2015

This review has been sent to program chair and the dean. The chair provided some corrections which have been applied. The dean provided some comments which are attached.



**Environmental Engineering Technology (EVT)
Chillicothe Campus
Seven-Year Review**

I) Executive Summary –

Environmental Engineering Technology (EVT) is an Associate in Applied Science (AAS) degree program with growth potential, but it is presently in a stagnant state. A recent decline in the number of graduates from the program could be linked to many factors that will be discussed throughout this report. Efforts to rejuvenate the program through the use of Interactive TV, correspondence courses and the potential for college credit plus may assist the program in revitalizing the enrollment trends anticipated when it was first implemented in September 1998.

II) Program Review

General Program Summary

The general purpose of the EVT program is to provide students with the theoretical and practical background required to pursue careers in environmental engineering technology. Special emphasis is placed on environmental sampling, monitoring and remediation through the use of environmental instrumentation used by field professionals.

Since its inception in 1998, the Environmental Engineering Technology program has been reviewed twice – in 2002 and 2006.

In the last seven years, the program has experienced an increase in the number of adjuncts teaching courses for degree completion. This is primarily due to the fact that the only Group I faculty assigned to this program (who is also the program coordinator) has served in numerous other capacities since AY 2003. These assignments have included serving as OUC Associate Dean twice, completing a special assignment in Ohio University's eLearning Office, and most recently serving as OUC Division Chair. During this period, the program coordinator requested a leave of absence for two years in order to pursue a doctoral degree in mathematics education.

At present there are efforts to increase student enrollment and program completion. With the exception of a peak in AY2012, the number of graduates has ranged from 0-3, with the program graduating two students in 2013 and two graduates in 2014. The number of students enrolled during this same time frame ranged between 8 and 12 per year. An examination of course and program completion statistics offers insight into some of the issues encountered since the last program review. Approximately 27% of students successfully complete the required mathematics course (Survey of Calculus) compared with nearly 87% of students who are able to successfully complete the core EVT courses. As a result, the overall EVT program completion rate is 26.9%.

Faculty Profile

The EVT faculty consists of one full time Group I faculty who also serves as the program coordinator. Over the last 7 years this faculty member has also served in numerous administrative positions within the campus and university and also has taken a two-year leave of absence to work on his PhD in Mathematics Education. Two OUC faculty members (Group I - Law Enforcement Technology and Group II - Geography) have also taught in the program. A

total of 11 adjunct faculty from a variety of specializations have also taught in this program. A review of the vitas and credentials of these adjuncts indicates that they bring extensive experience from the field to the classroom.

Plans are underway to expand the EVT program in 2015-2016 to Ohio University Southern (OUS). In order for this expansion to be successful, the program will need to conduct a comprehensive evaluation of the availability of current faculty to teach courses at another regional site. Since many of the current adjuncts are employed full-time in the industry, expanding their teaching responsibilities to another location may have implications for the current program at OUC.

In addition, there appear to be unanswered questions with regard to the role that current OUS faculty will have in the proposed expansion of the EVT program, as well as who will assume primary responsibility for overall program coordination and course scheduling between the two campuses. These are details that need to be analyzed and discussed to ensure the continuation of the program at OUC and the effective expansion potential at OUS.

Programmatic Practices

Faculty and administration are concerned about the low number of graduates in the current EVT program. In discussions with faculty and administration, numerous factors that could potentially account for the lower enrollments were identified. These include:

- A higher level of math and science skills/knowledge required for the program
- Ability for students to secure employment in the field without degree completion – some are recruited after successfully taking a few of the courses
- Extensive amount of time that the Group I coordinator devotes on administrative duties not directly related to the EVT program.

Recent attempts have been made by faculty and administration to address the small number of students who graduate from this program. One strategy involved the creation of a print-based curriculum to provide students with the option of completing EVT courses via correspondence. These courses have increased enrollment in the program through marketing efforts to incarcerated students and military personnel. However, a primary concern is that these students will receive lucrative job offers without completing the degree based on the valuable industry knowledge that can be acquired through the completion of some of the core courses.

Another tactic has involved enhancing the tutoring and course delivery for the required math class to enhance the ability of students to successfully complete the calculus required for the major. While working on his PhD in Mathematics Education, the Group I coordinator developed a self-paced learning approach to support the EVT's program need to assist students with insufficient math and science skills. This program, called the Collaboratory Approach, has received financial support in the form of grants. In addition, the Group I coordinator has been invited to deliver a number of presentations on the ability of this approach to improve student course completion (and ultimately EVT program completion).

During spring 2015, the Group I coordinator decided to relieve himself of most of his other administrative duties. As a result, he should have more time to devote to focusing on the revitalization of the EVT program.

Curriculum

During the period of this self-study, the EVT program made the transition from quarters to semesters at Ohio University. Below is the current EVT semester curriculum:

First Semester		Third Semester	
EVT 1000 Introduction to Environmental Engineering	03	EVT 2000 Site Investigation	03
EVT 1100 Environmental Engineering Instrumental	03	EVT 2000 L Site Investigation Lab	01
Eng 1510 Writing and Rhetoric	03	EVT 2100 Intro to Health Physics	03
Chem 1510 (or Chem 1210) Chemistry I	04	EVT 2400 Air Sampling	03
Psy 1110 or Math 2500 Statistics	03/04	EVT 2400L Air Sampling Lab	01
Total	16/17		15
Second Semester		Fourth Semester	
EVT 1200 Intro to Environmental Chemistry	03	EVT 2200 Fluid Dynamics	03
EVT 1250 Env. Engineering Applications	03	EV 2500 Analysis of Environmental Pollutants	03
EVT 1400 Air and Waste Water Pollution	03	EV 2500L Analysis of Environmental Pollutants Lab	01
Math 1350 Survey of Calculus	04	COMS 1030 Fund. Of Public Speaking	03
Chem 1520 or 1210 Chemistry II	04	Tier II Equivalent	03
		Tier II Equivalent	03
Totals	17		16

Teaching

Currently, faculty and administration have turned their focus to increasing the number of students that enroll and successfully complete the EVT program. The creation of the print-based correspondence course option is one strategy to increase enrollment to include students in the military and in prison. While this may increase the number of students taking EVT courses, a primary concern is that this will result in increased degree completion. In addition, all of the supplemental courses are not offered through correspondence.

One noteworthy aspect of the industry and the level of preparation offered by current EVT courses is the fact that students who complete core courses are often able to meet the minimal qualifications for entry-level jobs in the field. This points to the potential for developing certificate programs that provide current students and those who are already working in the industry with the opportunity for continuing education or opportunities for specialization.

Expansion of the program to the Southern campus is another attempt to increase student enrollment. Classes are slated to begin in Fall 2015, but as of this review there were no classes

that appear on the Interactive Schedule of Classes. The initial proposal indicated that courses would be offered to OUS students by Chillicothe faculty (Group I and adjunct). A primary area of concern is the ability to effectively conduct labs that are essential to providing students with field experience based on the limited resources (faculty, money and labs) available at OUS to support the program.

Another potential area for consideration is the potential for EVT students to the two-year program and matriculate to the 2+2 program with the B.S. in Environmental Health and Occupational Health and Safety offered on the Athens campus.

At present there is a draft of program learning outcomes that are aligned with the Accreditation Board for Engineering and Technology (ABET) and Engineering Technology Commission (ETAC) accreditation. Additional work is required to clearly outline how these learning outcomes will be measured.

Research

The Group I faculty member assigned to this program has numerous publications that focus on applied research and activities. These included numerous works related to environmental engineering. His research appears to be appropriate for a Group I faculty member.

More recently a deliberate shift in his research efforts focused on improving the STEM courses that support the EVT program need to assist students with insufficient math and science requisites. This research is the product of the Group I faculty member's PhD dissertation research in the Collaboratory Approach to mathematics instruction. This research also seems appropriate for faculty working in this program.

Students

During this review, the committee interviewed present EVT students. Both spoke highly of the faculty (full time and adjunct) and stated that faculty offered a wealth of practical experiences that brought program knowledge to life. Both students who participated in the program interview will graduate in May 2015 and indicated that the program prepared them for competitive career opportunities. One student indicated that he will pursue an internship with a local company and the other plans to relocate to Athens and complete a bachelor's degree in one of the Environmental Engineering programs.

An area of concern expressed by students focused on the outdated equipment in the labs. They recommended that the lab facilities be updated to provide students with experience working with the tools they will encounter in current careers. In addition, students expressed concern regarding the need to teach most classes at night in order to accommodate the adjunct faculty's work schedules. Night classes severely limit the opportunity to experience lab work that needs to be conducted in the daylight hours.

Adequacy of Resources

Currently the program has adequate lab resources that need updated equipment and materials. The number of faculty assigned to teach in the program seems adequate as long as the director is relieved of some of his other administrative duties. Doing so will enable him to devote additional attention to recruitment of students and to secure physical resources needed to

enhance laboratory facilities. Hiring adjunct faculty who could teach during the daytime would strengthen the program and offer flexibility in course offerings. A primary concern with the proposed expansion of the program to the Southern campus is the availability of faculty resources and physical (lab) resources to support curriculum requirements for the program without taxing the present Chillicothe faculty.

Comment on Required Questions

- ***Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department?***

For the last seven years the Program Coordinator has assumed various administrative duties and devoted time to pursue a PhD in Mathematics. During this time, several courses were taught primarily by adjuncts. It does not appear as though the program has had a sufficient full-time faculty to address the ongoing needs of the program. This is one possible reason for the decrease in the number of EVT graduates/majors in recent years. Recently the EVT Program Coordinator has completed unrelated administrative duties, and he should have sufficient time to effectively address the needs of the Chillicothe program. Additional full-time and adjuncts will be needed if the program plans to expand to the Southern campus.

- ***Is the level of the Department's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?***

The Department's RSCA does seem appropriate at this time. Even though there is no external funding to support the program, there is strong potential to form partnerships with local business and industry to provide essential resources.

- ***Is the level of service, outside of teaching, appropriate for the program given its size and role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?***

Currently the EVT program has no problem fulfilling its service mission. The question is whether the faculty's level of service has interfered with the continued development of this program.

- ***Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?***

At this time the Chillicothe program has adequate classroom and lab space. Additional resources would be helpful to update the lab equipment. These renovations would greatly enhance the overall quality of this program. Expansion to OUS requires additional financial, physical, and personnel resources. Currently OUC has a mobile lab used for EVT courses, but there are some questions as to whether this will adequately meet the needs of a program being offered in its entirety on the Southern Campus.

The program seems to have adequate library resources and technology to fulfill its mission.

- ***Is the Department fulfilling its service role, adequately preparing nonmajors for future coursework and/or satisfying the needs for general education?***

The Collaboratory Project, which the EVT Program Coordinator is developing as part of his PhD research, is a resource to assist students who are having difficulties in math and science courses.

- ***Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?***

The number of EVT students graduating from the program is currently small (two graduates in each of the last two years). A number of the students who begin the program either drop out because of the difficult course requirements (e.g., calculus and physics) or they secure jobs before degree completion. The Collaboratory is an effort to improve program completion and the print-based programs are an attempt to reach more diverse students.

- ***Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related majors with an adequate background to pursue discipline-related careers following graduation?***

EVT graduates are securing jobs or transitioning to complete four-year degree programs that provide skills and knowledge in the appropriate career.

1) Commendations

- Mike Lafreniere's leadership
- Mike Lafreniere's support of students. This is especially demonstrated in his willingness to design math classes to meet the diverse needs of students.
- Network of professional connections to contribute to adjunct pool and internship opportunities for students.
- High level of expertise and demonstrated commitment by adjunct faculty.
- Student/adjunct relationships
- Collaborative learning
- Potential to meet diverse industry and economic needs of the area
- Willingness to expand program into other platforms to meet needs of students that would have barriers to career options.
- Hands on training that the students are able to secure with the course offering (field work, labs)
- Mobile resource units that are able to expand the program into other markets

2) Concerns

- Lack of defined leadership and long term documented strategic vision
- Small number of graduates
- Lack of marketing and promotion of the program
- Expansion of the program to Southern without a strategic plan that factors in the existing program needs
- Courses at OUS are to be taught by existing OUC adjuncts
- The number of courses taught by adjuncts and it is not clear if the adjuncts have been consulted to determine their availability and willingness to teach at OUS.
- Need to update equipment (as communicated by adjuncts and students)
- Lack of an active advisory board

- Students opt out of program before degree completion because students are marketable before completing degree.

3) Recommendations

- Clear leadership plan for Chillicothe and RHE coordination
- Creation of a strategic plan for The Chillicothe program
- Establish benchmarks to project additional full time resources
- Create and fund a marketing plan for the Chillicothe program
- Develop a training and evaluation plan for adjuncts
- Explore accreditation through Accreditation Board for Engineering and Technology (ABET)
- Establish an advisory board that meets on a regular basis
- Develop measure-able outcomes for all courses
- Review the student demographics and modify course schedule and resources to match changing students needs
- Explore opportunities for partnerships with community to market program
- Secure internships, jobs and hands on learning opportunities.
- Work with local high schools and technical centers to offer CC+ options to promote and offer the degree.
- Review the curriculum industry credentials that could be obtained through CEU or coursework
- Explore options for completion of pathways to degree completion via stackable certificates for industry credentials.
- Regular meetings with all EVT faculty to engage faculty commitment and involvement in program growth
- Promote umbrella 4-year degree options (BTAS, occupational Heath, BSS, BSAM) to encourage students to pursue 2+2 opportunities.
- Ongoing open communication between faculty and administration, to discuss the long-term vision and strategic planning.
- Showcase and promote the accomplishments of graduate's
- Periodically, incorporate special topics courses that address special Contemporary topics. This would be to enhance students' marketability.

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III) Reviewers

Dr. Candice Thomas Maddox, Associate Professor of Communications, Lancaster Campus
 Dr. Warren Galbreath, Associate Professor of Social Work, Eastern Campus

IV) External Review Letter

There was no External Reviewer for this review.



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Chillicothe

September 23, 2015

Dr. David Ingram
Chair, Program Review Committee
University Curriculum Council (UCC)

Dear David:

Thank you for sending the draft of the program review document for the Environmental Engineering Technology (EVT) Program offered on the Ohio University Chillicothe (OU-C) campus, and the opportunity to respond to the review. As you know completion of this two year degree program leads to an Associate in Applied Science degree. I also would like to thank Drs. Candice Thomas Maddox and Warren Galbreath, the program reviewers who reviewed the program Self Study and conducted the site visit to the Ohio University Chillicothe campus. I greatly appreciate such a complete and thorough review of the program.

I would very much agree with the review that the EVT program is “viable” mainly based on the excellent advising and “up to date” quality of instruction students receive in the program from Mr. Mike Lafreniere, the program coordinator, and the several practitioners who serve as the adjunct faculty for the program. However, for the long term, I am very concerned regarding the low student enrollment of the program, which has maintained over the last several years, and feel this critical issue should be addressed immediately to insure the future viability of the program.

I have recently had a discussion with Mr. Lafreniere regarding how the enrollment of the program can be increased. Mike has some excellent ideas related to strategies which could be implemented to boost enrollment. These strategies include more aggressive recruitment and marketing of the program, promotion of the “print based” program option, offering the EVT courses required to complete the degree in on line and/or blended (hybrid) formats and developing 2+2 articulation agreements with similar programs (Environmental Health and Occupational Health) within the Ohio University College of Health Sciences and Professions and Shawnee State University which would result in baccalaureate degrees. The recent expansion of the EVT program to the Ohio University Southern Campus should also result in future increased enrollment of the program. Now that Mike has fulfilled his administrative responsibilities to the Chillicothe campus and e-Learning, I feel confident he will have the time to adequately

address the issues of the program and develop a Strategic Plan to guide its future growth and development.

While a strength of the program has been the highly qualified practitioner adjunct faculty who teach in the program, I feel strongly that more of the courses, particularly in the introduction/survey area of the program should be instructed by permanent faculty on the campus. I feel this is important to provide consistency in the delivery of the curriculum. In the future, I will work with the campus Associate Dean to schedule more EVT courses with permanent (group I and II) faculty, in particular Associate Professor Lafreniere, now that he is free of his administrative duties.

In my study of the review document, I was surprised and concerned to learn of the large percentage of students who leave the program to pursue jobs in the field before finishing their degrees, and students that drop out of the program because of difficulty completing the Calculus requirement. While it is difficult to prevent a student from leaving the program to accept a lucrative job, offering the EVT courses required to complete the program in an on line or blended format may help encourage these students to continue in their studies and complete their degree after they have accepted a position in the field.

With regards to the Calculus requirement, it is my understanding from speaking with Mr. Lafreniere the program curriculum included this requirement in anticipation of seeking ABET accreditation for the program, and a lack of calculus knowledge does not disadvantage the students in obtaining employment or excelling in the field. While I would admit obtaining ABET accreditation would significantly increase the program's stature, results show the requirement has a significant negative effect on the number of students who complete the program; as only 27% of the students declaring the major during the review period were capable of completing the requirement. The fact that the program has a low enrollment of students to begin with; the loss of a quarter of the students being unable to complete the Calculus math requirement is obviously having a significant negative effect on the graduation rate of the program. As a result, I feel the requirement should be reconsidered as part of the curriculum and possibly lower the program math requirement to a pre-calculus course.

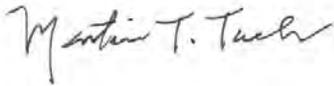
From a facilities/physical resources standpoint to offer the program, I was also surprised to learn of the concerns that some of the equipment used in offering the EVT courses was considered by the students and the adjunct faculty as "out of date". I was unaware of the severity of these needs. While budget reductions and the implementation of Responsibility Centered Management (RCM) has resulted in significant cuts to the campus' operating budget, funds have been available to replace many of the equipment items that need to be replaced. In addition, a recent strategic priority of the campus is to revitalize the seven acre Emergency Response Training Center (ERTC) located on the OU-C campus to be used for continuing education and workforce development activities in the OU-C service region. The ERTC is also used as a training ground for EVT students/courses. The ERTC has come under disrepair in recent years due to a lack of attention to its upkeep. As part of the revitalization efforts, facilities associated with the ERTC are currently being renovated and new equipment is being

purchased. This equipment will be used for the continuing education/workforce development efforts of the campus but also will be available for the curricular offerings of the EVT program.

In conclusion, I very much appreciate the efforts of the program reviewers to assess the Environmental Engineering Technology degree programs offered on the Chillicothe campus and the opportunity to respond to their findings and recommendations. This process will be invaluable to the program as it plans for the future.

Please do not hesitate in contacting me with questions or concerns.

Sincerely,

A handwritten signature in black ink that reads "Martin T. Tuck". The signature is written in a cursive style with a large initial "M".

Martin T. Tuck PhD
Dean
Ohio University Chillicothe
tuck@ohio.edu
740-774-7222

UCC Program Review Committee summary of review

Program – Equine Studies

This program includes the following degrees, minors, and certificates:

- Associates of Applied Science in Equine Studies

Recommendation

This program is found to be **viable**, see the report for commendations, concerns, and recommendations.

Date of last review – AY 2008

Date of this review – Spring 2015

This review has been sent to program chair and the dean, they have commented on the review and the comments are attached at the end.



Seven-Year Review
Associates of Applied Science in Equine Studies
Ohio University – Southern
April 33, 2015

External Reviewers:

Dr. Karin D. Bump, Professor of Equine Studies, Cazenovia College & National Association of Equine Affiliated Academics (NAEAA)

Timothy Williams, Visiting Instructor, Cazenovia College & National Association of Equine Affiliated Academics (NAEAA)

Internal Reviewers:

Dr. Vicky Parker, Associate Professor, Ohio University –Chillicothe

Dr. Barbara Trube, Professor, Ohio University-Chillicothe

I. Purpose

The intention and purpose of this program review for the Associates of Applied Science Degree (AAS) program in Equine Studies at Ohio University – Southern (OUS) is to report on the general program, faculty profile, programmatic practices, curriculum, teaching, students, adequacy of resources, commendations, concerns, and recommendations. The program review is based upon the Equine Studies Self-Study from October 11, 2014 and information gathered during an on-site visit in the Spring semester of the 2014-2015 academic year on April 3, 2015.

External reviewers brought expertise from their academic backgrounds and professional affiliations. External reviewers actively conducted a peer review around the constructs of student knowledge, student skills, trajectory of graduates, program reputation, and program sustainability. Dr. Karin Bump is a Professor of Equine Studies at Cazenovia College in New York and a reviewer for the National Association of Equine Affiliated Academics. Tim Williams is a Visiting Instructor at Cazenovia College and a National Association of Equine Affiliated Academics reviewer. Internal reviewers were Dr. Vicky Parker, Assistant Professor at Ohio University – Chillicothe (OUC) and Dr. Barbara Trube, Professor of Education, at OUC.

During the site visit the reviewers interviewed one faculty member, who also serves as Program Director, one faculty member with full-time teaching, advising, and recruitment responsibilities and two part-time faculty, the Ohio University Southern (OUS) dean, three OUS faculty, one affiliated with Scripps College of Communications and two with the College of Arts and Sciences, the OUS coordinator of recruitment, six Equine Studies

students and one Equine Studies alumna, who is working at the facility. External reviewers “walked the site” and internal reviewers viewed the video which showed the OHIO Horse Park as a working site and classroom with faculty and student commentaries.

This report contains a Signature Sheet, Executive Summary, Program Review, Conclusion, and a Letter from External Reviewers. A detailed peer review from NAEAA reviewers is attached to the report. While the comments of the external reviewers are embedded within the report, the report from External Reviews provides substantive and strategic information which will be of value to the Equine Studies program.

II. Executive Summary

The Executive Summary includes commendations, concerns, and recommendations for the A.A.S. in Equine Studies.

1) Commendations

- Faculty in the A.A.S. Equine Studies program are well qualified and hold specializations related to the industry. Faculty have master’s degrees in fields of study that serve individuals who would benefit from programs offered through Equine Studies (i.e., social work and therapeutic riding).
- The Horse Park facility is located on an 180+ acre property owned by OUS. There are four barns; two rings; two indoor arenas; two outdoor arenas; boarding space for students’ horses; a Therapeutic Horsemanship Center with classrooms, offices, and restrooms; and a Welcome Center with classrooms and restrooms.
- Horses provide A.A.S. Equine Studies students with hands-on experiences and training related to their program-of-study. Because students seeking certification through Professional Association of Therapeutic Horsemanship International (PATH) need a number of hours riding and handling horses, having horses that students can effectively work with is a critical part of the program. Horses are part of the performance teams (i.e., western, hunt-seat teams) in which students participate.
- The A.A.S. Equine Studies program has received national recognition from PATH for their therapeutic riding program. The therapeutic riding program has been recognized by President Roderick McDavis as a Point of Pride at OU.
- The Horse Park is a Certified Horsemanship Association (CHA) and PATH testing center. Faculty have appropriate credentials to contribute to the work of the testing center.
- Students enrolled in the A.A.S. Equine Studies program demonstrate the knowledge, skills, and dispositions to contribute significantly to the equine industry upon graduation. The program draws students from outside of the region (i.e. Washington, D.C., Columbus). Students are pursuing baccalaureate degrees in programs outside of Equine Studies, however, the students expressed a commitment to stay involved in therapeutic riding in their future professions (i.e. social work, psychology).

- The Equine Studies program is developing an articulation agreement with Cazenovia College in New York; and has articulation agreements in progress with The State University of New York (SUNY) Cobleskill and the Veterinary Technology at Mountwest Community and Technical College. There are currently four articulation agreementCampuss with Career and Technical Centers.
- The faculty members have recently proposed a more streamlined set of degree offerings that appears more efficient based on the strength of the program and the number of students.
- A report entitled “Equine Studies Program Expense Reduction and Income Improvement Proposal” was prepared for the Dean of the Campus on January 17, 2015, outlining efficiencies and ways to address costs.
- A SWOT analysis was recently conducted by the Director and faculty.
- The Equine Studies program has an Advisory Board.

Concerns

- Currently, Equine Studies is a high cost program with some history of low enrollment and low graduation rates.
Faculty is focused on assisting former students to complete courses and/or the application process for graduation.
- There was a lack of evidence with statistical data related to the graduation rates, attrition rates, or retention rates. This appears to be a college wide concern rather than an equine program specific concern.
Faculty agrees with this concern and methods of tracking are being looked at to improve the tracking of students.
- Goals and program learning outcomes were provided, however, there was no documentation of evidence given.
A formal process for assessing learning outcomes within the courses and after course completion has been implemented. The data for this process has not been evaluated at this time.
- There are concerns about the facility that are addressed in the Recommendations for Equine Facility section of this report.

Recommendations

- Create formal articulation agreements within Regional Higher Education, such as the BTAS & BSAM degrees.
This will be explored and discussed further.
- Recommend consideration of a Group I faculty position for the Director.
This will be explored and discussed further.
- Develop avenues for research at the OHIO Horse Park.

Faculty will begin research with teens participating in equine assisted learning in the near future. There are other opportunities that need to be explored.

- Employer evaluations of students after graduation need to be developed. The NAEAA is currently developing an employer evaluation survey, which could be used for this process.

This will be explored and discussed further.

- Formal alumni linkages need to be formed for student networking, internships and employment opportunities. The NAEAA is currently developing an alumni survey which could be used for this process.

This will be explored and discussed further.

- Continue to identify and implement efficiencies and cost-saving measures.

This will be explored and discussed further.

- Construct additional fenced paddocks to allow more frequent turnout; this will reduce some program expenses

This will be explored and discussed further.

- Create formal internal articulation agreements with other College/University programs to promote graduation in both the associate and baccalaureate programs.

Currently in discussion.

- Continue to identify ways that the property may be used as a Revenue Center rather than the current focus as a Cost Center.

Currently in discussion.

- Work with the recruitment officer to develop a targeted recruitment plan for the equine program along with analytics to determine the effectiveness (yield) of each approach.

Faculty is working closely with the recruitment office to develop this plan.

- Increase equine course fees overall and consider differential rates based on the type of course (riding and training courses with a higher rate than other courses).

Course fees have been increased in courses involving higher horse usage. The fees are in place for fall. Plans for increased fees in the remaining courses are in discussion.

- Develop consistent language for students who are intending to finish their associate and then continue for a bachelor degree at the institution. As students enter, consider having them declare both, but require that they complete the associate (and register to 'earn' the AAS degree) in order to matriculate in the bachelor degree program. This would address the problems currently encountered with accurately recording the AAS degree completion rate.

This will be explored and discussed further.

- Consider ways to help students see that the equine program is 'recognized' on campus. Suggestions include regularly posting emails, campus newsletters (etc.) in which communication regarding the equine program is shared with the larger community. Another suggestion is to hold 'barn' days for Campus faculty and staff (if this is not already occurring).

Faculty has discussed hosting faculty and staff at the Ohio Horse Park, but has not implemented this. Faculty, students, and staff contribute to the OUS newsletter and also the OU newsletter, but should do this more often and in a timely manner.

- Complete a position responsibility ‘audit’ for the two full time faculty members to determine equity in workload (teaching, advising, responsibilities for the equine facility including community usage, etc.). Use findings to determine if adjustments to load and/or compensation should be made.
Associate Dean will work with Faculty to evaluate work load and responsibilities.
- Develop a uniform tracking and reporting mechanism for graduation and employment and rates across the Campus as well as within the equine program.
This will be explored and discussed further.
- Utilize the program advisory board for fundraising and assistance in recruiting equipment donations. Consider adding national members to the advisory board for broader industry reach.
The Advisory Board needs to be refreshed and additional members added from a broader geographical area due to our students relocating national wide for employment.
- Use the existing ‘unfilled line’ to develop an administrative staff position to assist faculty members particularly in regard to coordination of therapeutic and community use of facility. Assistance with these areas should ‘free-up’ the current faculty to implement revenue enhancing ideas and initiatives.
- *This will be explored and discussed further.*

Recommendations specific to teaching/learning:

- Consider moving the maximum cap of riding classes to 8 and institute a riding level assessment program and schedule courses according to levels. The current two level system coupled with an enrollment cap of 10 is seen by the reviewers as problematic from the perspectives of both safety and student learning. Reviewers suggest at minimum: Beginner, Intermediate 1, Intermediate 2, and Advanced.
Courses will return to eight per course.
- Develop a mechanism for posting jobs regularly and retaining those posted jobs on an annual basis. This would replace the current email system which does not provide for ‘banking’ of current and past job openings.
This will be explored and discussed further.
- Utilize the advisory board for more student networking opportunities with professionals. Suggestions are to annually invite advisory board members to speak to classes, attend events, be available for student interviews, etc.
This will be explored and discussed further.
- Develop an alumni-networking system so that current students have more contact with alumni for class projects/assignments, internship exploration, and job placement.
This will be explored and discussed further.
- Develop rubrics for assessing written work within equine courses.
Some Faculty use rubrics for their courses, but these were not submitted for review. A syllabus checklist is in use by the Curriculum Committee. Syllabi are compared to the checklist and feedback provided.

- Consider adding a focused section to an existing course to discuss issues related to equine welfare. If curricular space allows, consider adding a full course on this topic.
EQU 2020 – Equine Behavior and Welfare Issues is currently in the curriculum and course approval process.
- Consider adding a section to an existing course to discuss team work dynamics and team work ‘best practices’.
EQU 2000 Equine Industry: Career and Leadership Development is currently in the curriculum and course approval process.
- Require students to own their own ASTM/SEI approved riding helmets (this may already be in process)
In discussion.
- Use some of the newly created on-line courses to encourage degree completion for students who enter the industry without fully earning their degree.
- *Former students who have not completed the degree have been notified about this opportunity. Eight students have responded that they are interested in completing the degree.*
- Review Federal Guidelines for unpaid internships in for-profit businesses. Adjust placement and paperwork accordingly and consider adding a learning component that includes weekly meetings and/or blackboard discussions and assignments.
NOTE: There is renewed emphasis on this across higher education. It is our understanding that in order for internships to be unpaid, employers/sites must follow the six criteria listed at the web site link provided here:
<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>

Problems/law suits happen when students believe they are being treated unfairly or in ways for which they should be compensated and then file complaints with the Department of Labor.
This will be explored and discussed further.

Recommendation related to the equine facility

- A decision should be made on whether the equine facility will remain in the current location or move to a location closer to campus. Ideally a decision should be made this year so that the program can have stability and growth. While the reviewers did not visit the closer location, the visit to the existing location coupled with discussion with the program faculty resulted in an impression that the current location is better suited to program goals and long term growth. A different decision may have been drawn if the students indicated hardship in traveling to and from the main campus and/or if this was a Campus in which students were housed in dormitories.
In discussion.
- Once a decision has been made on the long-term location, the Campus is urged to move forward with plans to build a new outdoor riding ring. The funds are in place and the need is high given the poorly constructed outdoor riding rings with poor drainage; these issues significantly impact on their ability to be used. In addition,

knowing that the funds are available but the Campus has not moved forward to utilize them sends a potentially damaging message to current and prospective students regarding the Campus's commitment to the program. This is anticipated to impact on recruitment and retention.

Due to a recent change in leadership and inclement weather delaying construction, the arena construction was put on hold. A meeting is being planned for the near future to discuss moving forward with this project. This meeting will include Dean Nicole Pennington, the Director, and the Facilities Manager.

- Develop a system to analyze each horse in terms of amount of maximum funds that could be allocated to emergency or acute care (colic, significant injury). This will make complicated decisions less tied to emotion when a crisis occurs.
Research and Compliance has been contacted to discuss adding this to our policies. The Faculty and Staff agree this is a good policy to include.
- Develop policies/guidelines for use in decisions pertaining to horse retirement. This should include indicators to be considered in determining if retirement is approaching and/or is imminent.
This will be explored and discussed further.
- Initiate discussions with private veterinarians to determine interest in/feasibility of usage of space at the current equine facility to establish a practice and/or satellite office.
This will be explored and discussed further.
- Consider developing a fundraising plan to finish the space in the main building so that it can be used for community lectures and events.
- *This will be explored and discussed further.*

III. Program Review

1) General Program Summary

The Equine Studies Program began at Ohio University – Southern in the early 1990's. An Associates of Applied Science Degree was developed and began enrolling students. The program initially used leased land, and later moved to an 180+ acre property owned by Ohio University – Southern. In 2002 a therapeutic riding curriculum was implemented. By 2013, the OHIO Horse Park was approved as a Premiere Center for Therapeutic Horsemanship and became certified by Horsemanship International as a training center.

The Associates in Applied Science degree in Equine Studies is designed to prepare students for employment as trained professionals in the equine industry. Each student has the opportunity to develop knowledge, skills, and dispositions in the areas of riding instruction, therapeutic riding, farm management and business, pre-animal science, and pre-veterinary technology. Students select from specialized tracks and concentrations to tailor the program to their professional interests for workplace employment. Students have the ability to become certified in specializations as a part of their course work. Four equestrian teams

are currently part of the curriculum and include: hunt seat, western, western dressage and traditional dressage. The objectives of the program are, as follows:

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

Based on the review process, the Equine Studies Program meets its overall goal. The program provides students with the knowledge and practical horse experience necessary for gaining a position within the equine industry. Students are able to specialize and obtain certifications from professional associations in the equine industry as part of their coursework. In addition, the program provides a service to the community in the form of services for local horse owners, recreational opportunities for children, youth and adults in riding instruction, and opportunities for therapeutic services to several organizations.

2) Faculty Profile

Two Group II faculty with master's degrees and two Group III faculty, one with a master's degree and the other with a baccalaureate degree with specializations/certifications, were interviewed. All four faculty members have expertise in a variety of specializations in the equine industry and stay current with the trends and needs in the industry. There is a total of five Group III faculty who work in the program throughout an academic year.

Upon review of the information in the self-study and as a result of personal interviews, the reviewers found that the four faculty interviewed are qualified to teach the courses for which they have been assigned at the 1000-2000 levels. The veterinarian instructs students when he visits once a month.

Faculty serve on a variety of OUS campus committees and contribute to professional communities. Faculty are members of and certified by international organizations in the areas of teaching riding, competitions, therapeutic riding, and farm management.

3) Programmatic Practices

The Equine Studies program and faculty serve surrounding communities through providing youth programs that involve both able bodied as well people with challenges. Our OHIO Horse Park Center for Therapeutic and Community Horsemanship serves over 30 participants per week providing equestrian services to those who might not have that opportunity otherwise.

4) Curriculum

The self-study reported that program offers core courses to form a solid foundation in the basics of equine studies. Students may then select from specialized tracks or concentrations to specifically tailor the program to their needs and interests. Courses combine lectures and laboratory work. Lectures are to inform the students of related equine information and skills with labs providing opportunities to apply the knowledge. Internships are also available to students.

The minimum requirement for the Associate in Applied Science (A.A.S.) degree is completion of 60 credits with a 2.0 accumulative GPA upon graduation. A maximum of 15 credits earned through experiential learning may be applied to any technical associate degree. Students must earn a minimum of 18 semester credit hours while enrolled at Ohio University and a minimum of 50 percent of coursework taken to fulfill the major concentration in residence with resident credit as Graduation Requirements. Students must meet Ohio University General Education requirements for associate degrees. The following list of courses are organized by tracks as listed on the Ohio University-Southern website.

General Education

All Equine Studies students must complete the Freshman English and quantitative skills requirements.

Required Equine Core Coursework

Complete the following courses:

EQU 1000: Equine Studies Introduction (2 hrs)

EQU 1010: Basic Equine Health Care (2 hrs)

EQU 1020: Basic Horse Handling (2 hrs)

EQU 1030: Equine Facility Management I (2 hrs)

EQU 1040: Equine Facility Management II (2 hrs)

Track A: Riding Instruction/Therapeutic Riding Instruction

Required Equine Courses

Riding Instruction Complete the following courses:

EQU 1062: Equestrian Teaching Techniques (2 hrs)

EQU 2062: Equestrian Teaching Practicum (3 hrs)

Riding Instruction Business Management Complete the following courses:

EQU 2031: Equine Business Management (2 hrs)

Elective Equine Requirements

Complete 4 hours from the following courses:

- EQU 2030: Farm Design/Stable Management (2 hrs)
- EQU 2041: Horse Judging (2 hrs)
- EQU 2042: Horse Show & Event Management (2 hrs)
- EQU 2080: Therapeutic Riding Overview (2 hrs)
- EQU 2081: Admin Therapeutic Riding (1 hr)
- EQU 2910: Equine Internship (1-3 hrs)
- EQU 2990: Studies in Equine Issues (1-3 hrs)

Required General Courses

- ATCH 1030: Financial Acct Procedures (3 hrs)
- BIOL 1010: Principles of Biology (4 hrs)
- BMT 1010: Business and Its Environment (3 hrs)
- BMT 1100: Introduction to Management (3 hrs)
- ENG 1510: Writing and Rhetoric I (3 hrs)
- MATH 1090: Consumer Mathematics (3 hrs)

Track B: Assistant Trainer

Required Equine Courses

Horse Selection, Training, and Care Courses

Complete the following courses:

- EQU 1070: Equine Nutrition (3 hrs)
- EQU 2071: Equine Anatomy and Physiology (3 hrs)
- EQU 2072: Equine Lameness & Conditioning (3 hrs)
- EQU 2910: Equine Internship (Complete at least 1 hour) (1-3 hrs)

Business and Farm Management

Complete the following courses:

- EQU 2030: Farm Design/Stable Management (2 hrs)
- EQU 2031: Equine Business Management (2 hrs)

Elective Equine Requirements

Competition and Judging

- EQU 2041: Horse Judging (2 hrs)
- EQU 2042: Horse Show & Event Management (2 hrs)

Required General Requirements

Complete the following courses:

- BIOL 1010: Principles of Biology (4 hrs)
- BMT 1100: Introduction to Management (3 hrs)
- ENG 1510: Writing and Rhetoric I (3 hrs)
- MATH 1090: Consumer Mathematics (3 hrs)

Required Equine Riding Courses: Track A and B

Complete the Following Courses:

- EQU 1060: Introduction to Western Riding (2 hrs)
- EQU 1061: Introduction to English Riding (2 hrs)
- EQU 1071: Equine Evaluation & Selection (2 hrs)
- EQU 2060: Advanced Western Riding (2 hrs)
- EQU 2061: Advanced English Riding (2 hrs)
- EQU 2063: Train & Evaluate Lesson Horses (3 hrs)

Elective General Requirements

Track A complete 5 hours from the following courses:

Track B complete 6 hours from the following courses:

- ATCH 1040: Managerial Acct Procedures (3 hrs)
- COMS 1010: Fundamentals of Human Comm (3 hrs)
- EXPH 2280: First Aid/CPR for the Profes (2 hrs)
- PSY 1010: General Psychology (3 hrs)
- PSY 2410: Child & Adolescent Psychology (3 hrs)

Track C: Farm Business and Management

Required Equine Farm and Stable Management Courses

Complete the following courses:

- EQU 2030: Farm Design/Stable Management (2 hrs)
- EQU 2031: Equine Business Management (2 hrs)
- EQU 2032: Pasture Establishment & Mgt (2 hrs)
- Farm Management Internship

Complete the following course:

- EQU 2910: Equine Internship (1-3 hrs)

Additional Elective Equine Requirements

Complete at least 4 hours from the following courses:

- EQU 1060: Introduction to Western Riding (2 hrs)
- EQU 1061: Introduction to English Riding (2 hrs)
- EQU 2030: Farm Design/Stable Management (2 hrs)
- EQU 2040: Basic Horse Shoeing (2 hrs)
- EQU 2060: Advanced Western Riding (2 hrs)
- EQU 2080: Therapeutic Riding Overview (2 hrs)
- EQU 2081: Admin Therapeutic Riding (1 hrs)

Additional Required General Courses

Complete the following courses:

- ATCH 1030: Financial Acct Procedures (3 hrs)
- ATCH 1040: Managerial Acct Procedures (3 hrs)

Elective General Requirements

Complete 9 hours from the following courses:

BMT 1100: Introduction to Management (2 hrs)

BMT 2000: Intro to Business Computing (2 hrs)

COMS 1030: Public Speaking (2 hrs)

PSY 1010: General Psychology (3 hrs)

Track D: Pre-animal Science/Pre-veterinary Technology

Required Additional Equine Health and Veterinary Science Courses

Complete the following courses:

EQU 2071: Equine Anatomy and Physiology (3 hrs)

EQU 2074: Equine Veterinary Technology (3 hrs)

12 Additional Elective Equine Requirements

EQU 1060: Introduction to Western Riding (2 hrs)

EQU 1061: Introduction to English Riding (2 hrs)

EQU 2031: Equine Business Management (2 hrs)

EQU 2040: Basic Horse Shoeing (2 hrs)

EQU 2080: Therapeutic Riding Overview (2 hrs)

EQU 2081: Admin Therapeutic Riding (1 hr)

EQU 2910: Equine Internship (1-3 hrs)

EQU 2990: Studies in Equine Issues (1-3 hrs)

Elective General Courses

Complete 8 hours from the following courses:

BMT 1010: Business and Its Environment (3 hrs)

BMT 1400: Concepts of Marketing (3 hrs)

COMS 1030: Public Speaking (3 hrs)

CTCH 1250: Introduction to Computers (3 hrs)

PSY 1010: General Psychology (3 hrs)

Required General Courses: Track C and D

Complete the following courses:

BIOL 1010: Principles of Biology (4 hrs)

BMT 1100: Introduction to Management (3 hrs)

ENG 1510: Writing and Rhetoric I (3 hrs)

MATH 1090: Consumer Mathematics (3 hrs)

Equine Health Care Courses

Complete the following course:

EQU 1070: Equine Nutrition (3 hrs)

EQU 1071: Equine Evaluation & Selection (2 hrs)

EQU 2072: Equine Lameness & Conditioning (3 hrs)

EQU 2073: Equine Reproduction (3 hrs)

5) Teaching & Mentoring

Based on the self-study and on-site review, teaching assignments are made based on area of expertise and faculty availability. The Director, one of two Group II faculty, mentors new faculty in syllabi preparation and delivery, Blackboard use, and works to provide resources they may need to teach effectively.

6) Research (if applicable)

Research is not currently part of the program, however, reviewers feel there are multiple opportunities for the students and faculty to be involved in research. The time required to conduct research would need to be considered in light of an already heavy faculty workload.

Opportunities for research exist in equine assisted learning sessions and other areas.

7) Students

Based on the on-site review, there are currently forty-four students enrolled in the program. Students report high satisfaction with the Equine Studies program. Many of the students are pursuing baccalaureate degrees in fields that use Therapeutic Riding. Evaluation of the curriculum during interviews with students revealed that students in the program have opportunities for synthesis, through testing and class projects. Diversity issues are studied as they occur within the industry and are discussed in classes. Students have opportunities to complete a variety of elective credits enabling them to concentrate their studies in therapeutic riding, and horse training.

Although the program goal, objectives/student outcomes and required courses provide students with the necessary knowledge and skills for obtaining an entry level position in the horse industry, there is minimal evidence that the student outcomes have been assessed.

8) Alumni Profile

Based on information gathered during the on-site visit, a database of alumni does not currently exist. The Self Study and interviews revealed that many graduates receive positions in the equine industry upon graduation. An alumna of the program was among the people interviewed.

9) Adequacy of Resources

The program is located at the Ohio Horse Park, a 180+ acre facility. The facility includes two indoor arenas, two outdoor arenas, and boarding for student horses. The Ohio Horse Park Center for Therapeutic Riding is a nationally accredited center serving needs of the local community. Students actively instruct participants, evaluate and train horses, and work administratively to assist in managing the OHIO Horse

Park. It was reported that due to inadequate drainage of some of the rings, some of the facilities are only available for four to five months out of the year. Based on the on-site review, more pasture space is needed with additional fencing for horse pastures. The OHIO Horse Park has over 100 stalls and 180 acres but only a few acres of fenced pasture for the Campus's horses. Horses are housed in stalls resulting in increased costs for labor, feed, bedding and upkeep of horses. To reduce program costs, the university is encouraged to construct fences and house horses outside.

10) Recruiting

The self-study and the on-site review provided evidence that time is dedicated to recruitment. The Equine Studies Program is responsible for most of the recruiting efforts. Faculty and staff work closely with the Ohio University Southern Recruiter. Recruitment efforts include the following:

- Developed recruiting materials specifically for Equine Studies, including an informational video.
- Developed a student ambassador program.
- Developed a newly implemented tracking system of all potential students. This includes all contact information, method of contact, follow up contact information, as well as how they learned about the program.
- A system has been developed with the OUS Recruiting Office for those potential students who request tours. They tour campus first to learn about the campus, student services, financial aid, and other related information. They then tour the Ohio Horse Park These tours are led by trained ambassadors and, as often as possible, a faculty member meets with them.
- Most recently, the program purchased a mailing list from career centers. These are high school and vocational programs that offer an agriculture, animal science, and/or equine program. An equine list serve was developed.

IV. External Review Letter

Attached.

V. Response Letters

- 1. Director/Chair**
- 2. Dean**

Mr. Timothy Williams and Dr. Karin Bump
c/o Timothy Williams
4029 Stonebridge Road
Cazenovia NY, 13035
315-391-6410

April 8, 2015

Dear Dr. Nicole Pennington,

We had the honor and privilege to serve on the review committee for the Ohio University Southern Equine Studies program. While our full report is included as an appendix to this letter, it is important to briefly highlight some of our observations and thoughts.

Our review involved two overarching principles—an evaluation of the academic quality of the equine program as a whole, along with standard of care, safety and usage of the horses. While recommendations for improvement will always be present in reviews, the overall impression of our observations and review indicate that the equine program is accomplishing its academic goals and that the horses are well-cared for.

Throughout the review, we were impressed with the faculty and students in the program and found ample evidence of current strength and future potential. In particular, the growing national reputation of the Therapeutic Riding Program is a testament to the knowledge, enthusiasm, and dedication of the program faculty. We feel it is poised for continued growth and recognition.

Our approach to the review of the academic components of the program involved the use of a document developed through the membership of the National Association of Equine Affiliated Academics (NAEAA). The NAEAA membership identified 'Indicators of Excellence (IOE)' for undergraduate programs in the equine discipline and NAEAA has identified five key IOE Constructs for use in determining programmatic excellence. Within each Construct, 1-3 areas are defined with a set of evaluation questions for each. The Constructs are listed below:

- Construct 1 – Student Knowledge
- Construct 2 – Student Skills
- Construct 3 – Trajectory of Graduates
- Construct 4 – Program Reputation
- Construct 5 – Program Sustainability

Our findings on these Constructs are included as an addendum to this letter.

In addition to the NAEAA program evaluation tool, we utilized a document from the EQUUS Foundation for reviewing the horses and the Ohio Horse Park facility. The EQUUS Foundation tool was developed to evaluate basic standards of care and usage of horses in several scenarios including Therapeutic Riding establishments.

As a result of our review work, we have provided a list of recommendations. While they may seem expansive, the recommendations are designed to provide a framework for continued growth and improvement. They should be seen in this light rather than viewing them as areas of criticism. The AAS degree is solid and the College should have confidence in the programs viability. The faculty are to be commended for their work on significant program improvements over the past years along with more recent moves to streamline the curriculum and find innovative ways to reduce expenses and increase income.

Thank you for the opportunity to serve in this capacity. As Higher Education moves into the next phase of accountability and transparency, we hope that this document can serve as a template to continually improve.

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

Mr. Timothy Williams

Dr. Karin Bump

Attached (2) documents: Recommendations, NAEAA peer review document

General Recommendations:

- Work with the recruitment officer to develop a targeted recruitment plan for the equine program along with analytics to determine the effectiveness (yield) of each approach.
- Increase equine course fees overall and consider differential rates based on the type of course (riding and training courses with a higher rate than other courses)
- Develop consistent language for students who are intending to finish their associate and then continue for a bachelor degree at the institution. As students enter, consider having them declare both, but require that they complete the associate (and register to 'earn' the AAS degree) in order to matriculate in the bachelor degree program. This would address the problems currently encountered with accurately recording the AAS degree completion rate.
- Consider ways to help students see that the equine program is 'recognized' on campus. Suggestions include regularly posting emails, campus newsletters (etc.) in which communication regarding the equine program is shared with the larger community. Another suggestion is to hold 'barn' days for College faculty and staff (if this is not already occurring)
- Complete a position responsibility 'audit' for the two full time faculty members to determine equity in work load (teaching, advising, responsibilities for the equine facility including community usage, etc.). Use findings to determine if adjustments to load and/or compensation should be made.
- Develop a uniform tracking and reporting mechanism for graduation and employment and rates across the College as well as within the equine program.
- Utilize the program advisory board for fundraising and assistance in recruiting equipment donations. Consider adding national members to the advisory board for broader industry reach.
- Use the existing 'unfilled line' to develop an administrative staff position to assist faculty members particularly in regard to coordination of therapeutic and community use of facility. Assistance with these areas should 'free-up' the current faculty to implement revenue enhancing ideas and initiatives.

Recommendations specific to teaching/learning:

- Consider moving the maximum cap of riding classes to 8 and institute a riding level assessment program and schedule courses according to levels. The current two level system coupled with an enrollment cap of 10 is seen by the reviewers as problematic from the perspectives of both safety and student learning. Reviewers suggest at minimum: Beginner, Intermediate 1, Intermediate 2, and Advanced.

- Develop a mechanism for posting jobs regularly and retaining those posted jobs on an annual basis. This would replace the current email system which does not provide for 'banking' of current and past job openings.
- Utilize the advisory board for more student networking opportunities with professionals. Suggestions are to annually invite advisory board members to speak to classes, attend events, be available for student interviews, etc.
- Develop an alumni networking system so that current students have more contact with alumni for class projects/assignments, internship exploration, and job placement.
- Develop rubrics for assessing written work within equine courses.
- Consider adding a focused section to an existing course to discuss issues related to equine welfare. If curricular space allows, consider adding a full course on this topic.
- Consider adding a section to an existing course to discuss team work dynamics and team work 'best practices'.
- Require students to own their own ASTM/SEI approved riding helmets (this may already be in process)
- Use some of the newly created on-line courses to encourage degree completion for students who enter the industry without fully earning their degree.
- Review Federal Guidelines for unpaid internships in for-profit businesses. Adjust placement and paperwork accordingly and consider adding a learning component that includes weekly meetings and/or blackboard discussions and assignments. NOTE: There is renewed emphasis on this across higher education. It is our understanding that in order for internships to be unpaid, employers/sites must follow the six criteria listed at the web site link provided here: <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>
Problems/law suits happen when students believe they are being treated unfairly or in ways for which they should be compensated and then file complaints with the Department of Labor.

Recommendations related to the equine facility

- A decision should be made on whether the equine facility will remain in the current location or move to a location closer to campus. Ideally a decision should be made this year so that the program can have stability and growth. While the reviewers did not visit the closer location, the visit to the existing location coupled with discussion with the program faculty resulted in an impression that the current location is better suited to program goals and long term growth. A different decision may have been drawn if the students indicated hardship in traveling to and from the main campus and/or if this was a college in which students were housed in dormitories.
- Once a decision has been made on the long-term location, the College is urged to move forward with plans to build a new outdoor riding ring. The funds are in place and the need is high given the poorly constructed outdoor riding rings with poor drainage; these issues significantly impact on their ability to be used. In addition, knowing that the funds are available but the College has not moved forward to utilize them sends a potentially damaging message to current and

prospective students regarding the College's commitment to the program. This is anticipated to impact on recruitment and retention.

- If the decision is made to remain at the current facility, the lack of visual awareness of the location could be rectified with additional signage on the roads running parallel to the property.
- Develop a system to analyze each horse in terms of amount of maximum funds that could be allocated to emergency or acute care (colic, significant injury). This will make complicated decisions less tied to emotion when a crisis occurs.
- Develop policies/guidelines for use in decisions pertaining to horse retirement. This should include indicators to be considered in determining if retirement is approaching and/or is imminent.
- Initiate discussions with private veterinarians to determine interest in/feasibility of usage of space at the current equine facility to establish a practice and/or satellite office.
- Consider developing a fundraising plan to finish the space in the main building so that it can be used for community lectures and events.

Excellence in Equine Undergraduate Education

NAEAA Peer Review Document

Site Name : Ohio University Southern – Associates of Applied Science in Equine Studies

Site Contact: Kelly Hall – Faculty and Program Director

External Peer Reviewer Names: Tim Williams and Dr. Karin Bump

Peer Reviewer Contact information: Twilliams@naeaa.com; kbump@cazenovia.edu

Date of Review : Friday April 3, 2015

Background of the NAEAA Peer Review Document:

In 2010 the members of the National Association of Equine Affiliated Academics engaged in a series of working sessions to develop an initial list of 'Indicators of Excellence (IOE)' for undergraduate programs in the equine discipline. That initial set was then used in a 2011 survey of members to gauge the level of importance of each indicator along with the ease in which respondents felt data could be gathered and used to assess success in each area. Through ongoing discussion and collaboration, NAEAA has identified five IOE Constructs for determining programmatic excellence. Within each construct, 1-3 areas were defined with a set of evaluation questions for each. The constructs are listed below:

- **Construct 1 – Student Knowledge**
- **Construct 2 – Student Skills**
- **Construct 3 – Trajectory of Graduates**
- **Construct 4 – Program Reputation**
- **Construct 5 – Program Sustainability**

Use of the NAEAA Peer Review Document

- *This document is intended for use by NAEAA peer reviewers as part of an external review process. It may also be used by NAEAA members for the purpose of self-study. In either case, the intent is to generate collaborative and constructive feedback.*
- *The NAEAA Peer Review document may be used on its own or in conjunction with other material required at individual institutions.*
- *Reviewers should submit a written response to the site summarizing findings in each area.*

Section 1 – General Review of Site Visit (note that discussion of IOE Constructs begins in Section 2)

Site Visit Agenda (9am start, 5:40pm finish)

- I. Meeting with Students
- II. Meeting with Equine program faculty – FT and adjunct
- III. Meeting with other college faculty
- IV. Meeting with Dean
- V. Tour of Facility

- I. Meeting with Students:

Opening (general) discussion:

Six students and one program alumna met with the reviewers to answer questions and discuss their experiences in, and impressions of, the program. Students represented a range of demographic and psychographic attributes including traditional and nontraditional backgrounds. All were female which is not unusual in equine programs; one student appeared to be from a minority group.

Of the students, only one had entered the program as a freshman. The others had either transferred from other programs on campus or had enrolled in the program after previous enrollment at other institutions. Students were from a larger geographic spread that would normally be found in a 2-year program but the spread is comparable to other equine programs as these programs typically draw from a larger geographic pool.

Most talked of their interest in therapeutic riding as a draw to the program. Their perception of peer interest was that about ½ of the students were there for therapeutic riding with the other half interested in riding and training. Interestingly, the bulk indicated that this was not a program that they had easily found and/or were immediately drawn to. Students did not tell a traditional story of ‘finding this college’ and ‘how they got there’. This seems to be more a function of a limited equine promotional and marketing plan than any reflection on the nature and quality of the program. (See recommendation related to recruitment)

The low cost of tuition coupled with the unique qualities of the program appear to be a driving factor in program enrollment. However, students appeared to have no concerns about increasing course fees if it would result in more opportunities for classes and assurance of classes running. Given that there are plans to increase course fees (which are currently quite low) their response seems to indicate that this is not seen as a hardship that would detract students from enrolling. (See recommendation related to course fees)

In terms of completion and student goals post completion, all indicated their intent to complete the associate degree. Of the students present, ½ indicating they would continue at the college for a bachelor degree with the other ½ intending to work in the industry. Interestingly, those intending to stay talked about being a ‘double major’ which was really their reference to a 2+2 track. This may indicate a need to have clearer and more consistent language about the path for those entering for an associate degree and intending to complete a bachelor’s degree program after. (See recommendation on program language as well as tracking program completion for continuing students).

In terms of discussing logistics of completing degree courses, students take all their equine courses at the equine facility and are on campus for their other coursework. Students indicated that this was not a hardship. However, students shared that they did not feel fully integrated into the larger campus community which may be a function of the commuter population. Continuing on the theme, students also indicated that they felt invisible to the larger college community even going so far to say that they weren't sure faculty and staff on campus even realized the facility was there and if they did, they weren't sure that it was viewed positively. One student who served as a program ambassador and was involved with tours discussed her perception of a disconnect between 'on campus' and 'equine'. However, the discussion with non-equine faculty members (later portion of the site visit) presented a much different picture where they were fully aware and were highly supportive of the program. This may indicate an area to improve upon so that students are either 1) more involved in on-campus activities and/or 2) ways to let the students know that the program is recognized and embraced. (See recommendations)

Discussion of class sizes – students felt the sizes of classes was appropriate but that there would be room for some more students as long as a class like the first introductory class wasn't bigger than 30 students. They said riding class sizes varied with some at 10 students. To the reviewers, that number seems high and might be an area to consider adjusting more in line with a cap of 8 particularly given that the riding classes are not separated out by more than 2 riding levels. (See recommendations)

When students were asked what they would tell others (friends, family, prospective students) about the program:

- *Lots of hands-on*
- *Small and caring*
- *Lots of access to faculty*
- *Faculty really know their stuff*
- *Faculty really care.*

When students were asked what they would like to see changed/improved

- *More riding classes*
- *More training classes*
- *More hands-on classes*
- *Hands-on reproduction classes to augment the on-line reproduction course.*
- *More saddles/equipment to ensure each horse was well attired (note: students were not concerned about welfare related to equipment fit but did feel that some saddles were not an ideal fit for some of the horses – this is a function of relying solely on donations for equipment)*

On the topic of advising (particularly in light of one faculty member to 40+ students noting that the faculty member teaches a full complement of courses along with significant other responsibilities) the students felt that Kelly Hall does a good job with advising and that her approach goes beyond course selection and into career mentoring. One advisor for the full population is unusual so the reviewers were concerned about ease of access for students and length of time Kelly would be able to spend with them. Students had no concerns and were quick to discuss how Kelly spends ample time with them and is always available. (See commendations)

We asked students if they were aware of an equine program advisory board as well as information on graduation rates and employment rates. They thought they might have heard of these things but were not sure. When asked if they had concerns about graduation rate (or conversely, did they feel that a lot of students left the program) - the students did not have any. They felt that the few students they knew that did leave the program were those that were not a good fit and/or serious about their academics. As for employment, while they were all anxious about employment post-graduation (normal for students at any program at any college), they were quick to discuss jobs that are sent around via email and knew of graduates and the jobs they had received. (See recommendations)

On a final note, the reviewers were impressed with the quality of discussion with the students. They were clearly engaged, motivated, and articulate. They were also very positive in their discussion of their experiences with the program and the extent to which they were learning from the Faculty. In addition, they specifically brought up – on their own- the extent to which they admired the two full-time faculty members for their dedication to student learning as well as their own dedication to their own ongoing person growth and development. This is something to be commended.

*II. Meeting with Equine program faculty – FT and adjunct
The Two Full time faculty were joined by two part time faculty and the college recruitment officer.*

Discussion included the courses taught along with background/credentials (well matched) as well as recruitment and retention of adjunct faculty. Adjunct faculty salary levels appears appropriate for nature of the college and program and there is no indication that the salary rate is a problem in terms of adjunct recruitment (3 cr hour class – \$890 per cr hour for a bachelor and \$1000 for a master and doctorate; overload is 141 per students per credit). However, there is a concern with being able to consistently find qualified faculty in the area when openings occur.

The load of full time faculty was discussed and it was shared that there had been recent changes to load requirements. The newly instituted load of 12 credit hours a semester appears high given the additional responsibilities including administrative oversight of program, equine facilities and related programming, as well as student recruitment. While it sounded as if, on the surface, the 12cr hour teaching semester load was equitable among faculty, it seemed likely that a full understanding of the 'over and above' responsibilities of the equine faculty was not present among administration and was not calculated into a determination of equitable load.(See recommendations).

There was a discussion of the challenges of a unique program involved with large animals at an institution in which no other animal based programs exist (note that this scenario is not uncommon in undergraduate equine offerings across the US). This may relate to the questions of equitability of faculty responsibilities/load.

Discussion of program recruitment enhancements was possible due to presence of a new hire responsible for overseeing the process at the College (for all programs). Attention to recruitment for equine is particularly important as these programs can draw students from a larger geographic and financial base than typical two-year program offerings. While the program faculty are largely responsible for recruiting their own students, the new college recruiting initiatives are positioned to bring in larger numbers of students. A positive working relationship appears to be present between the faculty and the admission recruitment officer; all indications are that this is positioned well for growth. NOTE: Equine programs require targeted marketing initiatives to reach prospective students. Involvement in industry activities that afford opportunities for college booth displays is highly encouraged (Equine Affair, etc.). While there are costs associated with this, the marketing and promotional payoff is high and includes attracting students from larger demographic, psychographic, and geographic backgrounds. In addition, industry networking at events such as this increases program visibility and increases chances for equipment donation as well as internship and job placement. There appeared to be some confusion over whether or not a budget line item for support of these events had been removed; later discussion with the Dean indicated that the line item had been moved to Marketing (part of budget streamlining) but had not been 'removed'. Equine faculty can still access these funds through submission of a request to that department.

An area of need was identified in terms of data for use in recruitment and decision making. Best practices would include developing consistent mechanisms to share information about students who inquire, visit, apply, contract, and enroll in order to determine conversion rates and areas of impact to improve conversion (interest – enroll). Since this data has not been regularly documented by the

college (this is typically not a department function but rather a college function), improvement in this area should produce positive results (see recommendations). The equine department is fortunate to have a former, extremely knowledgeable admission officer on the adjunct teaching staff. He appears willing and eager to assist the College in this process.

The program does have an advisory board that meets on an annual basis. Use of the board is moving from information sharing to a more active process of seeking input and advice. This is a positive move and has provided assistance in development of a new online curriculum as well as changes to the existing programs. There are other areas the board could be involved in such as fundraising (see recommendations).

Riding and Training classes were an area identified by students and subsequently discussed with faculty. The horse: student ratio is in line with industry standards (approx. 2:1 ratio). However, the number of students in riding classes appears large (10) and it is a concern that riding lessons are not fully delineated by rider skill. While there is a 'beginner' and 'advanced' class there are many riding levels between. Safety and learning outcomes need to be considered more fully given this scenario (see recommendations). Further discussion of this topic revealed that the limitation on riding classes appears to have a relationship to consistent availability of riding spaces given seasonal limitations to outdoor riding areas with poor drainage (see recommendations).

Discussion of the equine facility budget brought to light the organization of the facility reporting to Animal Care and Control. This is an unusual reporting structure but it appears to work for the department (although this seems to be more a result of strong positive relationships than the mechanics of the actual organization). Another area that was discussed was the elimination of a staff line. Later discussions with the Dean indicated that the staff line could be reinstated or reconfigured to satisfy a need for a position that might provide more benefit to the facility operations (see recommendations).

A review of the 'expense reduction and income improvement proposal' finds very positive suggestions and excellent direction for improvements in both areas. The faculty should be commended for this forward thinking and planning. There are numerous good ideas with ample enthusiasm to carry them forward. One concern is the limitation of human resources to effectively implement all the ideas. (See recommendations)

On the side of revenue enhancement, the faculty shared that funds had been secured to build another outdoor arena with appropriate footing for year-round usage. However, the reviewers learned that the project had been placed on hold because there was uncertainty about the future of the equine program including 1) whether it would continue at the college and 2) would continue in the current location or move to a smaller plot of land closer to the main campus. The lack of uncertainty was a clear point of concern with the faculty. However, upon meeting with the Dean there seemed to be less a question of whether or not the program would continue and more of a question about where it would be housed long term. (See recommendations)

On a final note, the reviewers were impressed with the strong sense of collegiality and high level of dedication among the full and part-time faculty. It is clear that the Program Director's approach to information sharing/transparency and team building has had a very positive impact on the program.

III. *Meeting with other College faculty*

An opportunity to meet with faculty from other areas across the College was included in the day's agenda. The discussion was extremely positive with faculty discussing their sense of a strong, motivated group of equine students.

The faculty discussed their recognition of the uniqueness of the program and felt it represented a good niche market for careers and was geographically well-suited to the area.

The reviewers asked if there was concern about the high costs of the program and the faculty were quick to respond that this was a 'point of pride' program with considerable benefit. They also discussed the extent to which they had first-hand knowledge of students who had come from out-of-state to the program when this was highly unusual for other programs at the College.

Given student perceptions about the 'invisibility' of the program to on-campus constituents, this observation was explored with the faculty. Their impression was that the on-campus population was well aware of the program particularly because it was selected as a 'Point of Pride' program and that the Program Director offered some information about the program and student activities and awards at just about every faculty meeting. They also shared that program information is also often disseminated through campus and system email announcements and newsletters.

Learning outcomes were discussed with the faculty to gauge the level by which this has been a topic embraced by the full college community. The reviewer's impression was that the college was in the initial stages of emphasizing the development of more formal learning outcomes assessment and curriculum mapping.

IV. *Meeting with the Dean*

Discussion with the Dean centered on the institutional perspective of the program and clarifying some questions that surfaced in earlier sessions.

- *Visibility of the Program on Campus – response: Highly visible*
- *Dedication of Faculty – response: Highly dedicated*
- *Faculty Teaching Load – response: Teaching loads had been changed to be more in-line with faculty loads across campus. However, the reviewers shared that a look at the 'over and above' responsibilities of the program faculty might provide a clearer measure of true equity. Further into the discussion, the Dean indicated that it might be possible to reallocate funds to cover an administrative assistant position (see recommendations).*
- *Plans for Program Longevity – the Dean was very positive in her impression of future plans for the program. It appears that the emphasis on budget reduction and income generation is simply a function of the overall college environment rather than a plan to eliminate the program based on costs. NOTE: small colleges across the country are wrestling with similar scenarios and the expense reduction plans laid out by program faculty are responsible initiatives.*
- *Plans for Facility Location/Improvement - The Dean discussed the potential for movement of the equine operations to a plot of land closer to the campus. While a closer location could provide greater visibility, there are concerns regarding smaller land size (limited growth opportunities) as*

well as the extent to which building a new set of buildings and rings is feasible without a considerable influx of additional funds. (See recommendations).

V. Tour of the Facility.

The reviewers walked the site and visited the various buildings, riding rings, and pastures. The overall scope of the facility is impressive with ample opportunities for programmatic expansion. This is a true strength of the facility.

There were, however, problematic areas stemming primarily from poor original construction and design. The program faculty have done a remarkable job determining the best use for the various areas as well as how to consolidate for efficiency.

The poor drainage in the fenced pastures was highly apparent on this visit – however it is the rainy season and it is unclear how often this is a significant problem in the paddocks.

The poor draining of the outdoor riding spaces is problematic because it limits the usefulness of the areas and riding/handling classes have to be scheduled accordingly. This reduces the amount of hands-on classes and also, therefore, reduced revenue generating activities. (See recommendations).

The horses were in excellent condition and were all well-mannered indicating a healthy housing environment. Food storage was excellent as was facility signage. Evidence of care to equine safety and welfare was amply present.

Arena footing was appropriate although it appeared to be close to replacement time. The Program Director indicated that this was in the plans.

The therapeutic riding area was a highpoint of the facility. Well organized, visually appealing, and clearly a point of pride. While the office location in the back is less than ideal, a clear set of plans was in place to overcome the challenges. Footing was excellent in the aisle ways, signage was appropriate, safety measures/first aid protocols were clearly identified.

The welcome facility with office and classrooms was clean, orderly, and functional. When completed, the large open space has the potential to be a revenue generating space for functions, events, and seminars.

The overall impression of the facility is that it has the capacity for enrollment growth as well as housing additional revenue generating activities.

NAEAA Specific Program Review Areas:

IOE Construct 1: Knowledge

Identify the process by which each knowledge area is taught and learning is assessed. When possible, gather syllabi and examples of outcomes assessment tools.

Area 1 – Equine care.

1. Ability to identify indicators of poor health
 - a. Where taught: discussed several classes with basic horse care being the common required course in equine health care. Students also discussed extensive involvement in day to day care of horses along with working with the veterinarian.
 - b. Method(s) of assessment: written exams and lab based practicums – including pre/post tests
 - c. Results of assessment: unknown
2. Ability to apply nutrition knowledge real world settings
 - a. Where taught: equine nutrition course and working with the veterinarian who does BCS score every two months;
 - b. Method(s) of assessment: written exams and lab practicums
 - c. Results of assessment: unknown
3. Ability to identify indicators of good health
 - a. Where taught: same as 1
 - b. Method(s) of assessment:
 - c. Results of assessment:
4. Working knowledge of horse nutrition
 - a. Where taught: same as 2
 - b. Method(s) of assessment:
 - c. Results of assessment:
5. Ability to identify indicators of abnormal behavior
 - a. Where taught: basic horse handling – first term fall course also includes behavior and also discussed in riding classes
 - b. Method(s) of assessment: exams and instructor observations of skills
 - c. Results of assessment: unknown
6. Working knowledge of horse anatomy
 - a. Where taught: equine chiropractor teaches the course
 - b. Method(s) of assessment: exams and practicums including pre/post-tests.
 - c. Results of assessment: unknown
7. Ability to apply anatomy knowledge to real world settings
 - a. Where taught: *Did not cover in questions*
 - b. Method(s) of assessment:
 - c. Results of assessment:
8. Difference between incoming and exiting knowledge regarding horses
 - a. Method(s) of assessment: pre and post-tests in equine classes.
 - b. Results of assessment: unknown

Area 2 – Critical Thinking

1. Students can read and interpret information that is useful for decision making
 - a. Where taught: Students listed many of places where this is covered and emphasized the program's use of self-assessment for decision making along with use of self-assessment for goal setting. Mentioned a 'goal tree' exercise.
 - b. Method(s) of assessment: Written assignments
 - c. Results of assessment: unknown

2. Students are able to find and use information that is seen as trusted and relevant
 - a. Where taught: within class assignments that require them to do industry networking, industry research, and literary research.
 - b. Method(s) of assessment: assignments
 - c. Results of assessment: unknown

3. Students can find information that is useful for decision making
 - a. Where taught: Asset mapping exercise was mentioned, emphasis on encouraging/requiring students to focus on the 'big picture' and look for additional information and learning opportunities. Discussed the extent to which faculty refer students to additional books, videos, articles, and encourage them to look at, get applications for jobs to 'get them out' , read/reflect and draw out key points.
 - b. Method(s) of assessment: Assignments. For some areas it sounded like grading rubrics were provided and in other areas they weren't – particularly for papers. That is an area that could be strengthened (see recommendations)
 - c. Results of assessment: unknown

Area 3 – Equine Skills

1. Comprehensive knowledge of basic horse health care
 - a. Where taught: required intro class covers basics. Other classes that were required in some tracks had advanced discussions.
 - b. Method(s) of assessment: pre-test before classes, post-tests including written and practicums
 - c. Results of assessment: unknown

2. Ability to apply best practices to horse care
 - a. Where taught: same as 1
 - b. Method(s) of assessment:
 - c. Results of assessment: unknown

3. Demonstration of responsible care toward horse welfare
 - a. Where taught: students were at first unsure and then felt that it was discussed in bits and pieces in the curriculum. Upon reflection, students shared they thought a class on this would be good and or a larger dedication to this in an existing class. This would be useful to explore particularly given increasing public discussion and scrutiny on equine welfare. (see recommendations)
 - b. Method(s) of assessment:
 - c. Results of assessment:

Area 4 - Other areas that could be considered (but not seen as highly important to ALL equine curriculums)

- Student knowledge of Diversity and Global Awareness
 - Students did not think that diversity and global awareness was covered within the curriculum other than perhaps some discussion of how big the industry is. Students in the therapeutic area felt that there was some more discussion in their courses. Students also indicated that they covered this in other general education course requirements outside of equine.

NOTE: Both full-time and part-time faculty provided example syllabi for courses covering a range of topics. The syllabi were well organized with appropriate level of detail. Course texts were appropriate. Learning outcomes, assignments, assessment and expectations were appropriate as well. Use of pre and post assessment measures were stated which aligned with student comments. The use of pre and post -tests if a particularly strong component of the course syllabi and should provide the department with longitudinal data for tracking outcomes assessment.

IOE Construct 2: Skills

Area 1: Student communication skills

1. Competence in oral communication
 - a. Where taught: group and individual projects in equine courses; all college courses - students felt there was quite a bit of this
 - b. Method(s) of assessment: students were given rubrics of what was expected and then that was used to provide feedback and grades
 - c. Results of assessment: unknown

2. Competence in written communication
 - a. Where taught: students felt there was a strong emphasis on written work. While more assignments seemed to be reflective writing, students reported a solid emphasis on formatted research based assignments.
 - b. Method(s) of assessment: papers returned with comments and grades; rubric not used. A suggestion is to develop rubrics for writing assignments for expectations as well as assessment.
 - c. Results of assessment: unknown

3. Competence in listening skills
 - a. Where taught: Unable to identify – may want to incorporate some listening skills discussion and learning activities
 - b. Method(s) of assessment:
 - c. Results of assessment:

4. Ability to communicate positively with industry professionals
 - a. Where taught: students discussed a class that required mock interviews. Some had experiences with recruiting opportunities and serving as program ambassadors. This was an area that seemed like improvements could be made with more industry speakers and discussions of expectations of attire, body language, communication, etc. (see recommendations)
 - b. Method(s) of assessment: informal
 - c. Results of assessment: unknown

5. Ability to appropriately use industry terminology
 - a. Where taught: Embedded in coursework
 - b. Method(s) of assessment:
 - c. Results of assessment:

6. Ability to communicate positively with faculty
 - a. Where taught: *did not discuss with students or faculty*
 - b. Method(s) of assessment:
 - c. Results of assessment:

7. Ability to communicate positively with classmates
 - a. Where taught: Students were not sure that this was formally embedded in program curriculum. This may be something to consider adding (team work and conflict resolution along with storming, forming, norming, performing etc.) (see recommendations)
 - b. Method(s) of assessment:
 - c. Results of assessment:

Area 2: Student grasp of life skills

1. Use of ethical decision-making skills
 - a. Where taught: Not formally addressed but informally emphasized.
 - b. Method(s) of assessment:
 - c. Results of assessment:

IOE Construct 3: Trajectory of Graduates from the discipline

Area 1: Employer Feedback

- ✓ **Yes/No – is there a formal process of employer feedback?**
 - **No**
 - ✓ **Yes/No – is there an informal process of employer feedback?**
 - *Yes. Faculty report that they have discussions with employers of their graduates.*
1. Satisfaction with graduates they employ
 - a. Method(s) of assessment: discussion with employers
 - b. Results of assessment: unknown
 2. Employment rate of graduates
 - a. Method(s) of assessment: not currently tracked (see recommendations)
 - b. Results of assessment:
 3. Employment rates of graduates within their field of study
 - a. Method(s) of assessment: Data is not currently tracked. However, the department receives information on job openings and this is emailed to students. The department recognizes that this is an area of weakness. However, it should be noted that this is not an uncommon weakness across colleges and across all kinds of academic departments. Nonetheless, this is a weakness that should be addressed. (see recommendations)
 - b. Results of assessment:

Area 2: Internship site feedback (if internships are part of the program)

- ✓ **Yes/No – are internships required in this program?** Required in some of the tracks.
 - ✓ **Yes/No – are internships elective in this program?** Yes there are elective internships. (See recommendations regarding Federal Guidelines for paid/unpaid college internships).
1. Satisfaction of students with internship site placement
 - a. Method(s) of assessment: Students complete evaluation forms both during and at the end of their internships.
 - b. Results of assessment: Faculty report that students typically indicate that they learn a lot and some students have been hired on into full time positions as a result of their internship.
 2. Satisfaction of internship sites with student performance
 - a. Method(s) of assessment: Supervisor evaluation forms are complete both during the internship site and upon completion.
 - b. Results of assessment: Faculty report that feedback has been favorable.
 3. Extent to which industry seeks interns from your program

- a. Method(s) of assessment: Faculty report that students and faculty typically seek out internships. On occasion, sites have reached out to request interns.

Construct 4: Reputation

Area 1: Reputation of Faculty within the program:

Full Time Faculty:

1. Appropriate educational and professional background
 - a. Method(s) of assessment: Review of resumes and teaching performance
 - b. Results of assessment: Backgrounds are appropriate.
2. Faculty coverage (student/faculty ratio)
 - a. Method(s) of assessment: determination of ideal class size for hands/on and lecture courses.
 - b. Results of assessment: Some riding classes are too big; room in most lecture classes for more students
3. Retention of Faculty
 - a. Method(s) of assessment: length of connection with college
 - b. Results of assessment: appearance of strong retention among current full and part time faculty
4. Faculty connection with Industry
 - a. Method(s) of assessment: Review of resumes documenting industry connection
 - b. Results of assessment: Strong attention to developing and maintaining industry connections. This is very strong in the program.
5. Perception of faculty reputation within industry
 - a. Method(s) of assessment: Both full time faculty have been invited to serve on regional and national groups and boards. Program Director has been invited to be a peer reviewer as well as a consultant for therapeutic riding programs.
 - b. Results of assessment: Review of resumes and discussion with OSU faculty – all positive.

Part-Time Faculty

6. Appropriate educational and professional background
 - a. Method(s) of assessment: Review of resumes, meeting with OSU adjuncts
 - b. Results of assessment: appropriate backgrounds for positions held
7. Retention of part-time faculty
 - a. Method(s) of assessment: Discussion with faculty
 - b. Results of assessment: retention is positive

Area 2: Reputation of safety and welfare standards for students and horses

1. Safety standards and procedures align with good animal welfare

- a. Method(s) of assessment: Visual inspection, comparison to expectations for EQUUS site reviews.
 - b. Results of assessment: positive
- 2. Demonstration of safe protocol
 - a. Method(s) of assessment: students were quick to identify all the things that are part of this in the curriculum - including horse and human emergency procedures, general facility safety, tornado and train derailment protocol. Visual inspection found excellent signage.
 - b. Results of assessment: positive
- 3. Employees are able to recognize when assistance is needed
 - a. Method(s) of assessment: *did not discuss during site review*
 - b. Results of assessment:

Area 3: Reputation of program within equine industry

- 1. Industry perception of students enrolling and graduating from program
 - a. Method(s) of assessment: discussion with faculty and students
 - b. Results of assessment: verbal 'soft' data is present but development of a method of tracking and feedback is recommended. (see recommendations)
- 2. Of Graduates from your program: - Same as 1
- 3. Of Program within comparable undergraduate offerings: *Not discussed during site review.*

Construct 5: Sustainability of program at the institution

- 1. Safety of teaching and learning facilities
 - a. Method(s) of assessment: Visual inspection
 - b. Results of assessment: Safety planning is present throughout the facility. There is a concern with safety in terms of riding/handling class size as well as separation of student by riding/handling level. Safety of students and horses is also a concern in facility areas with poor drainage.
- 2. Number of students graduating from program
 - a. Method(s) of assessment: College records.
 - b. Results of assessment: Data documents varying trends from years of very low graduation to areas of stronger graduate rates (actual rates were not shared). Two problems that the program encounters should be addressed (and steps appear to already be in process to do so) 1) students will be 1-2 classes short of degree completion and accept industry jobs; 2) students fail to complete paperwork to earn the degree even after completing all the coursework. (See recommendations)

3. Number of students applying to program
 - a. Method(s) of assessment: data has not been regularly gathered by the college
 - b. Results of assessment:

4. Financial support of college for program
 - a. Method(s) of assessment: Review of budget and discussion with Faculty and Dean
 - b. Results of assessment: Budgetary allocations appear to be within an appropriate range for animal care and adjunct salaries. Budget cuts have been made recently and cost saving measures have been employed. A plan for additional budget reductions and revenue generation has been presented. The one area that is noteworthy is lack of administrative assistance for the extensive facility programming. This is also seen as an impediment for the potential of additional revenue generating activities. (See recommendations)

5. Number of students accepted to program
 - a. Method(s) of assessment: College has not regularly collected/share this data
 - b. Results of assessment:

6. Number of students attending program
 - a. Method(s) of assessment: reported college data.
 - b. Results of assessment: data indicated variability in enrollment patterns. More consistent efforts at recruitment and student tracking to enrollment should be implemented.

7. Retention rate from 1st semester to point of graduation
 - a. Method(s) of assessment: data not provided
 - b. Results of assessment:

8. Quality of students graduating
 - a. Method(s) of assessment: not discussed during site visit
 - b. Results of assessment:

- **Yes/No – Does this program utilize the NAEAA incoming student survey**
 - **Yes**
- **Yes/No – Does this program utilize the NAEAA graduating student survey**
 - **Yes**



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To: Program Reviewers

External Reviewers:

Dr. Karin D. Bump, Professor of Equine Studies, Cazenovia College and National Association of Equine Affiliated Academics (NAEAA)

Timothy Williams, Visiting Instructor, Cazenovia College and National Association of Equine Affiliated Academics (NAEAA)

Internal Reviewers:

Dr. Vicky Parker, Associated Professor, Ohio University Chillicothe

Dr. Barbara Trube, Professor, Ohio University Chillicothe

From:

Kelly Hall, Director of Equine Studies, Ohio University Southern

Thank you for your time and attention to detail in reviewing our program. The Equine Studies program is undergoing a period of change and growth. Your experience and expertise has provided helpful feedback and guidance in moving our program forward to meet the changing needs of the modern equine industry.

We found your input insightful and supportive of our ideas and plans for further development of our program. It is our goal to implement suggested changes and improve our program.

Comments on each point have been made within the body of the review.

Sincerely,

Nicole Pennington
Dean

Kelly Hall
Director of Equine Studies

UCC Program Review Committee summary of review

Program – Deaf Studies and Interpreting

This program includes the following degrees, minors, and certificates:

- Associates of Applied Science in Deaf Studies and Interpreting

Recommendation

This program is found to be **viable**, see the report for commendations, concerns, and recommendations.

Date of last review – AY 2007

Date of this review – Spring 2015

This review has been sent to the program chair and the dean, they have provided some comments which are attached.



University Curriculum Committee Academic Program Review

Deaf Studies and Interpreting
Ohio University—Lancaster Campus

PURPOSE

The intention and purpose of this program review for the Associates of Applied Science Degree (AAS) in Deaf Studies and Interpreting (DSI) at Ohio University—Lancaster (OUL) is to report on the general program, faculty profile, programmatic practices, teaching, commendations, and recommendations. The program review is based upon the Deaf Studies and Interpreting Self-Study from September 18, 2014 and information gathered during an on-site visit in the 2014-2015 academic year on April 22, 2015.

The internal reviewers were Dr. Hayley Haugen, Department of English, OU Southern and Dr. Sheida Shirvani, Communications Studies, OU Zanesville. The external reviewer, Stephanie Criner, brought expertise from her academic background and professional affiliations.

During the site visit, the reviewers interviewed two faculty members—both of which have full-time teaching, advising and recruitment responsibilities, the Ohio University Lancaster dean and associate dean, one DSI program graduate, and six DSI current students. The reviewers took a tour of the preferred teaching classrooms and labs that are most often used by the program.

The report contains an Executive Summary, Program Review, Faculty Profile, Programmatic Practices, Commendations, and Recommendations.

EXECUTIVE SUMMARY

Deaf Studies and Interpreting at OU Lancaster is an accredited two-year A.S. program and is a viable program.

PROGRAM REVIEW

The Deaf Studies and Interpreting program (DSI) was established at the OU Chillicothe campus in 2007 and relocated to OU Lancaster in 2012 to meet the needs of a larger student population and to benefit from the proximity to Columbus where a larger population of deaf individuals reside. In 2010, the program began a curriculum development and revision phase; the shift from quarters to semesters further served as a catalyst for the overhaul of the curriculum. The current full-time faculty were instrumental in the revision and development of the new curriculum. While this is a seven-year review of DSI, it is only the third-year for using the new curriculum and of the official relocation to the Lancaster campus.

The Associates in Deaf Studies and Interpreting degree is designed to prepare students for employment as professional interpreters in community and educational settings. The program offers ample opportunities for students to gain expertise in their field through 400 hours of practicum--100 hours of which are in an educational placement. The program meets the Educational Interpreter for the Hearing Impaired Licensure Standards; at the conclusion of the program, students are eligible to apply for a license from the Department of Education to work in K-12 settings in the State of Ohio. **Additionally, the DSI Associates Degree program compliments other Bachelor's Degree programs on the Lancaster campus, the completion of which would allow students who ultimately graduate with a B.A. to be eligible for national interpreting certification through the Registry of Interpreters for the Deaf.**

As noted in the self-review, the DSI program learning outcomes are, as follows:

- Demonstrate language proficiency in American Sign Language, written, spoken and signed English.
- Demonstrate understanding of the multiplicity within the Deaf community including history, cultural norms and values, communication practices and community resources.
- Demonstrate at least entry level competency in different modes of interpreting and transliterating (simultaneous and consecutive) and different target language forms (e.g., ASL, spoken or signed English, tactical language) in order to transfer a message from the source language into the target language.
- Apply knowledge of ethical and culturally competent decision making, professional standards, the NAD-RID Code of Professional Conduct and multicultural sensitivity as they relate to the work of interpreters in various contexts.
- Demonstrate the ability to critically assess their own work and use creative problem-solving to continually develop themselves
- Demonstrate the attitudes and skills expected of professionals including the ability to apply critical and creative thinking skills as well as participation in professional organizations.

Based on the review process, the DSI program meets its overall goals. The program provides students with the knowledge and practical interpreting experience necessary for gaining employment within the interpreting field. Students are able to obtain licensure from the Ohio Department of Education as part of their coursework. In addition, the program provides a service to the deaf and hard-of-hearing community by providing pro bono interpreting services for campus and community events.

FACULTY PROFILE

There is one Group I faculty, one Group II faculty, along with up to nine adjunct faculty who serve multiple campuses. Adjunct faculty demographics include both male and female. All faculty and adjunct faculty members have expertise in a variety of specializations in the interpreting field and stay current with the trends and needs within the profession. It is important that the program is represented and supported by the Deaf community. There are also Deaf adjunct faculty members teaching in the program, and one of the full-time faculty members is Deaf.

Faculty contribute to their professional communities of practice and are members of and certified by professional organizations in the areas of teaching American Sign Language and Interpreting.

PROGRAMMATIC PRACTICES

Teaching and Advising: Currently, there are 57 majors in the DSI program at OUL. Tenured faculty workload expectation is 80% for teaching/advising, 10% for research, and 10% for service. Faculty teach a base load as established by University guidelines.

The Group I faculty member, in addition to teaching DSI courses, teaches interdisciplinary courses. The Group II faculty member primarily teaches language courses in DSI.

The minimum requirement for the Associate in Applied Science (A.A.S.) degree is the completion of 60 credits with a 2.0 accumulative GPA upon graduation. A maximum of 15 credits earned through the experiential learning may be applied to any technical associate degree. Students must earn a minimum of 18 semester credit hours while enrolled at Ohio University, and a minimum of 50 percent of coursework taken to fulfill their major concentration in residence with resident credit Graduation Requirements. Students also must meet Ohio University General Education requirements for associate degrees. The following is a list of courses on the OUL website:

The DSI major requires a grade of C (2.0) or better and completion of:

- DSI 1110 - Beginning American Sign Language I Credit Hours: 3.0
- DSI 1120 - Beginning American Sign Language II Credit Hours: 3.0
- DSI 1810 - Introduction to Interpreting Credit Hours: 3.0
- DSI 1921 - Environmental Observation in Interpreting Credit Hours: 1.0
- DSI 2110 - Intermediate American Sign Language I Credit Hours: 3.0
- DSI 2120 - Intermediate American Sign Language II Credit Hours: 3.0
- DSI 2130 - American Sign Language Linguistics Credit Hours: 3.0
- DSI 2140 - Educational Interpreting Credit Hours: 2.0
- DSI 2170 - English and the Interpreter Credit Hours: 2.0
- DSI 2810 - Professional Decision Making and Interpreting Credit Hours: 2.0
- DSI 2820 - Interpreting and Transliterating Techniques I Credit Hours: 3.0
- DSI 2830 - Interpreting and Transliterating Techniques II Credit Hours: 3.0
- DSI 2860 - Study of Deaf Culture Credit Hours: 2.0
- DSI 2921 - Practicum I Credit Hours: 2.0
- DSI 2922 - Practicum II Credit Hours: 2.0

During orientation, students are provided with a Student Handbook which provides detailed information regarding the advising process. Each semester, an advising hold is placed on students requiring them to meet with their academic advisor to plan the upcoming semester and to check-in on their progress. The advisor then lifts the advising hold which opens the system for the student to register for the appropriate courses. Students meet with their advisor individually and as a group in the cohort to discuss

required core courses and needs. Second year students are notified that they must apply for graduation and meet with the program advisor to ensure all requirements have been satisfied and that grade expectations have been met.

Research, Scholarship, and Creative Activity: The Group I faculty member has an annual evaluation process that requires demonstration of scholarly activities (e.g. presentations, publications, grants). To support scholarly activity, newly hired full-time faculty receive one load reduction the first two years of their service. The Group II faculty member does not have any scholarly expectations but is encouraged through the evaluation process to participate in scholarly and service activities for potential promotions.

Service: Faculty members are actively engaged within the community through organizational involvement. For example, the Group I faculty member delivered five professional presentations during the review period and maintains membership with five professional organizations. The Group II faculty member is the past president of the Ohio **Chapter of the American Sign Language Teacher's Association**, delivered four professional presentations, and attended five professional development opportunities during the review period.

Many of the DSI faculty and staff are professional sign language interpreters and provide pro bono interpreting services to many events which occur on campus. This also creates opportunities for DSI students to be able to shadow professional working interpreters.

Students speak highly of the faculty's commitment to their growth by providing extracurricular activities and clubs for students to continue their language development. Given the small size of the program, faculty and students are able to participate in a surprisingly wide-variety of service activities.

COMMENDATIONS

- We commend the effort to overhaul the curriculum for the OUL DSI program since the program was suspended in 2006. The program attained outside professional consults from competing institutions to assist them in this matter. This effort assisted them to relocate the program from the Chillicothe campus to the Lancaster campus. The program now has a stronger faculty base and is well-qualified to support and advocate for the students.
- According to the self-review, the number of graduating students has increased since 2010 after the relocation of the program from OUC to OUL. In 2010, the number of graduates was 6. In 2014, the number of graduates increased to 19. At present, there is no system to gather retention data.
- The program offers ample opportunity for students to gain expertise in their field through 400 hours of practicum--100 hours of which are in an educational placement. At the conclusion of the program, students are eligible to apply for a license from the Department of Education to work in K-12 settings in the State of Ohio.

- Graduates of the program are actively employed after completing the program, both in educational settings and in community settings. Students report feeling well-prepared to pursue additional education if they so choose. The DSI Associates Degree **program compliments other Bachelor's Degree programs on the Lancaster campus.** Students specifically mentioned Psychology and Social Work. This has an added draw for students due to the B.A. requirement to become nationally certified with the Registry of Interpreters for the Deaf.
- Students interviewed in this program demonstrated the knowledge and skill to contribute significantly to the improvement of the program. The qualities of the students in the program are impressive. These graduates can contribute to promoting the program in the region. **We commend alumni's eagerness to return to campus and provide services.**

RECOMMENDATIONS

- The program may benefit from additional staff support in the area of practicum placement and supervision which may allow faculty to better serve the current students and perhaps, in the future, put additional resources into growing the program. The DSI program may wish to establish an Advisory Board in order to receive outside facts and information to increase student population in the program and benefits for placing students in their internship. In addition, we agree that exploring the option of both an educational and community practicum track would expand practicum placement opportunities.
- Within the program there is a desire to increase the credit hours in the first year language series for DSI majors. This desire is due to credit hours lost in the conversation from quarters to semesters. Faculty and students report that students can benefit from more classroom time in which to hone their ASL skills. As noted in the department's self-review, **"This was learned through student assessment, talking to graduates of the program, individual production and reception of ASL, PEE results, conversations with practicum placement supervisors."** In an effort to meet this perceived need for more instruction time, there is a desire to align the first-year DSI **language series with the University's other foreign language courses to allow students more practice and development of language skills.** We encourage the campus to explore the feasibility of these requests. As the self-report advises, **"one way to do this is to align our courses with the foreign language courses in Athens (Spanish, French) whose courses are 4 credit hours for their first two courses (1110 and 1120) and 3 credit hours for their second two courses (2110 and 2120)."** Additionally, the department reports that adding a third Technical Interpreting course to the curriculum will also **build students' interpreting competencies. We encourage the campus to look into the viability of this addition.**
- Continue to provide mentorship to the Group I faculty member to maintain excellence, specifically in research, grant writing, scholarship, and other creative activity.

- According to the self-review, “**Currently the OUL DSI interpreting training program is the only program of seven programs in the state Ohio operating without a computer lab.**” **Although a shared lab space is provided, the department reports that it is not sufficient to meet the program’s long-term goals,** suggesting that options for the creation of a lab more specific to the DSI program need to be explored. As the self-review notes, sound-proof rooms will allow students privacy to record their assignment responses and increase the overall quality of their work; a designated lab space will also allow more students to work at the same time. We recommend the department and campus follow through with plans as noted in the report to explore grants and other funding opportunities to create a designated lab space.
- Create a formal vehicle to track DSI graduates and their movement in the interpreting field to continue to inform choices in practicum sites and to assist graduates with potential employment opportunities when they become available. Implementing such a system to collect retention data might also help to improve recruiting additional students. It was noted in the self-review that graduating students were going to be asked for an email address to accomplish this task.

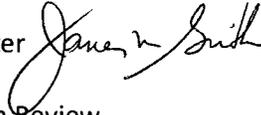
MEMORANDUM

September 22, 2015

To: David C. Ingram, Chair, Program Review Committee of UCC

CC: William Willan, Executive Dean

From: James M. Smith, Dean, Ohio University Lancaster



Subj: A.A.S. in Deaf Studies and Interpreting Program Review

I was pleased to receive the results of the program review pertaining to the associate of applied science in deaf studies and interpreting (DSI). While the program is relatively new to the Lancaster Campus, several aspects of the report indicate that the program is stable, meeting programmatic goals, and is summarized as being viable. I am appreciative of the hard work of the faculty in overhauling the curriculum, transitioning the program to OUL, increasing the number of graduates and working very hard to find appropriate clinical placements. I also wish to acknowledge their preparation of the detailed self-study and the thoughtful work of the internal reviewers.

Regarding recommendations in the UCC report, I concur with the observation that practicum placements require a great deal of attention and time. It is one of the program's greatest challenges with a very limited number of sites to use and thus in an area for attention. Such clinical placements may be facilitated by connections with community and I note in Dr. Brooks' response (attached) that a program advisory board is in place and has already met.

The curriculum is a challenging in scope and sequence in that students must gain proficiency in a language and then develop accuracy in interpreting that language. Doing this within the constraints of 4 semesters and a 60 credit associate degree is difficult. While I agree with the reviewers observation that additional credits in the language series is desirable, that poses the question as to what content must be eliminated from the program. This is an area that will require faculty evaluation.

While a plan for a shared lab for the social sciences has been proposed and concept plans can be developed, it is uncertain when funding may become available to do minor alterations to the physical configuration of the room. Exploring grant funding opportunities is an excellent recommendation.

The final recommendation in the UCC Academic Program Review is to track graduates and their movement in the field. This is a common area needing additional attention across academic programs. The suggestion of seeking a secondary personal email account is already underway. Ideally, to benefit all programs, this could be handled centrally in the student information system and students could update personal contact information periodically such as when registering for courses.

If I can be of any assistance in the final stages of this program review, please feel free to contract me.

MEMORANDUM

September 22, 2015

To: David C. Ingram, Chair, Program Review Committee of UCC

CC: James M. Smith, Dean, Ohio University Lancaster

From: Becky Brooks, Program Coordinator, Deaf Studies and Interpreting

Subj: A.A.S. in Deaf Studies and Interpreting Program Review

The faculty of the DSI program wish to thank everyone involved in the review process. Responses to the review recommendations are below:

- *The DSI program may wish to establish an Advisory Board in order to receive outside facts and information to increase student population in the program and benefits for placing students in their internship. The DSI program has established an advisory board; our first meeting was held in April, 2014. Board members include faculty members, members of the Lancaster community, members of the interpreting community and members of the Deaf community.*
- *We recommend the department and campus follow through with plans as noted in the report to explore grants and other funding opportunities to create a designated lab space. Even though we have been able to serve our students well and dedicated lab space would be optimal, budgetary constraints negate internal funding for a lab at this time. As you recommended, grants and other funding are excellent opportunities for our programs.*
- *Create a formal vehicle to track DSI graduates and their movement in the interpreting field to continue to inform choices in practicum sites and to assist graduates with potential employment opportunities when they become available. Implementing such a system to collect retention data might also help to improve recruiting additional students. It was noted in the self-review that graduating students were going to be asked for an email address to accomplish this task. The DSI program has begun the process of collecting information from former graduates. In addition, the current second year cohort will fill out an exit form requesting contact information during spring semester.*

**PATTON COLLEGE OF EDUCATION &
DEPARTMENT OF HUMAN AND CONSUMER SCIENCES
MASTER OF EDUCATION IN
HUMAN AND CONSUMER SCIENCES**

RESOLUTION 2016 -

WHEREAS, the Department of Human and Consumer Sciences in the Patton College of Education has developed a concentration in Family and Consumer Sciences Education with Teaching Licensure, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, in the area of family and consumer sciences, demand for qualified educators in Ohio currently is greater than can be served by existing programs and is expected to continue to increase; and

WHEREAS, the proposed clinical program, which can be completed in four academic terms, will

- Permit students to receive a master's degree;
- Provide teacher licensure at the graduate level; and
- Prepare students to work in an educational or business setting.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Master of Education in Human and Consumer Sciences in the Department of Human and Consumer Sciences in the Patton College of Education.



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Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: **Patton College of Education–Human and Consumer Sciences–Master of Education**

A resolution is included seeking board approval for a new degree offering a Master of Education in Human and Consumer Sciences through the Department of Human and Consumer Sciences in the Patton College of Education.

University Curriculum Council has approved the program and provides the OHIO Curriculum Enhancement and approval Network (OCEAN) materials.

Nationally, and in the state of Ohio, in the area of family and consumer sciences, a shortage of secondary teachers is reported to be a concern and demand is expected to increase for qualified educators. Only four colleges/universities in Ohio offer family and consumer sciences education teacher preparation programs, and only one other has a graduate level program with licensure.

The Patton College of Education is proposing a new concentration in Family and Consumer Sciences Education with teaching licensure. This program is contained within the Department of Human and Consumer Sciences and with the Department of Teacher Education. The Department of Teacher Education currently has numerous initial teacher licensure programs at the graduate level, which accommodate students who have background experience relevant to the content area and desire to complete a master's program with teacher licensure. The clinical program can be completed in four academic terms. Graduates will be able to work in a public or private educational or business setting.

RACGS Guidelines and Procedures
Ohio University Patton College of Education
Family and Consumer Sciences Education Master's with Teaching Licensure

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

Ohio University's Patton College of Education is proposing a new concentrations in Family and Consumer Sciences Education, within the existing Curriculum and Instruction degree program. The Department of Teacher Education currently has numerous initial teacher licensure programs at the graduate level, which accommodates students who have background experience relevant to the content area and desire to complete a master's program with teacher licensure. This proposed program would be contained within the Patton College of Education Department, in the Department of Teacher's Education and with the Department of Human and Consumer Sciences

2. Description of the proposed curriculum.

The students will be required to complete 14 classes, for a total of 48 hours, in the areas of research, curriculum & instruction, pedagogy (Method area courses) and as well as with a yearlong clinical professional internship (field experience). A proposed outline of the curriculum for the graduate program would be as follows:

No	Curriculum Area	Course Number/Name	Amount of Hours
1	Research	EDTE 6940 Master's Research Project	3 Credit Hours
2	Research	EDTE 6670 Teacher as Action Researcher	3 Credit Hours
3	Curriculum & Instruction	EDCT 5011 Technological Applications in Education	3 Credit Hours
4	Curriculum & Instruction	EDSP 5700 Nature and Needs of Persons with Exceptionalities	3 Credit Hours
5	Curriculum & Instruction	EDTE 5100 Principles of Curriculum	3 Credit Hours
6	Curriculum & Instruction	EDTE 5260 Secondary Reading Instruction and English Language Learners	3 Credit Hours
7	Curriculum & Instruction	EDTE 5600 Advanced Studies of Children and Adolescents	3 Credit Hours
8	Curriculum & Instruction	EDTE 6160 Managing and Monitoring Student Learning	3 Credit Hours
9	Pedagogy [Methods Course]	CONS 5900 Methods in Teaching Family and Consumer Sciences Education	3 Credit Hours
10	Pedagogy [Methods Course]	RHT 5340 Introduction Food Production-Hospitality	3 Credit Hours
11	Professional Internship	EDPL 5620 Professional Internship	6 Credit Hours
12	Professional Internship	EDPL 5630 Professional Internship	6 Credit Hours
13	Professional Internship	EDPL 5650 Professional Internship Seminar	3 Credit Hours
14	Professional Internship	EDPL 6920 Internship: Theory Into Practice	3 Credit Hours
			48 Total Hours

The candidates would be required to take and pass the Ohio licensure exams.

3. Administrative arrangements for the proposed program: department and school or college involved.

The administrative arrangements will be shared between with the Ohio University Gladys W. and David H. Patton College of Education Department of Teacher Education, and the Department of Human and Consumer Sciences.

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

In the area of Family and Consumer Sciences as stated by Dr. Carol R. Werhan, of Pittsburg State University, in her article *Family and Consumer Sciences Secondary School Program: National Survey Show Continued Demand for FCS Teacher*, (2013), "The shortage of highly qualified FCS secondary teachers is reported to be a concern in 50% of states reporting" (p. 41). In Table I of her article, this table reports the data of the FCS teacher demand, and the state of Ohio reporting a "current shortage" (p. 43, [Table 1, included below]). The retirement of many Ohio educators this academic school year of 2014- 2015, this demand will only increase in this need of qualified FCS educators.

In the publication by U.S. Department of Education Office of Postsecondary Education, (2014, March) *Teacher Shortage Nationwide Listing, for 1990-1991 through 2014-2015*, they listed a shortage of educators for the area of Family (Food) and Consumer Sciences (Grades 7-12), in the year 2014-2015, in many states (p. 94).

In the state of Ohio, there are only four college/universities, which offer Family and Consumer Sciences Education teacher preparation programs, and only one other university that has a graduate level Family and Consumer Sciences Education program, with a teaching licensure. With this in mind, the demand for qualified educators is greater at this time, than there are programs available in the state.

Table I. Secondary Family and Consumer Sciences Teachers and Students: Mean 2010–2012

STATES REPORTING	NUMBER OF TEACHERS	NUMBER OF STUDENTS	FCS TEACHER EMPLOYMENT OUTLOOK
Alabama	470 ^a	75,000 ^a	No Data Provided
Alaska	No Data Provided	No Data Provided	No Data Provided
Arizona	450 ^a	22,000 ^a	Current Shortage
Arkansas	466 ^a	68,563	Future Shortage
California	1,195 ^a	151,403 ^a	Current Shortage
Colorado	298 ^a	36,943 ^b	Future Shortage
Connecticut	7 ^b	919	No Data Provided
Delaware	51	9,871	Future Shortage
DC	3 ^a	300 ^a	Poor Job Market
Florida	1,114 ^b	138,192 ^a	No Data Provided
Georgia	887 ^a	109,988 ^b	Fair Job Market
Hawaii	165	10,389	Current Shortage
Idaho	175 ^a	22,891 ^a	Current Shortage
Illinois	1,058	131,192 ^b	No Data Provided
Indiana	1,134	159,095 ^a	Current Shortage
Iowa	620 ^a	83,648 ^a	Current Shortage
Kansas	1,695	35,347 ^a	Current Shortage
Kentucky	333	48,747 ^a	Current Shortage
Louisiana	250 ^a	31,000 ^b	No Data Provided
Maine	76 ^a	9,424 ^b	No Data Provided
Maryland	No Data Provided	No Data Provided	No Data Provided
Massachusetts	200 ^a	24,800 ^b	No Data Provided
Michigan	85 ^a	10,540 ^b	Poor Job Market
Minnesota	518 ^a	64,232 ^b	No Data Provided
Mississippi	250 ^a	72,000 ^a	Current Shortage
Missouri	639 ^a	91,678 ^a	Supply/Demand Stable
Montana	145	9,099	Current Shortage
Nebraska	409	50,716 ^b	Current Shortage
Nevada	134	13,989	Future Shortage New
Hampshire	No Data Provided	No Data Provided	No Data Provided
New Jersey	28 ^b	3,486	No Data Provided
New Mexico	285	29,185	No Data Provided
New York	1,013	145,140	Supply/Demand Stable
North Carolina	1,303	131,801	Current Shortage
North Dakota	178 ^a	9,280 ^a	Current Shortage
Ohio	1,373 ^b	170,205	Current Shortage
Oklahoma	434 ^a	68,275 ^a	Current Shortage
Oregon	0	0	No Data Provided
Pennsylvania	1,712	407,641	Fair Job Market
Rhode Island	44	6,155	Current Shortage
South Carolina	350 ^a	21,360	Current Shortage
South Dakota	103 ^a	9,787	Future Shortage
Tennessee	514 ^a	63,730 ^a	Supply/Demand Stable
Texas	3,624	219,809	Current Shortage
Utah	504	152,810	Supply/Demand Stable
Vermont	90	11,160 ^b	Current Shortage
Virginia	944	128,565	No Data Provided
Washington	570 ^a	119,007	Current Shortage
West Virginia	194 ^b	24,102	Current Shortage

Wisconsin	1,748 ^a	216,690 ^b	Supply/Demand Stable
Wyoming	60	7,440 ^b	No Data Provided
Totals	27,894	3,427,601	

^aEstimated by state contact

^bExtrapolated using a teacher to student ratio of 1:124

5. Prospective enrollment.

The prospect for enrollment in this program, is expected to be 5-8 students for the Summer/Fall of 2015, and with the demand of a teacher shortage in this field, it will continue to grow. With the career demand and shortage of qualified educators in this field, the Ohio University Patton College of Education and the Departments of Teacher Education and Human and Consumer Sciences should expect a constant growth in the proposed program.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

There are several Grants and Fellowships available at the graduate level, which are offered with AAFCS (Association of Family and Consumer Sciences) website and on the ACTE (Association for Career & Technical Education) website, for students wishing to pursue this career

Type	Name of Grant/Fellowship	Website
Grant	National Graduate Fellowship	http://www.aafcs.org/Awards/ .
Fellowship	Cutler-DeKnight National Graduate Fellowship	http://www.aafcs.org/Awards/fellowshipseven.asp
Fellowship	Dye-Leverton National Graduate Fellowship	http://www.aafcs.org/Awards/fellowshipseven.asp
Fellowship	Jewell L. Taylor National Graduate Fellowship	http://www.aafcs.org/Awards/fellowshipseven.asp
Fellowship	Margaret E. Terrell National Graduate Fellowship	http://www.aafcs.org/Awards/fellowshipseven.asp
Fellowship	Mary Josephine Cochran National Graduate Fellowship	http://www.aafcs.org/Awards/fellowshipseven.asp
Fellowship	Hazel Putnam Roach National Graduate Fellowship	http://www.aafcs.org/Awards/fellowshipseven.asp
Fellowship	D. Elizabeth Williams International Graduate Fellowship	http://www.aafcs.org/Awards/fellowshipseven.asp
Fellowship	FACS Graduate Fellowship	https://www.acteonline.org/facs/#.VLQRK9XF965

The Ohio University Patton College of Education and the Department of Human and Consumer Sciences, offer students the opportunity to hold Graduate Assistantships (GAs) and Teaching Assistantships (TAs), which allows students to be eligible for tuition scholarships, who are enrolled in the required amount of credit hours.

Additional resources are available at Ohio University Financial Aid and Scholarship website, <http://www.ohio.edu/financialaid/> and at Ohio University Graduate College website, <http://www.ohio.edu/graduate/>

7. Availability and adequacy of the faculty and facilities available for the new degree program.

Ohio University Patton College of Education and the Departments of Teacher Education and Human and Consumer Sciences, currently, have adequate facilities and faculty resources. It is important to note that the primary building of The Patton College will be undergoing a major renovation and the new facility will have state-of-the-art facilities, as well as the potential of new faculty.

8. Need for additional facilities and staff and the plans to meet this need.

As the program expands, there may be additional faculty required for the Department of Human and Consumer Sciences

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

At this time, there will not be any additional cost to the Patton College of Education. In the future, when the renovation of McCracken Hall occurs, the Department of Human and Consumer Sciences will have a state-of-the-art facility, as well as the addition of new faculty.

**COLLEGE OF HEALTH SCIENCES AND PROFESSIONS
SCHOOL OF NURSING
DOCTORATE OF NURSING PRACTICE**

RESOLUTION 2016 -

WHEREAS, the School of Nursing in the College of Health Sciences and Professions has proposed offering a Doctorate of Nursing Practice, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the Doctor of Nursing Practice is a clinical professional doctorate that prepares post-baccalaureate and post-master's students to assume advance practice registered nursing or leadership roles; and

WHEREAS, the post-baccalaureate students will be prepared in direct care roles such as nurse practitioner, or indirect care roles, such as nurse administrator; and

WHEREAS, the program holds potential for interdisciplinary educational links with current programs in Interdisciplinary Health Studies, Physician Assistant Practice, and Nursing.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Doctorate of Nursing Practice by the School of Nursing in the College of Health Sciences and Professions.



OHIO
UNIVERSITY

Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: **Health Sciences and Professions – Nursing – Doctorate of Nursing Practice**

A resolution is included seeking board approval for a new degree offering a Doctorate of Nursing Practice through the School of Nursing in the College of Health Sciences and Professions.

University Curriculum Council has approved the program. The full program proposal is provided.

The Doctor of Nursing Practice (DNP) is a clinical professional doctorate that prepares post-baccalaureate and post-master's students to assume Advance Practice Registered Nursing (APRN) or leadership roles. The post-baccalaureate students will be prepared in direct care roles such as a nurse practitioner, or indirect care roles, such as a nurse administrator. The post-master's prepared students will matriculate from the direct care or indirect role to further increase their breadth and depth of knowledge consistent with doctoral preparation. The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions. The School of Nursing has a long history of excellent outcomes preparing nurse practitioners, nurse administrators and nurse educators at the master's level with consistent certification passing rates well above the national norms.

Over the past decade, the DNP has been proposed as the entry point of advanced practice nursing and programs currently preparing APRNs, such as nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists and nurse administrators were encouraged to transition from a Master's point of entry to the DNP point of entry by 2015 (American Association of Colleges of Nursing (AACN), 2004). It is anticipated that the APRNs will help to alleviate primary care practitioner shortages, especially in underserved areas (Pauley, Naylor & Weiner, 2014). In the past year, the number of students in APRN and DNP programs has grown significantly, and the number of programs preparing DNP students has also grown. However, with the planned transition to an entry for APRNs at a DNP level, there continues to be a need for additional DNP programs (AACN, 2014).

Ohio University's School of Nursing has been in the process of developing a DNP program for the past several years in order to meet the national agenda for the DNP entry to advanced practice. The DNP curriculum and program outcomes have been based on the program outcomes of the Ohio University School of Nursing baccalaureate and master's programs. These outcomes

are based on the *Essentials of Doctoral Education in Advanced Nursing Practice* (AACN, 2006), the *Essentials of Master's Education in Nursing* (AACN, 2011), and the *Nurse Practitioner Core Competencies* (NONPF, 2012).

Consistent with similar professional clinical doctorate programs, the Ohio University DNP program will consist of a minimum of 36 credits for the post-master's student (approximately 6 semesters), or 80 credits for the post-baccalaureate student (approximately 9 semesters). Program enrollment will be once each academic year with an anticipated initial cohort of fifteen students in the first year. The curriculum will include courses and activities in blended, online and intensive face-to-face residency formats. Inter-professional courses include elective courses chosen from other schools, such as The Department of Interdisciplinary Health Studies, select shared courses or faculty with other disciplines such as in the Physician Assistant program, and other activities such as the Inter-professional Education Symposium and the Inter-professional Research Day. These inter-professional initiatives are a distinguishing feature of the curriculum.

A second distinguishing feature of the program is the rigorous scholarly project and practice experience related to transformational change in the practice setting, focusing on the underserved community. Scholarly projects are designed to help transform healthcare in a practice setting through the development, implementation and evaluation of new or revised healthcare strategies, policy or leadership initiatives (AACN, 2006). The rigorous scholarly project is the outcome of an intensive practice immersion resulting in an extensive written report and dissemination, consistent with the outcomes of similar professional doctorate programs (Council of Graduate Schools (CGS), 2007). Scholarly projects and practice immersion experiences will focus on direct or indirect care, primarily in rural underserved areas including Appalachia, through the strategic placement of students in these areas. The emphasis on underserved communities in Appalachia is consistent with the mission of College Health Sciences and Professions.

Full Proposal

Doctor of Nursing Practice (DNP) Program

Ohio University
College of Health Sciences and Professions
School of Nursing

October 8, 2015

Prepared by:

Marjorie Vogt, PhD, DNP, RN, CNP, CNE, FAANP
Associate Director, Dublin Campus
Clinical Professor

Deborah Henderson, PhD, RN, CNE
Professor and Director, Ohio University School of Nursing
Associate Executive Dean, Nursing Education
Ohio University Regional Higher Education

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1. Director, Department of Interdisciplinary Health Studies	
2. Director, Physician Assistant (PA) Program	
3. Past President, Ohio Association of Advanced Practice Nurses	
4. Chief Nursing Officer, Nationwide Children's Hospital	
5. Senior Vice President and Chief Nursing Executive, Ohio Health	

New Graduate Program Full Proposal

Program Description

The Ohio University (OU) Doctor of Nursing Practice (DNP) is a clinical professional doctorate that prepares post-baccalaureate and post-master's students to assume Advance Practice Registered Nursing (APRN) or leadership roles. The post-baccalaureate students will be prepared in direct care roles such as a nurse practitioner, or indirect care roles, such as a nurse administrator. The post-master's prepared students will matriculate from the direct care or indirect role to further increase their breadth and depth of knowledge consistent with doctoral preparation. The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). The School of Nursing has a long history of excellent outcomes preparing nurse practitioners, nurse administrators and nurse educators at the master's level with consistent certification passing rates well above the national norms.

Over the past decade, the DNP has been proposed as the entry point of advanced practice nursing and programs currently preparing APRNs, such as nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists and nurse administrators were encouraged to transition from a Master's point of entry to the DNP point of entry by 2015 (American Association of Colleges of Nursing (AACN), 2004). It is anticipated that the APRNs will help to alleviate primary care practitioner shortages, especially in underserved areas (Pauley, Naylor & Weiner, 2014). In the past year, the number of students in APRN and DNP programs has grown significantly, and the number of programs preparing DNP students has also grown. However, with the planned transition to an entry for APRNs at a DNP level, there continues to be a need for additional DNP programs (AACN, 2014).

OU School of Nursing has been in the process of developing a DNP program for the past several years in order to meet the national agenda for the DNP entry to advanced practice. The DNP curriculum and program outcomes have been based on the program outcomes of the OU School of Nursing baccalaureate and master's programs. These outcomes are based on the *Essentials of Doctoral Education in Advanced Nursing Practice* (AACN, 2006), the *Essentials of Master's Education in Nursing* (AACN, 2011), and the *Nurse Practitioner Core Competencies* (NONPF, 2012). (See Appendix A).

Consistent with similar professional clinical doctorate programs, the OU DNP program will consist of a minimum of 36 credits for the post-master's student (approximately 6 semesters), or 80 credits for the post-baccalaureate student (approximately 9 semesters). Program enrollment will be once each academic year with an anticipated initial cohort of fifteen students in the first year.

The curriculum will include courses and activities in blended, online and intensive face-to-face residency formats. Interprofessional courses include elective courses chosen from other schools, such as The Department of Interdisciplinary Health Studies, select shared courses or faculty with other disciplines such as in the Physician Assistant program, and other activities such as the Interprofessional Education Symposium and the Interprofessional Research Day. These interprofessional initiatives are a distinguishing feature of the curriculum.

A second distinguishing feature of the program is the rigorous scholarly project and practice experience related to transformational change in the practice setting, focusing on the underserved community. Scholarly projects are designed to help transform healthcare in a practice setting through the development, implementation and evaluation of new or revised healthcare strategies, policy or leadership initiatives (AACN, 2006). The rigorous scholarly project is the outcome of an intensive practice immersion resulting in an extensive written report and dissemination, consistent with the outcomes of similar professional doctorate programs (Council of Graduate Schools (CGS), 2007). Scholarly projects and practice immersion experiences will focus on direct or indirect care, primarily in rural underserved areas including Appalachia, through the strategic placement of students in these areas. The emphasis on underserved communities in Appalachia is consistent with the mission of CHSP.

Mission of the School of Nursing

The Ohio University School of Nursing promotes excellence in the profession of nursing through education, scholarship, and service. The School provides quality educational experiences, utilizes clinical partnerships and facilitates regional collaboration that enhances the health of diverse communities.

I. Academic Quality

A. Competence, Experience and Number of Faculty

The OU School of Nursing hired a full-time program director in September, 2014 to assist with the development and coordination of the DNP Program. The DNP program director, Marjorie Vogt, PhD, DNP, CNP, CNE, FAANP, has over 25 years of experience as a nurse educator, administrator and nurse practitioner. She has previously served as DNP program director at another institution of higher learning, and has consulted with institutions to develop DNP programs. Dr. Vogt has served as a member of the accreditation teams for the Commission on Collegiate Nursing Education (CCNE) for the American Association of Colleges of Nursing (AACN) on multiple accreditation visits reviewing DNP programs. Dr. Vogt is well known and respected in the nursing community, and currently serves on the board of the state association of nurse practitioners. She has also presented at numerous state, national and international conferences, is well published and is a successful grant writer. The program director CV can be found in Appendix B.

Two new full-time faculty positions have been approved by the Dean of CHSP primarily for teaching and advising in the DNP program. There are currently ten full-time faculty members in the master's programs in the School of Nursing, who may assist in teaching select courses or advising students in the DNP Program. Four faculty members are PhD prepared, four hold the DNP or are in the process of achieving the DNP, one holds an EdD, and the program director holds both a PhD and DNP degree. All of these faculty members are experienced nurse educators and have participated in the development of the DNP program. Faculty supervising student Scholarly Projects will be eligible to apply for graduate faculty status. A summary of faculty qualifications and curriculum vitae can be found in Appendix C.

Ohio University has recently adopted the Clinical Faculty classification for faculty. According to the Ohio University Faculty Handbook, clinical faculty are those who hold clinical licenses/credentials and who may practice as clinicians in their disciplines. This is a non-tenure track faculty line, but after three years of continuous satisfactory service, the Clinical Faculty member may be granted a three-year contract and subsequently five-year contracts. Clinical faculty are also eligible for promotion from Assistant Clinical Professor to Associate Clinical Professor and eventually full Clinical Professor. This provides added stability and a career ladder that will be valuable for retention of faculty. Faculty members teaching in the DNP Program will include both tenure-track and clinical faculty. The DNP program director is a Clinical Professor.

B. Adequacy of Students

Given the caliber of students in the current master's program in the School of Nursing, it is anticipated that the DNP program will attract a similar caliber of students. The average nursing graduate student GPA currently enrolled in the master's programs is 3.6. Data from a survey of OU currently enrolled nursing graduate students indicate there is significant interest in a DNP program. Data from a survey of practicing APNs in southeastern Ohio confirm the interest in a DNP program (see Section II, Need). Prospective students have indicated interest in blended learning methodologies including face-to-face and online learning activities.

The admission criteria will be based on the national criteria, current master's criteria, with differences associated with point of entry into the DNP program (Mancuso & Udilis, 2012). A minimum GPA of 3.2, unencumbered RN license, personal statement of purpose including scholarly project ideas, three letters of reference and an interview will be required of students in both the post-baccalaureate entry and the post-master's entry. For students in the post-master's entry point, documentation of standing in the APRN role, and clinical hours completed in the master's program will be required. For students in the post-baccalaureate entry point, two years of clinical practice is required prior to admission.

Recruitment will target students who are alumni of OU School of Nursing, veterans, community professionals from the Appalachian region or other diverse populations. Ohio University has been designated a "Military Friendly School" by Victory Media. OU's Office of Military and Veterans Resources serves veterans who are students as a resource for support systems and educational benefits.

Consistent with the mission of the program and the CHSP, the program will also specifically target the recruitment of students from Appalachia through on-campus recruitment, community outreach and onsite information sessions. The southeastern part of Ohio, one of the lowest socio-economic areas in Ohio, has been designated as a Health Professional Shortage Area (HPSA) and there are limited numbers of primary care providers resulting in significant issues related to healthcare access (Ohio Board of Nursing, 2013). Due to the historical geographic immobility of nurses, it is anticipated that many of the nurses who go to school in this underserved area will remain in the area to work thereby increasing the access to healthcare (Kovner, Corcoran & Brewer, 2011). The School of Nursing has long served this area through the education of nurses at the undergraduate and master's levels, but not the doctorate level. The DNP Program is

a natural and expected evolution in the education of nurses serving in this region and is an expected transition based on the national certification standards.

OU also has a long commitment to diversity and international education with 98 nations represented in the student body, collaboration for curriculum preparation for international programs in over 35 countries, more than 100 international collaborative agreements, and 70 study abroad programs. Although these are not exclusively nursing students, it is anticipated that recruitment may also be targeted to this population. The OU Office of Diversity has been established for the purpose of promoting diversity in all dimensions of University life including the recruitment and retention of disproportionately represented students.

C. Adequacy of Curriculum

The DNP Program will focus on transformational healthcare practices and innovations through increased education and training to promote professional nurses to practice at their fullest potential and scope of practice. The DNP is a practice-focused clinical doctorate versus a research doctorate (PhD). The focus will promote quality healthcare practice, leadership, health policy, advocacy and information technology in advanced nursing practice. This focus is consistent with the national standards established by AACN in the *Essentials of Doctoral Education in Advanced Nursing Practice* (AACN, 2006). “Research and practice-focused doctoral programs in nursing share rigorous and demanding expectations, a scholarly approach to the discipline and a commitment to the advancement of the profession. Practice-focused programs understandably place greater emphasis on practice, and less emphasis on theory, meta-theory, research methodology and statistics than is apparent in research-focused programs. Practice-focused doctoral programs generally include integrative practice experiences and an intense practice immersion experience... and generally carries out a practice application-oriented ‘final DNP project’ which is an integral part of the integrative practice experience” (AACN, 2006). This is consistent with the definition of the Council of Graduate Schools (CGS) Task Force Report on the Professional Doctorate, where the professional doctorate is less research-focused in orientation and more clinical, engaged or applied research than the PhD (CGS, 2007). The CGS Task Force further differentiates between a PhD and professional doctorate through the number of credit hours, length of time for completion and culminating project versus dissertation (CGS Task Force, 2007).

At OU, the DNP Program outcomes build on the School of Nursing baccalaureate and master’s program outcomes. The DNP outcomes are also based on the *Essentials of Doctoral Education in Advanced Nursing Practice*, the *Essentials of Master’s Education in Nursing*, and the *Nurse Practitioner Core Competencies*. Program outcomes can be found in Appendix A.

Curriculum and program development were initiated several years ago with the assistance of Dr. Carolyn Williams, University of Kentucky and one of the original authors of the *Essentials of Doctoral Education in Advanced Nursing Practice* (AACN, 2006) and Dr. Marcia Stanhope of the University of Alabama, Birmingham. The DNP Program is similar in scope to national and peer institutions in terms of credit hours, length of time for completion and culminating projects (see Section II.vi).

Sample programs of study for the post-baccalaureate and the post-master's entry are located in Appendix D. The curriculum for the post-master student consists of a minimum of 36 credits of study with three-to-six credits per semester. Students entering the post-baccalaureate program will complete a minimum of 80 credits of study with three-to-six credits per semester. Students may opt to take less than six credits per semester, lengthening their program beyond the expected period of time. Students will also be encouraged to complete additional credit hours through electives courses related to the scholarly project. Electives may be taken through other schools in OU or the CHSP, such as the Department of Interdisciplinary Health Studies, the Department of Social and Public Health, the School of Rehabilitation and Communication Sciences, and the School of Applied Health Sciences and Wellness. Course descriptions of the core curriculum are located in Appendix E.

Students will demonstrate competency in meeting the program outcomes through successful completion of required course work, an intensive immersive practice experience and a rigorous scholarly project. Students will maintain a portfolio of their academic work to demonstrate their competency in the achievement of objectives and program learning outcomes. Typically, the student's portfolio will be a depository to demonstrate achievements such as clinical case narratives or logs, assignments such as papers demonstrating knowledge acquisition, documentation of professional presentations and/or publications, a self-reflective piece indicating growth through the learning process, and plans for future continued professional learning (Smolowitz & Honig, 2008).

The evaluation of the curriculum will occur on an annual basis through the School of Nursing's graduate program Curriculum Committee. Evaluation of the curriculum will include the student course evaluations collected at the end of each course, the faculty course evaluations, the clinical evaluations when indicated, and the program exit surveys completed by the students. National certification examination scores, when applicable, will also be obtained. Employers of DNP graduated students will be surveyed to determine clinical competence and fulfillment of employer expectations. The DNP Program will seek accreditation through the Commission on Collegiate Nursing Education (CCNE) of the AACN at the end of the first year of operation to further assure the program is meeting national quality standards. The timing of the accreditation visit is consistent with the national standards and helps to demonstrate program quality. The OU School of Nursing is currently accredited through the Commission on Collegiate Nursing Education (CCNE) for the baccalaureate and master's programs.

D. Adequacy of Computational Resources

The DNP Program will be supported by the CHSP and the OU Information Technology departments. The Information Technology (IT) Department has numerous resources for students including support of the learning management system, Blackboard, email services, web conferencing and other collaborative tools, and lecture capture capabilities. The IT Department also sponsors workshops and events for students to familiarize themselves with these resources, and provides a support desk for questions or concerns. In addition, the School of Nursing has a designated instructional designer and instructional technician available for technology concerns. These designated IT support personnel also offer workshops related to technology and informatics to the students and faculty.

Computers are available with appropriate software for all faculty and staff and refreshed regularly in accordance with CHSP policy. Computers with appropriate software and audiovisual equipment are available in classrooms and laboratories; however, many of the DNP courses will be offered using a blended, or online methodology. Computers with appropriate clinical software for practice are available in student computer labs for student use when they are on campus.

E. Adequacy of Library

The Ohio University Library currently supports a comprehensive online array of science and health-related disciplines. The collections of the Ohio University Libraries include more than 3 million print and electronic volumes. Approximately 90% of the Libraries' current serial titles are electronic; most of the Libraries' 300 nursing and health sciences journals are electronic and available both on- and off-campus, as are hundreds of thousands of electronic books and the major health sciences research databases, including CINAHL Plus with Full Text, PubMed, Access Medicine, the Cochrane Library, and Clinical Key.

The acquisitions budget for nursing materials was \$42,525 in fiscal year 2014, with over \$500,000 in additional resources allocated to related library budgets for the College of Health Sciences and Professions and the Heritage College of Osteopathic Medicine. Health sciences librarian Hana Schmillen provides in-depth research consultations and specialized library instruction to students and faculty of the School of Nursing both in-person and at a distance. She creates and maintains research tools such as online nursing guides (http://libguides.library.ohiou.edu/sb.php?subject_id=4283), and is responsible for selecting nursing materials and monitoring the acquisitions funds allocated to the program.

As a member of OhioLINK, a statewide academic library consortium with combined holdings of more than 48 million books and other library materials, students and faculty are eligible to borrow print materials from any of the other 88 member libraries through patron-initiated circulation. Holdings of other excellent nursing collections in the state are thus readily available to OU students and faculty. Traditional interlibrary loans are also provided to faculty, students and staff when an item is not available locally or through OhioLINK. No fees are charged for this service. Digital copies of print journal articles or book chapters housed within Alden can be requested by students or faculty using the document delivery service, and are delivered via email.

F. Adequacy of Laboratories/Equipment/Facilities

Classroom and laboratory space is available to the students in the Grover Center on the Athens campus, and shared with other students in CHSP. Classrooms are equipped with wireless technology, and the ability to promote inter-campus video-conferencing. Computer labs are available in the College and in the University. Skills laboratory space is available on the Athens campus in the School of Nursing and plans for renovation of the labs are ongoing. This skills laboratory includes state-of-the-art simulation manikins and equipment for teaching clinical procedures. Currently, the School of Nursing shares a second laboratory which includes simulated

examination rooms with the Heritage College of Osteopathic Medicine. The skills laboratory coordinator in the simulated examination room setting is available to help coordinate standardized patient encounters. Plans are underway to renovate the spaces in Grover Center with an estimated completion date of Spring 2017.

In addition, classroom and skills laboratory space is available in the new Integrated Education Center on the OU campus in Dublin. This space is shared with the Physician Assistant (PA) students and includes four large classrooms, two small conference rooms, and two skills laboratories used for teaching clinical procedures. The skills laboratories include simulation manikins, and eight fully equipped medical office rooms for simulated patient encounters. The Dublin facility has similar features as the Athens campus including a student lounge, a learning resource room with a student computer lab and a 150 seat auditorium to bring multiple cohorts of students together. The building allows wireless connections, and many of the classrooms or conference rooms are equipped with technology to promote inter-campus video-conferencing. Facilities have been planned to accommodate a program that will include interprofessional experiences such as collaborative classrooms to promote group work.

The proposed DNP program is an Athens-based program; however, both the Athens and Dublin campuses will be used for learning residencies when the students are required to come to campus for face-to-face activities. Examples of face-to-face activities may include interprofessional events such as the Interprofessional Education Symposium, Interprofessional Research Symposium, workshops, case study competitions, guest speakers who are experts in their field, and community outreach activities. It is anticipated that students will have short-term (two or three days) learning residencies that may occur on either of the campuses at least once or twice a semester. The availability of both campuses will help to promote the interprofessional activities associated with other Schools as well as activities specific to the geographic area. For example, DNP students enrolled in the health policy course may be participating in legislative activities at the state capital of Columbus, and return to the Dublin campus for de-briefing and additional class work during their residency. DNP students enrolled in the population health course may be participating in a community health outreach activity in the Appalachian area of southeast Ohio, and return to the Athens campus for debriefing and additional class work during their residency. The availability of both campuses in two geographical locations will help to promote interprofessional experiences with different groups of students, help provide different course or practice experiences, and allow the DNP students to participate in a broader range of experiences.

G. Entry Level Graduate Degree Experiences

- i. Is the program distinctly different, both conceptually and qualitatively from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?*

Students must successfully complete the baccalaureate degree in nursing prior to admission. Students may be admitted to the post-baccalaureate-to-DNP program, or the post-master's-to-DNP program. At this time, there are no plans to admit students from an associate degree program in nursing to the graduate program.

The DNP Program builds on the program outcomes in the baccalaureate and master's programs. It is distinctly different from the undergraduate and master's levels because of the required level of critical thinking, focus on leadership and organizational systems, advocacy, health policy, and evidence-based practice. Although these concepts are introduced at the undergraduate level and expanded during the master's level, they are applied through experiential experiences at the doctoral level. For example, at the undergraduate level, students learn about the legislative process; at the master's level, students may attend a legislative hearing, and, at the doctoral level, students may be involved in writing position papers to influence legislation. The School of Nursing graduate Curriculum Committee is mapping out common themes in the curriculum to help structure course activities that build on the foundation provided in previous courses.

- ii. *Does the program emphasize the theoretical basis of the discipline as expressed in the methods and inquiry and ways of knowing in the discipline?*

The curriculum is designed to provide core theoretical foundations for the profession and to emphasize methods of inquiry that utilize evidence-based practice. Consistent with the School of Nursing, the theoretical basis for the curriculum is the biopsychosocial model reflected in the teaching of a holistic approach to healthcare. Evidence based on sound clinical research is integrated into the curriculum to enhance the depth and breadth of the theoretical basis of the DNP program. The program is based on the *Essentials of Doctoral Education in Advanced Nursing Practice* (AACN, 2006). Criteria in Essential I in the document focuses on the scientific underpinnings for practice related to historical and theoretical foundations. Scholarly activities are based on the concept of "scholarship of application" which includes transforming practice through the understanding and integration of research into evidence based practice and dissemination (Boyer, 1990).

The summative evaluation of the students will be evidenced by the rigorous practice experience culminating in the DNP scholarly project, which is a transformational change project based on the DNP curriculum including the theoretical framework. Documentation of the student's achievements will be available through the DNP doctoral student portfolio. Formative evaluations will be integrated throughout the DNP curriculum including written assessments demonstrating critical thinking and knowledge acquisition, examinations and group projects. Formative evaluations will be targeted to meeting course or program objectives and outcomes.

Students in the post-baccalaureate DNP program will be expected to meet the outcomes of both the MSN and DNP programs. Students in the post-baccalaureate DNP program will complete a standardized nationally-normed examination, a national certification examination, and clinical skills examinations in addition to the rigorous practice experience and scholarly project.

- iii. *Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?*

The emphasis in the DNP curriculum is high level critical thinking, decision making, problem analysis and strategic planning for practice issues and project development. The DNP curriculum incorporates concepts of quality and safety in the provision of health care and development of transformational practice change projects. Students' critical thinking and decision making skills will gradually evolve throughout the DNP curriculum using appropriate learning theories and taxonomies with targeted assignments to meet course learning objectives.

Students in the post-baccalaureate DNP program will participate in direct clinical care experiences while mentored and supervised by clinical APRN or physician practitioners. Students in the post-master's DNP program will participate in direct or indirect practice experiences mentored by clinical practitioners, leaders in health policy or administration, and experienced educators. These practice experiences for students will include practice in underserved areas in primary care or organizations.

The program will offer interprofessional learning/practice experiences in collaboration with students in other health disciplines with an emphasis on team problem-solving and group dynamics, e.g., simulated patient encounters, group clinical projects or research and didactic content related to collaboration and teams. Currently, OU offers several opportunities to participate in interprofessional activities such as research days, and case management competitions. For the past two years, the CHSP has offered a research day available by streaming video, featuring guest experts on healthcare research projects. Graduate students participated in a poster session demonstrating the mastery of various research concepts. Several groups of students from the Schools in CHSP worked together on projects and presented posters on the interprofessional aspect of research. Additional interprofessional learning/practice experiences include community outreach initiatives for underserved areas, such as health screenings. These types of planned activities are consistent with the national standards outlined for DNP programs.

- iv. *Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?*

The curriculum of the DNP program has been designed to ensure that students have a clear understanding of the issues and concerns facing the APRN. The curriculum is based on required national standards that encompass advanced clinical practice, leadership, health policy and advocacy, population health and healthcare informatics. The *Essentials of Doctoral Education in Advanced Nursing Practice* focus on eight key areas which are integrated throughout the curriculum. These key areas include:

- Scientific underpinnings for practice
- Organizational and systems leadership for quality improvement and systems thinking
- Clinical scholarship and analytical methods for evidence-based practice
- Information systems/technology and patient care technology for the improvement of healthcare
- Health care policy for advocacy in health care

- Interprofessional collaboration for improving patient and population health outcomes
- Clinical prevention and population for improving the nation’s health, and,
- Advanced nursing practice

For those students enrolling in the post-baccalaureate entry point, the core and clinical courses also integrate the required *Essentials of Master’s Education in Nursing* and the *Nurse Practitioner Core Competencies*. The *Essentials of Master’s Education in Nursing* include the following nine core competencies:

- Background for practice from sciences and humanities
- Organizational and systems leadership
- Quality improvement and safety
- Translating and integrating scholarship into practice
- Informatics and healthcare technologies
- Health policy and advocacy
- Interprofessional collaboration for improving patient and population health outcomes
- Clinical prevention and population health for improving health
- Master’s level nursing practice

The curriculum for the DNP program promotes a broad foundation based on the sciences and humanities incorporating appropriate theory and conceptual models; promoting active participation in issues and concerns related to advanced practice nursing through the health policy courses; stimulating the use of evidence-based practice to develop, implement, and evaluate clinical change projects through collaboration with interprofessional teams and healthcare systems; and demonstrating leadership in the role of the advanced practice nurse to promote quality and safety in patient and population health.

The School of Nursing graduate Curriculum Committee is in the process of mapping the *Essentials of Doctoral Education in Advanced Nursing*, the *Essentials of Master’s Education in Nursing* and the *Nurse Practitioner Core Competencies* with the program outcomes, the course learning objectives, outcomes and assignments.

- v. *Is there an adequate description of the required culminating experience such as an end project (which would not necessarily be a research experience)?*

The DNP student will complete a faculty-supervised intensive practice experience and a rigorous scholarly project as a culminating experience that provides the students with the process of identifying a clinical problem, developing a solution or strategic plan, implementing and evaluating the plan. A culminating DNP scholarly project is consistent with other peer institutions, the national standards providing guidance on DNP education and has been discussed in the CGS Task Force Report on the Professional Doctorate (AACN, 2015; AACN, 2006; CGS, 2007; Smolowitz & Honig, 2008). According to the CGS Task Force Report (2007), the “professional doctorates often have a practicum as

their final stage rather than a dissertation (which) should culminate in an extensive written report that demonstrates a command of the relevant scholarly literature and links it to the specific clinical or practice experience” (CGS, 2007). The rigorous scholarly project will result in a scholarly paper appropriate for dissemination. Students’ achievements of learning objectives and outcomes will be documented through the use of a student comprehensive doctoral portfolio.

The rigorous DNP scholarly project will be developed by the student under the guidance of a faculty advisor and project committee. The DNP scholarly project focuses on a health care issue that is applicable to a population or setting of interest and includes the following components built into assessments throughout the curriculum:

- Problem identification or issue of concern
- Significance of problem
- Extensive literature review with critical appraisal of current state of evidence based practice
- Identification of appropriate theoretical framework to guide the project
- Development of strategic plan or problem solution that includes when appropriate, identification of population impacted, internal and external stakeholders to help facilitate the project implementation; identification of actual intervention; project outcomes and planning the evaluation of outcomes
- Implementation of project in select setting or with targeted population
- Evaluation of project outcomes, including articulation of barriers and future modifications
- Recommendations for future directions

The DNP students will be expected to disseminate their findings in an open forum at the University, similar to an oral defense, to faculty and peers. Additional dissemination will be required through a poster or podium presentation at a professional venue and/or through submission for publication to a peer-reviewed journal. Evidence of the scholarly project and outcome can also be found in the student’s portfolio. The faculty-supervised practice experience, rigorous DNP scholarly project and portfolio will be completed in the final two semesters of the program.

vi. *Does the proposed program identify faculty resources appropriate for the research component of the program?*

The Dean of CHSP and the Director of the School of Nursing have committed to supporting the DNP program through the acquisition and/or re-assignment of qualified faculty. The program director has both a PhD and DNP, and other faculty teaching in the program in the School of Nursing are doctorally prepared in either the research-focused (PhD) or clinical professional focus (DNP).

OU has an Office of Research Compliance available to serve as a resource for faculty and students. The Institutional Review Board for protection of human subjects is located here. Students will have the opportunity to complete research training courses

such as The Collaborative Institutional Training Initiative (CITI), the Public Health Service (PHS) course related to conflicts of interest, the course entitled Responsible Conduct of Research and others. These courses have been designed for graduate students and faculty and can be completed independently using an online format. Most of the faculty have already completed or are in the process of completing these courses.

The OU Graduate College has additional resources available for faculty and students including tutoring for statistics, quantitative and qualitative methods, and individualized tutoring for thesis/dissertation writing skills. The Graduate Writing and Research Center (GWRC) is available for students working on major writing projects through workshops or individual appointments. Various workshops and events are planned through the Graduate College on such topics as writing literature reviews and finishing a dissertation. The Director of Grant Development and Projects in the Graduate College is available to help students to seek and obtain as-needed funding for implementation of the scholarly project.

The School of Nursing is in the process of collaborating with the other healthcare disciplines and organizations to identify additional resources that may be utilized for the intensive practice experiences and/or DNP scholarly project development, implementation and evaluation.

- vii. *Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?*

The curriculum was developed by the graduate nursing faculty and based on the national standards previously described. The consultants, Dr. Williams and Dr. Stanhope helped to guide the development of the program based on their experiences with other programs and the national standards. The program director was also able to provide additional expertise in curriculum development through previous program experience, and accreditation training on the national standards.

Students will be expected to meet the learning objectives developed for each course in the syllabus, and the program objectives in order to demonstrate competence (See Appendix A: Program Outcomes). Learning objectives in courses build on the national standards and are planned to meet the program objectives. Students will be evaluated through course examinations, assignments and course related projects for the didactic component of the courses. Blended and online courses will be built using the “Quality Matters” rubric to ensure consistency between and within courses. Although the majority of the courses are online, students may be expected to attend the face-to-face two or three day residency once or twice a semester planned for select courses, such as in the Health Policy and Advocacy course. All students will be required to successfully complete the faculty-supervised practice experience and the rigorous DNP scholarly project as documented by the doctoral portfolio previously described.

In courses that include a supervised practice experience, students will also be evaluated by the preceptor or mentor using a standardized evaluation. If appropriate, such as students in the post-baccalaureate program concurrently seeking a nurse practitioner role will also be required to successfully complete a national standardized examination prior to graduation. Post-baccalaureate-to-DNP students will be required to complete the 1000 supervised practice experience hours as recommended by the national standards. The post-master's-to-DNP students will also be required to complete the 1000 supervised post-baccalaureate practice experience hours; however, some of their supervised practice hours in their master's program, may be counted as post-baccalaureate practice hours with appropriate verification (AACN, 2015).

Both formative and summative evaluations will be used to help determine competence of the students and achievement of the *DNP Essentials* (AACN, 2015). Students will be asked to complete an exit interview and end-of-program evaluation survey to determine any gaps in knowledge they may have identified that may result in curriculum modifications. Employers of graduates will also be surveyed to help identify any areas for improvement in the curriculum.

viii. *What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?*

The development of the DNP program has been intentionally built on the undergraduate curriculum, the master's curriculum and the national standards. The proposed DNP program and curriculum adheres to the national standards identified by AACN (AACN, 2006). Each course is in the process of curriculum mapping by the School of Nursing graduate Curriculum Committee to assure consistency and congruency with both the national standards and program outcomes.

Core courses for the DNP Program include:

- Leadership in Systems and Organizations for Advanced Nursing Practice
- Interprofessional Theories for Advanced Nursing Practice
- Health Policy and Advocacy for Advanced Nursing Practice
- Principles of Business and Resource Management for Advanced Nursing Practice
- Analyzing Evidence-based Practice for Advanced Nursing Practice
- Promoting Quality Healthcare through Advanced Nursing Practice
- Application of Evidence-based Practice for Advanced Nursing Practice
- Informatics for Advanced Nursing Practice
- Epidemiology and Population Health for Advanced Nursing Practice
- DNP Scholarly Project Plan and Implementation
- DNP Scholarly Project Evaluation and Dissemination

Although the courses include the words of “Advanced Nursing Practice,” content will include interprofessional concepts or experiences. For example, in the course entitled “Interprofessional Theories,” content includes meta-theory, concepts in healthcare and

mid-range theories. In the course entitled “Leadership in Systems and Organizations,” content includes theories related to systems and organizations, teamwork and collaboration and legal or ethical issues related to leadership, which encompasses more than just advanced nursing practice. In addition, students enrolled through the post-baccalaureate-to-DNP with an emphasis on the Family Nurse Practitioner option, will be required to complete the following core courses:

- For FNP (post baccalaureate-to-DNP) students
- Theories in Family Care
- Research and Evaluation
- Evidence-based Practice
- Pathophysiology
- Health Appraisal for NPs
- Advanced Pharmacology
- Care of Women
- Care of Adults
- Care of Children
- FNP in Practice

Students will be encouraged to take additional electives within the School of Nursing, the CHSP or the University to increase their breadth and depth of knowledge. Elective course will be approved by the faculty advisor or program director prior to enrollment. Examples of electives offered include, but are not limited to:

- Curriculum Development in Nursing,
- Teaching Strategies
- Academic Nursing
- Teaching Experience
- Nursing Administration Theoretical Base
- Health Care Finance
- Health Care Reimbursement
- Statistics
- Patient Centered Medical Home
- LGBT Issues for Practice

National accreditation will be sought at the end of the first year of the program, as recommended by the Commission on Collegiate Nursing Education (CCNE) through AACN. Current programs in the School of Nursing have successfully achieved this accreditation standard for the baccalaureate and master’s programs.

H. Professional Graduate Degree Program

- i. What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation and personal statements of purpose, are rele-*

vant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so please elaborate.

The graduate nursing faculty has recommended the following admission criteria for the post-master's entry student:

- Official transcript of degree(s)
- GPA of 3.2 on 4.0 scale on graduate coursework
- Unencumbered registered nurse license
- Advanced practice nursing role with national certification
- Documentation of clinical hours achieved in the master's program in all prior nursing degrees
- Master's level research methods course and statistics
- Letters of recommendation (2)
- Interview

The graduate nursing faculty taskforce has recommended the following admission criteria for the post-baccalaureate entry student:

- Official transcript of degree(s)
- GPA of 3.2 on 4.0 scale on baccalaureate coursework
- Unencumbered registered nurse license
- Undergraduate research methods and statistics courses
- Two years clinical experience
- Letters of recommendation (2)
- Interview

If a student entering through the post-master's option does not have the preferred certification or clinical hours, a gap analysis will be conducted by the program director to determine qualifications for admission. The gap analysis is a record review that may result in recommendations to the individual student for additional pre-requisite course work, such as a statistics course. The gap analysis may also include obtaining documentation of previous faculty-supervised clinical experiences at the Master's level. Students entering the post-baccalaureate-to-DNP program will be expected to complete at least 600 faculty-supervised clinical hours as required by the national certification standards in addition to 400 faculty-supervised practice and project hours. Students entering the post-master's-to-DNP program will provide documentation of previous faculty-supervised clinical hours that have occurred at the master's level. All students will be expected to have a minimum of 1000 hours post-baccalaureate program that include faculty-supervised clinical hours, hours associated with implementation of the DNP scholarly project and hours associated with the intensive practice experience.

- ii. *Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel.*

The DNP intensive practice experience is based on the DNP scholarly project development, implementation and evaluation for all students. It is anticipated that students will spend approximately 400 hours on the intensive practice experience and the rigorous scholarly project. The DNP student will work with a faculty advisor to determine an individualized practice experience that may occur in a variety of settings. These practice experiences may include, but are not limited to, an immersion into a specialty practice, engagement in critical health policy and advocacy initiatives and community outreach-service learning activities with underserved populations, consistent with AACN guidelines (AACN, 2015).

The student may work with an identified preceptor or mentor for project development, implementation and evaluation. The preceptor/mentor will meet established criteria, and be approved by the faculty advisor and program director prior to the initiation of the experience. The preceptor may be a doctoral-prepared APRN, physician or expert in the project area. The preceptor/mentor may serve as an expert consultant on the project, help champion the project to completion in the given setting and serve as a member of the student's scholarly project committee. Students will maintain a DNP practice experience log and individualized learning objectives during this period. The log will be monitored by the faculty on a regular basis throughout the program.

Students in the post-baccalaureate entry will have additional clinical hours related to the APRN role. Students in the post-baccalaureate nurse-practitioner to DNP program, for example, will be required to complete at least 600 hours in the clinical setting with a preceptor to become competent in the nurse practitioner role and be eligible to sit for the national certification examination. These students will be placed with a qualified preceptor, who meets the master's requirements for preceptor, by the master's program director in collaboration with the DNP program director. Qualified preceptors, such as certified nurse practitioners or physicians serve as role models for the students, helping to guide them through specific supervised clinical experiences based on the knowledge obtained during the didactic portion of the program.

An assigned School of Nursing faculty member serves as the bridge between the clinical preceptor and the student and evaluates student performance based on formative mid-semester and summative end of semester feedback from the preceptor. Clinical sites and preceptors will be evaluated by the faculty through established program criteria on clinical site visits. In addition, at the end of the clinical rotation, the student will evaluate the preceptor and the clinical site. Students will document their clinical experiences using the Typhon software system and faculty will routinely monitor their experiences. The School of Nursing has over 700 agreements in place to provide these clinical experiences for the post-baccalaureate-to-DNP students.

- iii. *Are the faculty qualifications associated with the professional degree program appropriate for such faculty? Provide the specific qualifications for such faculty.*

Faculty teaching in the DNP program will have a terminal degree, such as a PhD or DNP and will be eligible for graduate faculty status in the School of Nursing. Ideally, faculty will

also have teaching experience and/or experience working with doctoral level students. Faculty serving as advisors will have experience in scholarly project development, implementation and evaluation.

Faculty teaching in the post-baccalaureate clinical courses will have national certification in the specialty area being taught, such as the family nurse practitioner. The expectation is that faculty will have advanced knowledge and expertise in the clinical specialty. Students in the post-baccalaureate track may be supervised by a clinical adjunct faculty with a minimum of a master's degree during their clinical courses. However, the full-time lead faculty for the course will have a terminal degree.

There are currently four faculty prepared at the PhD level, four faculty prepared at the DNP level, one faculty prepared at the EdD and one faculty prepared with both a PhD and DNP. All faculty have taught and advised students at the master's and/or doctoral level.

It is anticipated that faculty will hold academic rank comparable to other faculty in that rank as defined by the University's Faculty Handbook and the CHSP. Continued appointment and advancement in rank will be based on performance in teaching, scholarship and service. Faculty qualifications and curriculum vitae can be found in the Summary Table in Appendix C.

- iv. *How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?*

Standards of accreditation have been established by the American Association of Colleges of Nursing (AACN) and operationalized by the CCNE. It is anticipated that the request for accreditation will occur at the end of the first year of the program, with a site visit by the accreditation team at that time. Site visits typically occur at the end of the first year of the program, when a new program has been initiated. If the first site visit and report is acceptable, accreditation will be granted for a five year period for the DNP program, effective the date of the site visit. The School of Nursing is already accredited through AACN for the baccalaureate and master's degree programs.

The national standards for doctoral and master's education have been previously discussed (Section G.iv, vii). The DNP Program curriculum is built on those standards and will meet the requirements for accreditation.

The completion of the DNP program is not yet required in the state of Ohio for professional accreditation in the field. Students entering the post-baccalaureate-to-DNP program will complete at least 600 supervised clinical hours and coursework that will prepare students to achieve the credentials to become a nurse practitioner (i.e., pass the FNP national certification examination). Once these requirements have been met, the nurse practitioner is eligible to practice as an APN in the state of Ohio. Students in the post-baccalaureate program in an

indirect care role, such as nurse administrator, are not required to complete the national certification examination in order to practice in Ohio; however, students will be encouraged to take the national certification examination in their designated areas to verify their knowledge and experience

After the DNP Program has received approval, a letter of substantive change will be sent to AACN. The DNP Program will seek accreditation through the CCNE at the end of the first year of operation to further assure the program is meeting national standards. The timing of the accreditation visit is consistent with the national standards and helps to demonstrate the program's quality. The OU School of Nursing is currently accredited through CCNE for the baccalaureate and master's programs.

v. *How are theory and practice integrated within the curriculum?*

The DNP program is based on the *Essentials of Doctoral Education in Advanced Nursing Practice*, which include specific criteria related to theory and practice. Consistent with the School of Nursing, the theoretical basis for the curriculum is the biopsychosocial model reflected in the teaching of a holistic approach to healthcare. Evidence based on sound clinical research is integrated into the curriculum to enhance the depth and breadth of the theoretical basis of the DNP program.

In the DNP program, one of the first courses is related to interprofessional theories for advanced practice nursing. Discussion of relevant theory may occur in other courses, such as leadership theory in the leadership course. A theoretical framework is required as part of the scholarly project to help guide project design and implementation.

DNP practice experiences are defined as those experiences that will increase the depth and breadth of the knowledge and skills of the APRN and may occur in a variety of settings in order to culminate in a transformational healthcare scholarly project. The DNP practice experiences are designed to provide “systematic opportunities for feedback and reflection, opportunities for meaningful student engagement within practice environment, opportunities for further application, synthesis and expansion of learning, and opportunities for integrating and synthesizing all of the *DNP Essentials*” (AACN, 2015, p. 8). It is anticipated that students will complete approximately 400 hours in the intensive practice experiences and implementation of the DNP scholarly project.

In the post-baccalaureate entry DNP program, students will also be required to complete the DNP core courses and relevant clinical courses such as health appraisal, pathophysiology and advanced pharmacology as required by the national standards. Clinical practice for these students will include at least 600 hours of faculty-supervised clinical experience in the healthcare setting to match their specialty. An additional 400 hours will be required to complete their DNP scholarly project.

Other brief or episodic practice experience opportunities may be available for the DNP students to help broaden the depth and breadth of their knowledge and skills, in accordance with AACN standards (AACN, 2015). For example, in the Health Policy and Advocacy

courses, students may participate in legislative or health policy workshops, committee hearings or meetings with legislators. Students may participate in assignments related to inter-professional case study competitions or community outreach initiatives. The School of Nursing has interprofessional international collaborative efforts providing health care in the primary care setting or health education in countries such as Botswana. DNP students may also work with students in the CSHP or HCOM on research activities.

The *Essentials of Doctoral Education in Advanced Nursing Practice* recommend a total of 1000 practice hours post-baccalaureate should be completed in the DNP program. Practice immersion experiences may include not only direct focus on patient care, but indirect care practices in non-traditional practice settings to meet the expanded skill sets defined in the *DNP Essentials* (AACN, 2015).. At this time, the state of Ohio does not address requirements for the DNP, so the national standards are the basis for the OU DNP program.

- vi. *What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?*

The AACN does not publish a credit hour norm for DNP programs. The recent AACN Task Force “reaffirms the guidelines, as stated in the *DNP Essentials*, for length of program. A post-baccalaureate full-time program of study should be 3 years including summers or four years on a traditional academic calendar. For a post-master’s program of study, a minimum of 12 months of full-time study is need to acquire doctoral-level outcomes and completion of the DNP Project” (AANC, 2015, p. 6.)

Based on review of DNP programs in the literature, in peer aspirant institutions, and through the recommendations of the consultants, the majority of post-master’s DNP programs are 16-24 months with additional time needed for part-time study (Udlis & Mancuso, 2012). The majority of post-baccalaureate DNP programs are 24-38 months with additional time needed for part-time study (Udlis & Mancuso, 2012). The OU post-master’s DNP program is 24 months or six semesters; the OU post-baccalaureate-to-DNP program is 36 months.

The AACN does not recommend specific credit hours for programs. Nationally, the number of credits required to complete a post-baccalaureate-to-DNP program ranged from 52 to 130 credits, and for a post master’s-to-DNP program, ranged from 24-75 credits (Udlis & Mancuso, 2012). In Ohio, the mean credit hours for the existing post-master’s DNP program is 38, ranging from 33-56 semester credit hours. There are two additional programs slated to open next year, but their credit hours are not yet available. The OU post master’s program is a minimum of 36 hours with the expectations that students will complete additional one or two elective courses as needed for DNP project development and implementation. Post-baccalaureate programs are longer in length and targeted as direct care programs, such as for nurse practitioners, or indirect care programs, such as for nurse administrators.

Although the credit hours in the professional clinical doctorate are less than the credit hours in the research-focused doctorate, this is not unusual. According to the CGS Task Force

(2007), the “professional doctoral degrees usually place more emphasis on didactic and clinical study. The length of study measured in credit hours may vary widely, and in some cases may be less than the ninety-six hours that commonly characterize PhD degrees, because of a reduced emphasis on independent research” (p.27). The CGS Task Force recommends that each institution develop a process for review of professional doctorate programs that includes evidence of excellence such as:

- The proposed program is likely to meet the minimum thresholds of the accrediting association
- The standing of the sponsoring unit within the discipline
- The characteristics of the best professional doctoral programs within the discipline
- Graduates of the program will be prepared for leadership in the area of professional practice
- How the professional doctorate relates to research programs including the Ph.D. within the sponsoring unit and college
- The qualifications of the faculty who will participate in the program
- The program can attract students qualified for the proposed level of study
- The program and institution will carefully evaluate student progress, student outcomes and other markers of program success
- The program will contribute to the overall mission, goals and excellence of the department, college and institution
- The sponsoring unit will have the intellectual and material resources needed to sustain the program at a high level of excellence

The OU DNP program will have neither the lowest nor the highest number of credit hours in Ohio. It has been developed to reflect the rigor of a doctoral program, meet the national nursing accreditation standards, and provide a quality educational experience with an emphasis on interprofessional collaboration while providing care to an underserved population.

The following table depicts the number of credit hours required by Ohio DNP programs as indicated on their web sites. Several schools are in the process of modifying their curriculum and the semester hours may change as a result of those modifications.

Ohio DNP Programs	Semester Hours	
	Post-Master's	Post-Baccalaureate
Ashland University	34-36	67
Case Western University	39	
Kent State University	37	
Mount St. Joseph University	36-39	
The Ohio State University	56	80
Otterbein University	35	
University of Akron	37	71
University of Cincinnati	42	90
Ursuline University	38	
Walsh University	38-45	
Wright State/University of Toledo	36	78-82

Additional post-master’s DNP programs and credit hours in surrounding areas or online include:

<u>Online or nearby DNP Programs</u>	<u>Semester Hours (post master’s)</u>
Capella University	52 (quarter hours)
Carlow University	30
Chatham University	27
Drexel University	46 (quarter hours)
Dusquesne University	33
Kaplan University	50 (quarter hours)
Maryville University	33
University of Pittsburgh	41
West Virginia University	40-45

- vii. *Describe the required culminating academic experience and how it will contribute to the enhancement of the student’s professional preparation.*

The required culminating academic experience is the intensive practice experience and the development, implementation, evaluation and dissemination of the DNP scholarly project. Components of the DNP scholarly project are integrated throughout the DNP curriculum building on the knowledge acquisition and skills learned in each course. It is anticipated that students will spend approximately 400 hours on the rigorous scholarly project. The DNP student will work with a faculty advisor and Project Team (AACN, 2015) to determine an individualized intensive practice experience that may occur in a variety of settings leading to the development, implementation and evaluation of the project. The scholarly project will help to demonstrate the student’s expertise and breadth of knowledge related to this specialized area. Documentation of the intensive practice experience and the DNP scholarly project will be found in the student’s individual comprehensive portfolio.

Dissemination of the project and its findings is an important component of the project. Students will be expected to discuss the project in an open forum presentation to their peers and faculty of the School of Nursing, CHSP and/or University. Students will also be required to disseminate the project through a poster or oral presentation at a professional venue such as a conference or workshop. In addition, students will be encouraged to submit the scholarly project in the form of a journal article suitable for publication in a peer-reviewed journal.

Students who enter the post-baccalaureate DNP program and prepared in the role of an APN, will be required to successfully complete the standardized exit examination, and the national certification examination as part of the culminating academic experience. The national certification examination is required as part of the student’s professional preparation to practice as an APN in the state of Ohio.

II. Need

- a. *Student interest and demand, potential enrollment, ability to maintain the critical mass of students.*

As healthcare becomes increasingly complex, education of professional nurses has evolved to meet those challenges. The DNP was proposed by AACN as the entry level for APRNs beginning in 2015 (AACN, 2004). In addition to the AACN, the National Organization of Nurse Practitioner Faculties (NONPF) has also indicated their support for the transition to the DNP in both position papers and identified core competencies needed for advanced practice nursing (NONPF, 2012).

During the past decade, many schools of nursing have transitioned their master's level advanced practice programs to the DNP, and other schools are in the process of making the transition. In response to this call for nurse education reform, approximately 250 schools have transitioned their master's APRN programs to DNP programs with an additional 100 schools in the process of planning the transition (AACN, 2013). From 2012 to 2013, the number of students enrolled in DNP programs increased from 11,575 to 14,688. During that same period, the number of DNP graduates increased from 1,858 to 2,443. DNP enrollments are significantly higher than enrollment in other nursing doctoral programs (AACN, 2014).

The School of Nursing at Ohio University is poised to transition their APRN programs to the doctoral level to meet these national directives. It is anticipated that fifteen students will be enrolled in the first DNP cohort with a mix of both post-baccalaureate-to-DNP students and post-master's-to-DNP students.

Interest in the OU DNP program is strong, as noted by the numbers of requests for information related to the program. A survey of 134 current master's students at OU revealed 62% were considering a DNP doctoral degree, 2% were considering a PhD doctoral degree and 5% were considering an "other" doctoral degree. Many of these respondents (65%) indicated they were considering a doctorate degree in the next 1-6 years.

A survey of 91 APRN community members living in the southeastern Ohio region was conducted. Many of these respondents (63%) indicated they are considering a DNP doctorate degree and several respondents (2%) are considering a Ph.D. doctorate degree. Of this group, 68% indicated they plan to start their doctorate studies within the next 1-6 years.

Participants in both surveys indicated interest in the OU program and, in blended or online programs. The primary barriers to pursuing DNP education in both groups were cost and time.

Support in the community for the OU-DNP program has also been strong through current affiliations with various healthcare organizations. Letters of support can be found in the Appendices.

b. Institutional need, plan for overall development of graduate programs at the proposing institution

The CHSP was academically restructured in 2010 in order to refocus the core mission on health and wellbeing. The restructuring has positioned the College as a national model for health professions education, scholarship and service across a wide array of disciplines. During the restructuring process, the University administration specifically charged the College with the goal to enhance the existing programs and to target expansion of program that would complement the existing programs in the CHSP.

Several academic departments include graduate programs that have outstanding outcomes with regard to success on professional licensure examinations. These programs include: Doctor of Audiology, Master of Art in Speech-Language Pathology, Doctor of Physical Therapy, Master of Science in Athletic Training, Master of Health Administration, Master of Social Work and Master of Public Health. The CHSP also houses the Department of Interdisciplinary Health Studies, the Department of Social and Public Health, the School of Rehabilitation and Communication Science and the School of Applied Health Sciences and Wellness.

Within the CHSP, there are additional courses and/or focused certificate programs that may interest the DNP students, e.g., in global health, clinical informatics, health leadership, and diabetes. It is anticipated that the students in the newly developed Physician's Assistant Practice Program may collaborate with the post-baccalaureate-to-DNP students in standardized patient encounter experiences, skill acquisition laboratory experiences, and others.

The School of Nursing currently offers a robust master's program with the following tracks: family nurse practitioner, acute care nurse practitioner, nursing education, and nursing administration. The DNP is a natural evolution of current programs offered in the School of Nursing and is anticipated to become the entry to practice for APRNs in the near future.

c. *Societal demand, intellectual development, advancement of the discipline, employment opportunities.*

The demand for highly educated professional APRNs has never been higher. Within the next decade, experts predict a national shortage of more than 90,000 physicians, including 45,000 primary care doctors (Pauley, Naylor, & Weiner, 2014). During the same period, the number of American older than 65, the population segment most reliant on health care services is projected to increase by 36%. Federal health care reform is expected to provide health care coverage for some 32 million uninsured American, including more than 1.3 million in Ohio by 2014 (Pauley, Naylor & Weiner, 2014). APRNs are prepared and educated to fill the role of primary health care providers for this population.

In the past several decades, there has been a call from national nursing leaders to increase the level of education and preparation of nursing professionals in order to meet the increasingly complex healthcare needs of the aging population. This call for action was most recently confirmed by the report of the Institute of Medicine (IOM) *The Future of Nursing: Leading Change, Advancing Health* (IOM, 2010). This report indicated that nursing needed to be full partners in the teams developing and re-designing healthcare delivery through improved data collection and information infrastructure.

The report also recommended that nurses are needed to practice at the full extent of their education and training, especially APRNs who may be limited by their state scope of practice. Additional recommendations include increasing the level of baccalaureate prepared nurses to 80% by the year 2020, in order to meet societal demand, and doubling the number of doctorally prepared nurses. Even though student enrollment increased by 6.6% in master's programs and by 3.2% and 26.2% in research-focused and practice-focused doctoral programs, respectively, in the 2014-2015 academic year, more than 15,288 applications to master's and doctoral programs were turned away. The top

reasons reported by nursing schools for not accepting all qualified students include insufficient clinical teaching sites, a lack of qualified faculty, limited classroom space, insufficient preceptors, and budget cuts (AACN, 2014). OU is poised to help promote the recommendations of the IOM through the evolution of the professional nurse to the doctorate level.

d. Scope: local, regional and national needs; international need

The Health Resources and Services Administrations (HRSA) Bureau of Health Professions has recognized the role that additional healthcare providers will play in improving access to care and reducing health expenditures by providing multiple sources of funds for primary care providers. HRSA has estimated that about 60 million American people are living in areas designated as primary health professional shortage areas (HPSA's). Ohio ranks among the worst states nationally with its designated 120 HPSAs (US Bureau of Labor Statistics, 2014). Southeastern Ohio also ranks among the worst (38th nationally) in the number of nurse practitioners with 35 NPs per 100,000 people while the US average is 58 NPs per 100,000 (US Bureau of Labor Statistics, 2014). Often, nurses tend to be educated, live and work within the same geographical location (Kovner, Corcoran & Brewer, 2011), so by targeting a student population in southeastern Ohio, there should ultimately be an increased number of APRNs working in this area which will result in increased access to healthcare for this underserved population.

Nationally, there is inconsistency in scope of practice laws related to APRN practice. It is estimated that in some states, restrictions to scope of practice limit the nurse practitioner's ability to help provide primary care (Yee, Boukus, Cross & Samuel, 2013) which will impact the primary care provider shortage leading to possible decreased access to care and increased wait times. The concern over national health care provider shortages has led to increased funding available for educational scholarships and stipends to increase the numbers of APRNs (Department of Health & Human Services, 2011).

Internationally, less is known about the numbers of APRNs and DNPs practicing worldwide. Only six countries internationally have submitted information to the International Council of Nurse Practitioners related to the role of the APRN; however, additional countries are currently using APRNs (ICN, 2014). Many international institutions of higher learning have Schools of Nursing, yet there is limited information available on the numbers of clinical nursing doctorate programs available.

III. Access and Retention of Underrepresented Groups

a. Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

The Office of the President at OU and the CHSP have committed established relationships with historically black colleges and universities. This includes the eight historically black colleges and universities that comprise OU's Interlink Alliance Partnership. These institutions include Wilberforce and Central State Universities in Ohio as well as six other institutions in Virginia, the Carolinas and Georgia.

The undergraduate and graduate nursing programs at OU have excellent support for multicultural students, and recruitment will be targeted to these students. The University offers several opportunities for underrepresented graduate students to acquaint themselves with OU including the Multicultural Visitation program. The Office of Multicultural Programs offers support systems to address academic, social and individual needs of minority students. Retention of all students will be monitored by the School of Nursing and program director through routine assessments, evaluations and requests for assistance. Students will be assigned a faculty advisor to help address any academic or other issues. Students may be referred for personal counseling, academic skills or tutoring as needed.

b. *Provide as background a general assessment of:*

i. *Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline*

The demographics of underrepresented groups at Ohio University are noted in Table 1 and are comparable to national statistics on graduate nurse students in Table 2. Data are not available on the ethnicity of DNP students specifically but ethnicity of research-focused nursing doctoral students was available. The total minority enrollment for master’s nursing students for 2014 has been reported at 31.9% and the total minority enrollment for doctoral nursing students is reported at 29.7%. These numbers show a 1-2% increase since 2013.

The demographics of the total student population at Ohio University reveal that only 4.5% of students (Table 1) are identified as black and 81% are white. The demographics of all graduate students including medical students shows that 69% are white, 6% are black, and 2% or less are Asian, Hispanic, or more than one race/ethnicity.

Table 1: Student Enrollment by Race and Rank- Fall 2010 (Athens Campus Only)

	<u>Fresh</u>	<u>Soph</u>	<u>Junior</u>	<u>Senior</u>	<u>Special</u>	<u>Master</u>	<u>Doct</u>	<u>Medical</u>	<u>Total</u>	<u>%</u>
African Am.	197	180	180	180	3	133	41	47	958	4.5%
Asian	30	21	27	35	4	33	7	45	212	1.0%
Caucasian	4,151	3,232	3,040	4,102	70	1,931	473	345	17,404	81.6%
Hispanic	123	83	95	106	1	56	18	22	504	2.4%
International	215	167	166	187	7	427	322	0	1,491	7.0%
Native Amer.	6	9	17	9	1	8	3	8	61	0.3%

Table 2: National Statistics of Graduate Nursing Students by Race/Ethnicity (AACN, 2014)

	Master's	Doctoral (Research-Focus)
African Am.	14.7%	15.6%
Caucasian	68.1%	70.3%
Hispanic	6.5%	5.2%
Other	10.7%	8.7%

Nationally approximately 93% of nurse practitioners are female, which is compared to 80% female graduate nursing students at OU.

- ii. *Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.*

The demographics for graduate degrees received from OU-CHSP is similar to data reported for nursing graduate degrees nationally.

Table 3: Graduate Degrees Received by Race/Ethnicity in Nursing

	Ohio University Graduate of CHSP (2011)	National NP data (2013)
African Am.	3.5%	5%
Caucasian	83.4%	86%
Hispanic	2%	3%
Other	11%	6%

V. Statewide Alternatives

- a. *Programs available in other institutions*

Currently there are eleven DNP programs in Ohio with several more in the process of being developed. These programs include the following institutions:

- Ashland University
- Case Western University
- Kent State University
- Mount St. Joseph University
- The Ohio State University
- Otterbein University
- University of Akron
- University of Cincinnati
- Ursuline University
- Walsh University
- Wright State/University of Toledo

However, since many of the DNP programs are online or blended programs, additional options are available to students. Due to the national standards of the DNP as the preferred entry to practice for

APRNs, it is anticipated that all programs currently offering a master's degree program for advanced practice roles, will be transitioned to the DNP. OU is positioning itself for this anticipated change in national standards.

Although several of these programs are offered using online or blended methods, there are no institutions in Ohio currently focused primarily on underserved populations in southern and southeastern Ohio. The OU-DNP program will help to fill that need by recruiting students from these areas who will most likely return to their geographic home to provide primary healthcare and services (Kovner, Corcoran & Brewer, 2011).

b. Appropriateness of specific locale for the program

The DNP Program will have its academic home in Athens the School of Nursing within the College of Health Sciences and Professions (CHSP). Although the program is primarily blended or online, there will be short-term (two or three day) immersion residencies once or twice a semester held at either the Athens CHSP or the new Dublin Integrated Education Center. The Athens campus currently houses a number of health-related Schools and Departments, including the School of Nursing, Department of Interdisciplinary Health Studies, School of Rehabilitation and Communication Services, School of Applied Health Sciences and Wellness, and the Department of Social and Public Health. The Dublin campus currently includes the Heritage College of Osteopathic Medicine (HCOM), and CHSP's Master's Degree in Physician Assistant Practice Program, with plans to add additional health education programs in the future.

It is anticipated that DNP students will participate in interprofessional educational activities on both the Athens and the Dublin campuses. The Athens and Dublin campuses will be primarily used for learning residencies when the students are required to come to campus for face-to-face activities. Examples of face-to-face activities may include interprofessional events such as the Interprofessional Education Symposium, the Interprofessional Research Symposium, workshops, case study competitions, presentations by guest speakers who are experts in their field, and community outreach activities. It is anticipated that students will have short-term (two or three days) learning residencies that may occur on either of the campuses at least once or twice a semester. The availability of both campuses will help to promote the interprofessional activities associated with other Schools as well as activities specific to the geographic area. For example, DNP students enrolled in the health policy course may be participating in legislative activities at the state capital of Columbus, and return to the Dublin campus for de-briefing and additional class work during their residency. DNP students enrolled in the population health course may be participating in a community health outreach activity in the Appalachian area of southeast Ohio, and return to the Athens campus for debriefing and additional class work during their residency. The availability of both campuses in two geographical locations will help to promote interprofessional experiences with different groups of students, help provide different course or practice experiences, and allow the DNP students to participate in a broader range of experiences. Discussions are underway to identify clinical, experiential and academic partnerships to maximize the resources located on and close by each of the two campuses.

c. Opportunities for inter-institutional collaboration

The Director of the School of Nursing has discussed the strategic plan of the DNP program development with other Deans and Directors of nursing schools in Ohio and surrounding areas. Discussions

have centered on the need for additional programs, clinical site or practicum coordination, and collaborative community service projects. Several of the universities have chapters of Sigma Theta Tau, International, the nursing honorary society, and have jointly sponsored annual research days to promote student research activities. The Ohio Nurses Association has also been in discussion with the DNP program director about collaboration with other universities for a DNP-student focused research day. Discussions are underway with the state advanced practice nurse professional organization to develop collaborative continuing education, workshops or conferences for advanced practice students and alumni from all universities on a regular basis.

d. Institutional priority and costs

i. Support and commitment of the proposing institution's central administration

The Executive Vice President and Provost Dr. Pam Benoit, the Dean of the CHSP Dr. Randy Leite, and the Director of the School of Nursing Dr. Deborah Henderson have all committed to fully supporting the DNP Program. Designated facilities for faculty and students, classrooms, and learning centers for the School of Nursing exist at both the Athens and Dublin campuses. Simulation laboratories at the Athens campus and the Dublin campus are state-of-the-art and will be shared with other healthcare students in the CHSP.

Letters of support can be found in Appendix G.

ii. Adequacy of available resources committed for the initiation of the program

Available resources have been committed for the initiation of the program by the Dean of CHSP and the Director of the School of Nursing. A proposed budget is located in Appendix F.

VI. External Support

The support from the OU DNP program has been positive from both internal and external stakeholders. Internally, the School of Nursing, CHSP, the Executive Vice-President and Provost and the President have all voiced their support for the program. Current students have expressed interest in the program.

Alumni of the School of Nursing and APRNs in the community have also expressed interest in the program. Strong commitments have been obtained from the leadership team at Ohio Health and Nationwide Children's Hospital to help support clinical, leadership and population health education. The nursing community of the whole has also been supportive. Letters of support are located in Appendix G.

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Response to Reviews of the Program Development Plan (PDP)

There were eleven institutions who responded to the PDP. Their feedback has been very useful in preparing the proposal and the concerns raised are addressed below.

Comments from University of Akron

1. *Potential conflicts with any existing program at the University of Akron and/or unnecessary duplication of programs in the state of region*

The proposed DNP program will be offered at campuses located in Athens or Dublin. As stated in the proposal, the counties served by the Athens campus are located in southeastern Ohio which has been identified as a Health Professionals Shortage Area with a limited number of primary care providers. This supports the need for a DNP program that will prepare advanced practice nurses who can serve the area. The Dublin campus is close in proximity to the Ohio State University and could be seen as duplication, although Ohio State requires a significantly greater number of credits beyond the Master's program. Due to the recommendation by the American Association of Colleges of Nursing to transition to a DNP as the entry level for advanced practice nurses, there is a need for OU's program in order to increase numbers of DNP prepared nurses. This program would serve an area that the University does not draw from. None of our students are from southeastern Ohio.

Response

The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). Students will participate in learning activities at both the Athens and Dublin campuses. The Athens campus has limited space that is shared with the undergraduate nursing students and other health care student professionals, but will help to provide access to the community of underserved patients in select clinical settings. The Ohio University-Dublin campus currently includes the Heritage College of Osteopathic Medicine (HCOM) and the Ohio University Master's Degree in Physician Assistant Practice Program, with plans to add additional health education programs in the future. The potential for collaboration and interprofessional educational opportunities with other healthcare students and the availability of state-of-the-art facilities will help to promote a unique team-based learning approach for the DNP students. Learning activities at the Dublin campus will also provide easy access to experiences in leadership and healthcare policy associated with the capital city of Ohio, and learning activities offered at the Athens campus will focus on population health in an underserved area. It is anticipated that DNP students will participate in interprofessional educational activities on both the Athens and the Dublin campuses.

2. *Opportunities for collaboration with The University of Akron*

There do not appear to be opportunities for collaboration due to the distance between the two universities and the areas they serve. Both programs offer intensive classroom time, which makes recruiting students from each other's areas unlike.

Response

We would welcome opportunities to collaborate with our esteemed colleagues at other institutions of higher education and hope to explore these possibilities in the future.

3. *Concerns with substantive elements of the proposed degree program*

One concern is with the proposed plan of study. Although the credit hours total 36-40, there are a lot of courses to take within the two year time frame. For example, during the third semester of the first year, students may take Health Policy, Informatics and Epidemiology. Each course is 2 credits in order to fit all courses in the semester, but intensive work is involved to learn and apply the concepts of each of these three courses. My concern is that it will be difficult for students to gain a good grasp of the content with this many courses in a semester. Most DNP students are also working full time jobs.

Also, the required electives are not clearly defined. Just being required to take electives in another discipline does not make a program inter-professional. I do not see the “shared classes, workshops and/or group projects with students from other CHSP health disciplines” identified, although this information may be in the full proposal. In theory, the inter-professional aspects of the program sound wonderful, but I am wondering about the logistics of implementing this.

With regard to the proposed BSN to DNP, the proposal states “students will be required to complete 1000 clinical project hours post-baccalaureate.” The 1000 hours post-baccalaureate cannot all be related to the clinical project. Students will need approximately 500 hours to be in direct patient care in order to develop the advanced clinical skills and knowledge currently obtained in nurse practitioner programs to enable them to obtain their advanced practice certification/certificate of authority. The next 500 hours may be related to the clinical project, but need to encompass more than just working on the project, although they may include related activities such as building teams, building policy, enhancing knowledge, etc.

Response

In order to maintain the rigor and scholarly activity of a doctoral program, there is of necessity, a large number of courses. Students will have the options of several courses of study, and several courses are designed to be taken in no designated sequence, which will also allow some flexibility for students. Student evaluations will be closely monitored, and curriculum will be revised as needed.

Discussion are ongoing within the CHSP related to the interprofessional activities. Currently, the CHSP offer a interprofessional research day, and interprofessional case management competitions. The School of Nursing currently shares faculty and are in the process of sharing some courses with the Physician Assistant Program. We are also exploring possibilities of shared courses or faculty with other Schools or Departments. We are looking to develop interprofessional leadership simulations, and health policy related workshops that will impact all healthcare providers.

In the present master’s programs, nurse practitioner students are required to complete 600 supervised clinical hours in order to eligible for national certification examinations. A total of 1000 hours have

been recommended by AACN for the DNP preparation, so the additional 350-400 hours will be focused on learning activities for each course and/or development, implementation, evaluation and dissemination of the DNP scholarly project.

4. *Suggestions that might help Ohio University strengthen the proposal or refine its focus.*

More detail is needed on the “interprofessional initiatives.” Evidence of the agreement from the other disciplines to collaborate in the shared classes, workshops, etc. needs to be provided. It is also not clear what is meant by “short term intensive residency” for a majority of the courses, but this is just a point of clarification.

Also, the proposal includes some items to be updated. The DNP program list in Appendix E is not complete since The University of Akron is not included in the list. Also, the list should be clarified to state if the credit hours are post-MSN or post-BSN.

Overall, I see the need for OU to have a DNP program and wish them luck in getting started.

Response

Discussion are ongoing about the “interprofessional activities.” See response #3.

Short term intensive “residency” is the term used by the School of Nursing to indicate that face-to-face experiences are required. This usually will involve students coming to campus for two to three days to promote cohort building and networking, encourage interprofessional activities, allowing for guest speakers and student assessments. It is anticipated that students will come to campus once or twice a semester for these activities.

Proposal was updated to reflect credit hour and university updates.

Comments from University of Cincinnati

1. *The length of the program is appropriate: 2 years for post-MSN and 3 years for the post-BSN.*
2. *Curriculum is based on the appropriate AACN standards, with courses meeting those objectives.*
3. *On Page 8, a budget was promised, however, it was not included in the proposal.*
4. *The plan calls for offering the post-BSN to DNP within the next 2 years, however the proposal doesn't outline what specialties will be offered outside of the FNP.*
5. *Note that the CCNE accreditation does not require a graduating class. OU will need to notify CCNE of substantive changes.*
6. *The proposal claims there are not enough programs to serve their geographic area. However, several of the DNP programs in the state are either online or hybrid.*

My colleagues and I wish you well as you further develop your program.

Response

The budget is included in the full proposal.

Currently, the School of Nursing offers at the master's level the family nurse practitioner track, the adult acute care practitioner track, the nurse administrator and the nurse educator. Discussions are underway related to the integration of several of these tracks in the post-BSN-to-DNP program, as seen in the example of post BSN-to-DNP (FNP) Track in Appendix D.

Although several of the DNP programs in the state are either online or hybrid, OU will focus on the southeastern part of the state, its traditional catchment area. In addition, based on the movement at the national level to require the DNP as the entry level for advanced practice, OU is proactively pursuing this change in order to maintain its robust program for APRNs.

Comments from University of Dayton

1. *Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state.*

Dr. Vogt presents the practice of nationwide and state wide transitioning from a Master's to a clinical doctorate for nurse practitioners in an informative and succinct manner. No questions were raised from this section.

2. *Opportunities for collaboration with the RACGS member's own institution*

There is no indication or suggestion for collaboration with the University of Dayton, since no nursing program is offered here. The PDP mentions several collaborative initiatives, but there is no indication this would be with UD.

3. *Concerns with substantive elements of the proposed degree program*

I researched other DNP curricula and found OU's curriculum is very similar in structure to other programs.

4. *Suggestions that might help the submitting institution strengthen the proposal or refine its focus.*

No suggestions to give at this point. The PDP seems very thorough and complete. Although I am not familiar with the way NPs are educated, the proposal fills all the requirements list of the RACGS web site.

Comments from Wright State University

1. *Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state.*

There are no other DNP programs located in the southeastern portion of Ohio. However, the Dublin location is close to Ohio State and Otterbein. There are 10 DNP programs in Ohio, 1 in West Virginia and 7 programs in Kentucky. There are plenty of options surrounding the Athens region (we have had several students in our program from this area).

Response

The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). The Athens campus has limited space that is shared with the undergraduate nursing students and other health care student professionals. The Ohio University-Dublin campus currently includes the Heritage College of Osteopathic Medicine (HCOM) and the Ohio University Master's Degree in Physician Assistant Practice Program, with plans to add additional health education programs in the future. The potential for collaboration and interprofessional educational opportunities with other healthcare students and the availability of state-of-the-art facilities will help to promote a unique team-based learning approach for the DNP students. Learning activities at the Dublin campus will also provide easy access to experiences in leadership and healthcare policy associated with the capital city of Ohio and learning activities on the Athens campus will provide access to underserved populations. It is anticipated that DNP students will participate in interprofessional educational activities on both the Athens and the Dublin campuses.

Although there are several DNP programs in the state nearby, OU will focus on the southeastern part of the state, its traditional catchment area. In addition, based on the movement at the national level to require the DNP as the entry level for advanced practice, OU is proactively pursuing this change in order to maintain its robust program for APRNs.

2. *Opportunities for collaboration with the RACGs member's own institution*
Not clear, but we're not concerned about the added competition either.

3. *Concerns with substantive elements of the proposed degree program*

Will post-masters and BSN-to-DNP students be in the same courses once the BSN-to-DNP option is phased in? Will the post master's option remain once the BSN-to-DNP option is phased in? We ask because the proposed courses are the same core courses in both the post master's and BSN-to-DNP options. What is the length and frequency for the face-to-face residency? Will the BSN-to-DNP option also use the varied delivery options?

Response

There will be some core courses that both the post-master's and BSN-to-DNP students will share. At this point, unless Ohio legislation for APRN practice changes, there will remain a post-master's option. When the Ohio legislation changes to make the recommended DNP as entry level to practice as an APRN, the post-master's program will begin to discuss a phasing out process if appropriate.

It is anticipated that students will come to campus once or twice a semester for two or three days at a time. This is consistent with some of the master's courses currently being offered at OU. There will also be planned synchronous web-conferencing class meetings, which is also consistent with the delivery methods currently offered.

4. *Suggestions that might help the submitting institution strengthen the proposal or refine its focus:*

Will the post masters DNP option be only for those with APRN distinction? Is it OU's intent, because we can't see where they state this, to start with a post masters DNP and then phase out their masters program and then only have the BSN-to-DNP program option for their nurse practitioner programs? We would like to know more about the plans for the interprofessional aspect of the program. Is this for both the BSN-to-DNP and post masters option? What are the electives they are proposing and are these only for the DNP students or will other health professions students be able to take these courses?

Response

Consistent with the AACN *Essentials* document, the OU program will offer both a direct care and indirect care focus. The direct care will be targeted for those nursing professionals with APRN certification. The indirect care focus will be primarily directed toward the nursing administrator.

It is anticipated that as the DNP becomes the entry level requirement for APRNs in Ohio, the post-master's APRN programs will be phased out. No timeline has yet been established for this transition.

The interprofessional aspect of the program is for both the BSN-to-DNP and the post master's DNP although the experiences may be different. For example, the program director of the PA program is in discussion with the program director of the FNP program about collaborating on such shared activities as standardized patient examinations, skills and procedure knowledge acquisition and sharing of some core courses such as Advanced Pharmacology.

Although the core courses will remain the same, the student in either the direct care or indirect focus area may use their electives to increase their breadth and depth of knowledge in their selected areas. A list of some of the electives that may be considered are found in Section I.G.viii. These electives will include students from other health professions.

Comments from Cleveland State University

1. *Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state*

According to the application, the proposal seeks to meet an unmet need for a DNP program in the region served by OU. Currently, there are no programs available in the area, the nearest of which is in Columbus. As this region is an underserved health service area, graduates of the OU DNP program could fulfill this unmet healthcare need as primary care providers. Would suggest greater description as to how this DNP program will differ from others in the state, particularly the greater Columbus area. Would suggest an emphasis on primary or family health care to meet the needs of the region.

2. *Opportunities for collaboration with the RACGs member's own institution*

The proposal mentions collaboration with other academic units at OU; suggest specifying where the collaboration would occur so as not to duplicate courses already offered by other academic units. It

is worthy to note that there will be an interdisciplinary focus in the program. Perhaps expand upon this idea with a more detailed description of how this would be accomplished.

Response

Discussion related to the interprofessional activities are ongoing between academic units within the CHSP and within the University. The DNP program plans to offer interprofessional learning/practice experiences in collaboration with students in other health or related disciplines with an emphasis on team problem-solving, leadership, theory and group dynamics. Interprofessional learning/practice experiences will include such activities as simulated patient encounters, group clinical projects or research and didactic content related to leadership, collaboration and teams. Students may focus their electives into expanding their depth and breadth of knowledge through coursework in other academic units. Collaborations in community outreach or service learning activities are also being discussed.

Currently, OU offers several opportunities to participate in such interprofessional activities as research days, and case management competitions. The School of Nursing FNP program and the PA program currently share a faculty member who teaches the Advanced Pharmacology classes, and are considering ways to integrate a combination of these two specialties. The DNP program plans to build on these foundations and expand the opportunities for students.

3. Concerns with substantive elements of the proposed degree program

Course descriptions and course of study appear appropriate and reasonable

4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

- Suggest more of a focus on primary care in developing the rationale of the program
- More market research that supports the unmet need for health care services
- Number of graduates in the past who have remained in the area to practice nursing as this DNP program will propose to meet a health care provider shortage need in the area
- Describe why an additional FTE would be required to serve the program given that there are 13 doctoral prepared faculty at the School of Nursing
- Describe why it will take three years for the program to be financially viable

Response

The focus of the FNP master's program currently is on primary care in this underserved area, and this focus is not anticipated to change with the addition of the DNP.

Additional market research related to the unmet need for healthcare services is found in Section II.

Although little is known about specific numbers of APNs who have remained in the area to practice nursing, it has been well documented that southeastern Ohio is a Health Professional Shortage area.

The additional FTE will be designated to teach primarily in the doctoral program.

Comments from The Ohio State University

1. *Does the proposal conflict with anything that we presently offer (or plan to offer) at OSU – and, if so, does such a conflict raise cause for concern?*

The Dublin satellite component of their program is in direct conflict with our program. This is a cause of concern for two reasons. One, our pool of perspective students would be affected as there are already two programs in the area in addition to ours (Otterbein and Mt. Carmel Universities). In addition, on page 4, the author mentions that the program is targeted to recruit persons “where access to health is an ongoing problem for the southeastern part of Ohio”. What would be the purpose in recruiting students from the Dublin area if the need is in southeast Ohio? Could the author explain this rationale?

Response

The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). The majority of the course work will be offered online or using blended methodology. Students will be required to attend a two or three day residency once or twice a semester for select courses, in order to network, participate in interprofessional opportunities, and other experiential learning activities. The Athens campus has limited space that is shared with the undergraduate nursing students and other health care student professionals, however there are rich clinical and leadership opportunities available in this area. The OU-Dublin campus currently includes the Heritage College of Osteopathic Medicine (HCOM) and the Ohio University Master’s Degree in Physician Assistant Practice Program, with plans to add additional health education programs in the future. The potential for collaboration and interprofessional educational opportunities with other healthcare students and the availability of state-of-the-art facilities will help to promote a unique team-based learning approach for the DNP students on both campuses. Learning activities at the Dublin campus will also provide easy access to experiences in leadership and healthcare policy associated within the capital city of Ohio and learning activities at the Athens campus will provide experiences in a traditionally underserved area of Appalachia.

Although there are several DNP programs in the state nearby, the OU School of Nursing recruitment will focus on the southeastern part of the state, its traditional catchment area. In addition, based on the movement at the national level to require the DNP as the entry level for advanced practice, OU is proactively pursuing this change in order to maintain its robust program for APRNs.

It is anticipated that DNP students will participate in educational activities on both the Athens and the Dublin campuses.

2. *Do you have any substantive concerns about the proposal that should be communicated to Ohio University about their program as presented in the proposal? How serious in your view, are these concerns?*

In the summary section of the proposed programs, it is stated, “The course of study will be individualized for the student with several options available. Courses will include interprofessional initiatives in a blended, online and intensive face-to-face residency experiences. Students will complete a capstone scholarly project focused on transformational change in the practice setting.”

There is a lack of description of how this will be accomplished. For example, on page 5 in the first paragraph, how will the “interprofessional collaborative initiatives” be accomplished, what “other schools or professionals divisions” areas of academic education are being targeted where students will be involved to complete their DNP education? If also seems that the proposal is aiming to convert their Masters program to a BSN-to-DNP format. Is there a plan or timeline in order to accomplish this?

What guidelines will be used in order to evaluate the DNP faculty? How will efforts be coordinated at both sites for faculty and students? What does “blended format with short-term intensive residence” mean? This is noted throughout the program proposal and in several of the courses. How was the decision made to determine which courses blending and which did not?

Response

Discussion related to the interprofessional activities are ongoing between academic units within the CHSP and within the University. The DNP program plans to offer interprofessional learning/practice experiences in collaboration with students in other health or related disciplines with an emphasis on team problem-solving, leadership, theory and group dynamics. Interprofessional learning/practice experiences will include such activities as simulated patient encounters, group clinical projects or research and didactic content related to leadership, collaboration and teams. Students may focus their electives into expanding their depth and breadth of knowledge through coursework in other academic units. Collaborations in community outreach or service learning activities are also being discussed.

Currently, OU offers several opportunities to participate in such interprofessional activities as research days, and case management competitions. The School of Nursing FNP program and the PA program currently share a faculty member who teaches the Advanced Pharmacology classes, and are considering ways to integrate a combination of these two specialties. The DNP program plans to build on these foundations and expand the opportunities for students.

It is anticipated that as the DNP becomes the entry level requirement for APRNs in Ohio, the post-master’s APRN programs will eventually be phased out. No timeline has yet been established for this transition.

DNP faculty will be required to meet the same evaluation criteria as all OU faculty. These evaluation criteria are outlined in the OU Faculty Handbook.

Blended format refers to classes that may include face-to-face contact, synchronous and asynchronous learning and/or online learning. A “residency” is the term adopted by the OU School of Nursing to identify a face-to-face activity on the campus, usually lasting two or three days. The School of Nursing graduate Curriculum Committee are identifying learning activities within individualized

courses that may be appropriate for face-to-face learning. For example, in the Health Policy course, it is anticipated that students will participate in health policy meetings in the capital city, visit with legislators, and have the opportunity to attend workshops related to health policy as part of their learning experiences.

3. *Do you have any suggestions for strengthening the proposal or sharpening its focus?*

We have several suggestions that would strengthen the proposal and sharpen its focus and these include:

- Please see all the above comments for the three primary question areas
- The addition of a grounding philosophy for the program would be helpful. The only issue cited is that AACN proposed the development of the DNP program as an entry into practice. This speaks to the rationale for the program development but does not say specifically what drives the development of a DNP program
- It would strengthen the program to explain how the interprofessional courses will address gaps within the DNP Program curriculum; and
- Moreover, it would be helpful to include course titles, descriptions and objectives for the interprofessional courses within the DNP program of study so the relevant content can be coordinated into the curriculum programs of study.

Response

The DNP program is driven not only by the national standards and guidelines but the need for parity of primary healthcare providers in terms of education and preparation, the request of APNs for additional global and specialized education related to leadership, health policy and population health, and the increasingly complex healthcare needed in a variety of delivery systems and organizations. The interprofessional courses will help to provide a more global perspective of healthcare in addition to the narrow focus of nursing while encouraging collaboration and teamwork.

Discussions related to the interprofessional courses are ongoing.

Comments from MU

1. *Thank you for the opportunity to review this proposal. Ohio University reported being in a designated health Professional Shortage area composed of many of Ohio's poorest counties. The graduates would provide positive impact on the health of the population so I believe the need exists for the program. The intent to utilize some face-to-face instruction limits the opportunity for Ohio University to work with other Ohio institutions so I do not see this as a road block for this proposal.*

I do have some comments and suggestions to make about the proposed program. The proposal stated there will be an emphasis on interprofessional initiatives but I don't see this language carried throughout the course descriptions. The language in the course descriptions is limited to the advanced practice nurse. I would expect to see something about preparing for, implementing, evaluating the interprofessional activities throughout the curriculum. Ohio University offers physical ther-

apy and audiology but there are more health disciplines than this throughout their community partners. Course descriptions could indicate the “short-term intensive residencies” will be interdisciplinary to verify this connection.

What are the hours involved in a short-term intensive residency? This is not stated anywhere. What are the anticipated electives for the beginning of the program? Certainly some will be developed as the program grows and matures but there should be a title and course description for at least two at the beginning.

For the post-baccalaureate-to-DNP program, the first two years are nearly full time credit hours which will certainly limit the opportunity for these students to work. Students may prefer part-time course work which will create a longer time to graduation. I’m concerned that new BSN graduates, who should engage in practice experiences to fully understand the roles, may start but not continue in the program.

With the stated capstone emphasis on a program to serve a vulnerable, underserved population, I would suggest that grant writing and implementation be included in course content somewhere. Programs for vulnerable populations are usually in the public health realm and need funding to get started and continue.

Response

The language in the course descriptions is limited due to the OU catalog requirements. It is anticipated that the short-term intensive residencies may include interprofessional experiences, such as clinical case study competitions, group work in leadership simulations and community outreach initiatives. The short-term intensive residencies will be two or three days once or twice a semester. These experiences are in the process of being developed as part of the course development.

Students in both the post-baccalaureate and the post-master’s track have the opportunity to enroll full or part time in the program. Although there can be benefits to using a cohort model in terms of networking, group dynamics and support, it is not always realistic to expect all students to be able to progress at the same rate.

Grant writing is included in the final courses as part of the implementation piece for the scholarly project.

Comments from the University of Toledo

- 1. Market need. There is a definite need for advanced practitioners in southeast Ohio. One feature that is emphasized in the OU proposal is the interprofessional nature of the proposed program and the ability of students to collaborate with students in other healthcare professions at the university. It would be helpful if the FP outlined these aspects more fully (which courses in the proposed curriculum? Which programs in other colleges? This approach is in accord with the current AACN guidelines.*

Response

The interprofessional collaborative activities are in the process of being operationalized as the courses are being developed. Currently, students in the CHSP collaborate in several interprofessional activities such as clinical case study competitions, interprofessional research days, and interprofessional community initiatives such as health screenings in underserved areas in southeastern Ohio. These activities will continue, but will be expanded. Discussions of possible interprofessional activities have included such events as collaboration on patient simulations when in the clinical courses such as Primary Care of the Adult; simulations of leadership teams such as in the Leadership in Systems and Organizations, group projects related to health policy and advocacy, and group training related to database use and informatics.

- 2. Opportunities for Collaboration. No obvious possibilities for collaboration with the University of Toledo since we have two pathways to the DNP available (the post-MSN is jointly offered with Wright State University through the UT-WSU DNP Consortium). The proposal indicates establishing a Dublin campus – perhaps they envision collaboration with The Ohio State University? If not, then it is likely that offering a new OU DNP in Dublin would be a direct conflict with The OSU.*

Response

We would welcome opportunities to collaborate with our esteemed colleagues at other institutions of higher education and hope to explore these possibilities in the future.

The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). Classroom and laboratory space is available to the students on the Athens campus, and shared with other students in CHSP. Additional classroom and skills laboratory space is available on the new OU Dublin campus. This space is shared with the PA students and other CHSP students in the future. Both campuses have interactive video-conferencing technology available as needed.

The Athens and Dublin campuses would be primarily used for learning residencies when the students are required to come to campus for face-to-face activities.

- 3. Concerns. Given the stated lack of practitioners in southeast Ohio, a major concern would be the availability of clinical education opportunities for students, particularly the BSN-to-DNP students. The clinical placement sites would need to be clearly identified and agreements in place for any new DNP program, as well as the outlining the supervisors for those placements. Further, there is no clearly identified focus area – what practice specialty would the graduates be prepared for? There may be a need for DNP education opportunities in southeast Ohio, but opening a campus in Dublin with The Ohio State University in such close proximity is questionable.*

Response

Currently, the School of Nursing at OU offers the following master's programs: family nurse practitioner, acute care adult nurse practitioner, nurse administrator and nurse edu-

cator. OU has well established clinical education opportunities with preceptors for these clinical placements. The School of Nursing has over 500 clinical agreements in place for the NP and nurse educator tracks. Negotiations are ongoing related to additional educational opportunities in such areas as leadership and health policy.

4. *Recommendation. In the development of the Full Proposal, the interprofessional nature of the plan of study should be emphasized and additional information about the specific practice specialty focus area(s) should be included. The faculty expertise should support the proposed specific focus area(s) and those focus areas should be correlated to the particular healthcare needs of southeast Ohio.*

Comments from Kent State University

1. *As point out by the PDP authors, the Doctor of Nursing Practice (DNP) degree is widely considered to be the terminal degree for advanced nursing practice. A significant majority of nursing programs offering a master's degree in nursing either have instituted, or are planning to institute, the DNP in accord with the national nursing education agenda. This reality arguably provides sufficient rationale for program need, since OU already has a master's program and establishing a DNP meets the national agenda.*

The proposal states that alumni and community members have requested the program. However, there are no data on numbers of requests or formal surveys regarding intent to enroll. The authors mention that a needs assessment is underway but not completed. More robust and complete data would strengthen the statement of need. Another need for the program identified in the proposal is that the university is in a unique geographic and sociodemographic position (underserved, Appalachian). The proposal authors fail to acknowledge that existing DNP programs within the state and the US could potentially provide DNP education to students in this area.

A review of the provided course descriptions revealed that the curriculum aligns well with the eight AACN DNP Essentials. Faculty characteristics and institutional resources appear to be sufficient. The authors state that their program will be distinguished by student projects that reflect transformational change focusing on their underserved community. This focus has potential for making a positive impact on the health of their community. However, the focus on underserved populations is evident in only one of the course descriptions and thus evidence of its emphasis could be strengthened if this will truly be a focus of this degree.

The PDP identifies two other distinctions of their proposed program. First, it states that the curriculum contains interprofessional initiatives. Interprofessional collaboration is one of the CAN Essentials for DNP Education, so this can't be considered to be a unique attribute of OU's proposed program. Further, the curriculum plan does not support the claim of interprofessional work. All courses are nursing courses and almost all include "for advanced practice nurses" in the title; there is no evidence of "shared classes, workshops and/or group projects with students from other CHSP health disciplines" as stated on p. 5 of the proposal. Secondly, the proposal identifies "planned electives" as contributing to the interprofessional nature of the program, yet none of the electives are identified. If the electives are meant to promote interprofessional initiatives, it would be helpful

to illustrate this with a list of examples of such electives and/or a statement on the curriculum plan such as “all electives must be taken outside of nursing”.

Some statements in the proposal could be clarified. A statement on p. 6 refers to “...an individual gap analysis will be completed for each student”; however, the preceding sentence indicates that the post-BSN students will complete 1000 hours, so it is unclear what exactly needs to be analyzed. Page 7 of the proposal refers to “... currently 13 doctorally prepared faculty in the School of Nursing”, but the subsequent description only includes 12. Finally, page 8 refers to a budget in Appendix G, which was not included.

Because Kent State University offers both a post-BSN and post-MSN DNP program, we do not recognize any immediate opportunities for collaboration with this proposed program.

Response

Data related to the needs assessment can be located in the Full Proposal under Section II. Although there are existing DNP programs within the state and US which could potentially provide DNP education to the students in this area, the DNP is a natural evolution of the currently offered master’s program and aligns with the national nursing agenda for education.

Course descriptions are limited in scope and do not fully discuss the content and assessments associated with each course. Discussion of interprofessional collaborative activities are ongoing, and have been addressed earlier in this proposal. A list of possible electives, within the School of Nursing and/or the University are included here in the full proposal, but are not inclusive of all possible electives.

The individual gap analysis will be primarily for the post-master’s students who are uncertain of the number of previous supervised clinical hours they have completed. A gap analysis includes a transcript review, obtaining the previous clinical hours completed in their master’s program and developing a plan of action to obtain any additional course work or clinical work required.

The qualifications and numbers of doctoral prepared faculty are listed in Appendix C.

Comments from Young State University

- 1. YSU does not offer a DNP program, so we will not provide a review of this program. We are supportive and wish you well with your PDP.*

Comments from Bowling Green State University

- 1. BGSU does not have a program with this expertise to be able to comment. Therefore we will not be sending OU comments. We wish you well with the continued development of the program proposal.*

Appendix A Program Outcomes

BSN Program Outcomes	MSN Program Outcomes	DNP Program Outcomes
Demonstrate clinical reasoning skills using the nursing process that result in the application of theory for safe professional nursing practice	Demonstrate use of evidence based practice in nursing	Synthesize and apply evidence based practice guidelines in the provision of quality patient centered care and improved health outcomes
Employ effective communication skills when interacting with patients, families, members of the community and members of the interdisciplinary healthcare team	Analyze theories, concepts and policies from nursing and other disciplines and translates to a wide spectrum of clinical practice settings and diverse populations	Integrate theories and concepts from nursing and other disciplines in the development of evidence based practice guidelines and patient outcomes
Execute evidence based practice principles within the BSN scope of practice to ensure quality of care to culturally diverse individuals and populations	Demonstrate leadership and interdisciplinary collaboration in nursing practice Synthesize quality improvement strategies and experiences to promote positive nursing practice outcomes	Apply principles of communication, leadership, business and organizational systems frameworks to develop and implement new models of health care delivery or quality health practice initiatives Demonstrate proficiency in the use of information technology, data bases, practice information systems and communication networks in the implementation and evaluation of quality health care practices
	Develops confidence, knowledge and skills in the use of technology in nursing practice	Advocate in a leadership role for health policies and proposal related to equity, access and quality health care focusing on regulations and delivery
		Collaborate and lead intraprofessional teams to implement and evaluate quality health outcomes in diverse populations Analyze epidemiological and environmental trends to develop clinical prevention and health promotion strategies in diverse populations and communities Apply advanced clinical skills of critical thinking, planning, implementing and evaluating in providing quality health care through specialty-focused competencies

Appendix B
Curriculum Vitae - Program Director

Marjorie A. Vogt, PhD, DNP, CFNP, CPNP, CNE, FAANP
348 N. Liberty St.
Delaware OH 43015
(740) 363-5223
vogtm@ohio.edu

LICENSE/CERTIFICATION

Ohio RN License
ANCC Family Nurse Practitioner Certification (exp 6/19)
ANCC/NCBPNP Pediatric Nurse Practitioner Certification (exp 2/16)
NLN Nurse Educator Certification (exp 12/15)
ANA Nursing Administration Certification (exp 12/96; renewed 2016)
Certificate of Authority – Ohio
Prescriptive Authority Designation – Ohio
Advanced Cardiac Life Support (ACLS)

EDUCATION

DEGREE	DATE	INSTITUTION	MAJOR
DNP	2009	Rush University Chicago, ILL	Nursing
PhD	2000	The Ohio State University Columbus, OH	Nursing
MS	1990	The Ohio State University Columbus OH	Maternal/Child Nursing Nursing Administration
BSN	1977	Carlow College Pittsburgh, PA	Nursing
Post-Master's	1999	Otterbein College Westerville, OH	Family Nurse Practitioner
Post-Master's	1996	The Ohio State University Columbus OH	Pediatric Nurse Practitioner

PROFESSIONAL EXPERIENCE

DATES	EMPLOYER	POSITION
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2014-Present	Ohio University	Associate Director, Clinical Professor
2012-2014 2012-Present	Otterbein University Otterbein University/Ohio Health	Director DNP Program FNP- Health Center
2010-2012 2009-2012 2007-Present 2001-2007 1993-2001 1990-1993	Department of Nursing One South Grove St. Westerville, OH 43081	Director DNP/FNP Prog Director NP Programs Professor Associate Professor Assistant Professor Instructor
2013	Western Governor's University	Consultant; Masters Nurse Educator
2013	Ashland University	Consultant, BSN-DNP
2010-Present	Immediate Health Associates Urgent Care Ohio Dominican Student Health Center	Family Nurse Practitioner
2008-2010	Minute Clinic Ohio South Columbus OH 43215	Family Nurse Practitioner
2005-2011	Sunbury Family Practice Ohio Health/Health works 100 Tippet Court Sunbury, OH 43084	Family Nurse Practitioner
1999-2006	Smith Clinic, Family Practice 6 Lexington Blvd Delaware, OH 43015	Family Nurse Practitioner
1993-2014	Central Ohio Diabetes Association Columbus, OH	Charge/Camp Nurse Diabetes Camp
1994-2001	Kaplan Instructional Center Columbus, OH	NCLEX Review Instructor
1998-2001	Delaware City Schools Delaware OH	Substitute School Nurse

1980-2001	Grady Memorial Hospital Delaware OH	Nurse Manager, Pediatrics Nurse Manager, Outpatient Services Nurse Supervisor Patient Education Coordinator Staff Nurse (contingent) Emergency Services Hospice/Home Healthcare
1988	Columbus State College Columbus, OH	Nursing Instructor
1979-1980	Children's Hospital Columbus, OH	Staff Nurse Emergency Services
1977-1979	Evanston Hospital Evanston, ILL	Staff/Charge Nurse Neonatal Intensive Care
1975-1977	Mercy Hospital Pittsburgh, PA	Staff Nurse/NICU Nursing Assistant, Spinal Unit

HONORS, AWARDS, CERTIFICATIONS

6/13	Fellow – American Academy of Nurse Practitioners	AANP
12/12	NLN Ambassador, Otterbein University	NLN
8/12	Fellow- Leadership in Academic Nursing Programs	ANCC
12/10	Certified Nurse Educator	NLN
8/10	Volunteer of the Year	Central Ohio Diabetes Association
5/10	“Service to the Profession Award”	Kappa Lambda Sigma Theta Tau, Int’l.

PROFESSIONAL ORGANIZATIONS

Ohio Action Coalition	2013-Present
Ohio Board of Nursing Advisory Committee on Continuing Education	2010- 2014
Sigma Theta Tau, International, Kappa Lambda Chapter	

Member	1990-Present
Counselor	2004-2006; 1996-1998
Research Grant Chair	2003-2004
Nominating Committee	2000-2001
Bylaws Chair	1991-1994
American College of Nurse Practitioners Member	2000-Present
American Association of Nurse Practitioners Member	2000-Present
AANP Foundation Scholar	2008
CE Pilot Reviewer	2007-Present
National Organization of Nurse Practitioner Faculties Member	2004-Present
National Association of Pediatric Nurse Practitioners and Associates (NAPNAP) Member	1996-Present
Ohio Association of Advanced Practice Nurse Member	2000-Present
Columbus Co-Education Chair	2005-2009
Board Member	2005-2009
Ohio Chapter of NAPNAP Member	1996-Present

PROFESSIONAL DEVELOPMENT CONTINUING EDUCATION

7/15	Sigma Theta Tau, Int'l	International Research Conference
6/15	AANP	National Conference
4/15	NONPF	National Conference
3/15	NAPNAP	National Conference
1/15	AACN	National DNP Conference
6/14	International Nurse Educator NETNEP	International Conference, Amsterdam
3/14	NAPNAP	National Conference

1/14	AACN	National DNP Conference
9/13	Leadership Academy for Peak Performance Immersion	The Ohio State University
6/13	AANP	National Conference
4/13	NONPF	National Conference
4/13	AACN	National Summit on Doctoral Education
1/13	AACN	National Conference on Doctoral Education
11/12	Lilly Higher Education	National Conference on Higher Education
4/12	NONPF	National Conference
4/12	AANP	Region 5 Meeting/Conference
6/12	LANP	AACN
10/11	STTI	National Conference
6/11	AANP	National Conference (23/0.9125)
5/11	CSCC	ACLS (4.)
4/11	NAPNAP	NAPNAP-Stimulant/ Asthma (6/6)
4/11	AANP	Region 5 Meeting/Conference (4.75)
4/11	NONPF	National Conference (16.5)
2/11	ONA	Ohio Nursing Law- Improving safety (1.5)
1/11	PNCB	Ped Cardiovascular Risk, Nutrition (7.5/1.5)
12/10	AANP	Pericarditis, cardiomyopathies (1.5)
12/10	AANP	Acute Kidney injury (1.5/.25)
12/10	AANP	Writing for Publication (1.20)

(Additional continuing education programs attended available on request)

PUBLICATIONS

- 2015 “Evaluating Technology Use in Graduate Nursing Education” With Dr. Barbara Schaffner
(Revisions submitted 7/15)
- 2015 Haverkamp, J. & Vogt, M. (2015). “Beyond Academic Evidence: Innovative Uses of Technology Within e-Portfolios to Achieve Learner Centered Outcomes in a DNP Program”, *Journal of Professional Nursing*, 31(4), 284-289.
- 2015 Hudspeth, R., Vogt, M., Cooke, C., Wysocki, K., Pittman, O., Smith, S., DelloStritto, R., Hoyt, K., Merritt, T. “MCET – Model of Care Evaluation Tool,” *Journal of American Academy of Nurse Practitioners*, (submitted, in review)
- 2014 “Comparing the Research and Practice Doctorate in Nursing: The Student Perspective”
With Dr. John Chovan (Submitted and in revisions, 8/15)
- 2013 “It Takes a Village to Help a Graduate Nursing Student: Collaboration between Nursing Faculty and Instructional Design” in *Building Online Communities in Higher Education Institutions: Creating Collaborative Experiences*, IGI Global Publishing. With German Vargas, MA (accepted)
- 2012 “Using Audience Response Systems for Classroom Post-Test Reviews”, In *Quick Hits for Teaching with Technology*, Bloomington, ID: Indiana University Press.
With Dr. Barbara Schaffner
- 2011 “The impact of learning and satisfaction of graduate nursing students using an interactive evolving case study via blogging”. With Jacqueline Haverkamp, MS, RN, Dr. Patricia Keane, and Dr. Barbara Schaffner. (submitted, not accepted)
- 2011 “Baccalaureate nursing student experiences at a camp for children with diabetes: The impact of a service-learning model”, *Pediatric Nursing*, 37(2) With Dr. Barbara Schaffner, Ruth Chavez, RN, MS
- 2009 “The impact of podcasting on the learning and satisfaction of undergraduate nursing students”, *Nurse Education in Practice*, 10 (10), With Dr. Barbara Schaffner, Alicia Ribar, RN, MS; Ruth Chavez, RN, MS

2012-2014	Continuing Education Modules (Ohio Nurses Association)	
2013-2014	Prescribing Schedule II Medications	6 contact hr
2010-2012	Advanced Pharmacology & Therapeutics	48 contact hr
2008-2010	Legal/Ethical/Fiscal Implications of Prescriptive Authority	7 contact hrs
	Camp Nursing	8 contact hrs
	Preceptor Pearls & Pitfalls	2 contact hrs
9/06	“Changes are coming” Otterbein College For the Faculty Newsletter With Dr. Barbara Schaffner	

PRESENTATIONS

7/15	STTI International Research “Prescribing knowledge and practice patterns of APNs in Ohio” (Poster) With Barbara Schaffner, PhD, CNP
6/15	AANP “Oral Health Education, Knowledge and Practice of APNs” (Poster) With Ruth Chavez, DNP, CNP
4/15	NONPF “Oral Health Education, Knowledge and Practice of APNs” (Poster) With Ruth Chavez, DNP, CNP
6/14	University of Rotterdam “Nurse Practitioner Education and Future Trends”
6/14	NETNEP International Conference “Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction” With Barbara Schaffner, PhD, CNP
3/14	NAPNAP “Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother” (Poster) With Joy Shoemaker, DNP, CNP; Barb Cornett, PhD
1/14	ACCN DNP Conference “Beyond Academic Evidence: Innovative Uses of Technology Within e-Portfolios to Achieve Learner-Centered Outcomes in a DNP Program” With Jackie Haverkamp, DNP

- 11/13 National Child Development
 “Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother” (Poster)
 With Joy Shoemaker, DNP, CNP; Barb Cornett, PhD
- 10/13 OAAPN State Conference
 “Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother” (Poster)
 With Joy Shoemaker, DNP, CNP; Barb Cornett, PhD
- 7/13 STTI International Conference
 “Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction”
 With Barbara Schaffner, PhD, CNP
- 6/13 AANP National Conference
 “Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction” (Poster)
 With Barbara Schaffner, PhD, CNP
- 4/13 NONPF National Conference
 “Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction” (Poster)
 With Barbara Schaffner, PhD, CNP
- “The Lived Experience of the Dual Doctoral Student”
- 11/12 Lilly Conference on Higher Ed
 “Transcultural Nursing: The Navajo Nation” (Poster)
 With Joy Shoemaker, MS, CNP, & Ruth Chavez, MS, CNP
- 10/12 The Wellness Network
 “Caring for the Caregivers – Promoting Health”
- 4/12 Otterbein Graduate Symposium
 “Social Justice through Nursing Practice”
- 4/12 NONPF
 “APN Knowledge related to prescription medication use and abuse in young adults” (Poster)
 With Ruth Chavez, MS, CNP
- 2/12 Instructional Technology National Conference

- “An evolving blogging case study: The impact on learning and satisfaction”
With Barbara Schaffner, PhD, CNP
- 10/11 STTI
 “The Long Term Impact of a short term service learning medical mission on
 nursing students” (Poster)
 With Barbara Schaffner, PhD, CNP
- 10/11 MNRS
 “The Long Term Impact of a short term service learning medical mission on
 nursing students” (Poster)
 With Barb Schaffner, PhD, CNP & Danielle Fabian, BSN
 Student
- 6/11 ACNP
 “Bronchospasms in the Primary Care Setting”
 With Barbara Schaffner, PhD, CNP & Ruth Chavez, MS,
- 4/11 NONPF
 “The Impact of an Interactive Evolving Case Study Using Blogging on
 Learning & Satisfaction of Graduate Nursing Students” (Poster)
 With Jackie Haverkamp, RN, MS, CNP
- 2/11 Lilly Conference East
 “Transcultural Nursing: The Navajo Nation” (poster)
 With Joy Shoemaker, RN, MS, CNP
- 5/10 NCNP
 “APN Knowledge of Prescription Medication Use and Mis- Use” (poster)
 With Ruth Chavez, RN, MS, CNP
- 10/09 Otterbein College Faculty/Staff “Breast Cancer Prevention”
- 9/09 Otterbein College Student Life “Is it cold or the flu?”
- 11/08 Lilly Conference
 “Impact of Blogging on Learning and Student Satisfaction in Advanced
 Pharmacology”
 With Dr. Barbara Schaffner, Dr. Pat Keane, and Jackie Haverkamp, MS
- 11/08 Community Outreach Education/ Ohio Health
 Presentation on Diabetes
 Presentation on Hypertension

- 6/08 International Nurse Educators Annual Conference
 “Podcasting: Effect of an Interactive Teaching Methodology on Learning & Satisfaction of Nursing Students”
 Poster with Dr. Barbara Schaffner
- 5/08 Ohio Learning Network
 “Podcasting: Effect of an Interactive Teaching Methodology on Learning & Satisfaction of Nursing Students” (poster)
 With Dr. Barbara Schaffner, Ruth Chavez, RN, MS, Alicia Ribar, MS, CNP
- 3/08 Ohio Digital Commons “Podcasting: Effect of an Interactive Teaching Methodology on Learning & Satisfaction of Nursing Students”
 Poster – with Dr. Barbara Schaffner, Alicia Ribar, MS & Ruth Chavez, MS

GRANTS

- 2015 NEGP Nurse Education Grant Program, Ohio Board of Nursing
 With Dr. Char Miller, \$200,000
- 2015 HRSA AENT (PI)
 With Dr. Deborah Henderson & Dr. Mary Bowen
- 2014 HRSA-14-072 Nurse Faculty Loan Program (PI)
 With Drs. Jackie Haverkamp & Joy Shoemaker
 \$121,176.00
- 2012 Cardinal Health Foundation (PI)
 “Prescription Drug Mis-use and Abuse”
 With Dr. Mary McKelvey and Julie Sake, MS, Office of Student Affairs
 \$10,000
- 2011 Ohio Board of Nursing Nurse Education Grant Program (PI)
 “Nursing, Academic & Community Partnerships”
 With Dr. Barbara Schaffner and Jacqueline Haverkamp, MS, CNP
 \$199,685
- 2011 Ohio Board of Nursing Nurse Education Grant Program
 “Linking Education and Practice Partnerships Program”
 With Barbara Schaffner, PhD, CNP and Jacqueline Haverkamp, MS, CNP

\$199,671

- 2010 US Department of Health & Human Services: Health Resources & Services Administration
“Nurse Faculty Loan Program”
With Dr. Barbara Schaffner
- 2010 Center for Community Engagement Otterbein College
“Nursing Community-Academic Partnerships for Students (N-CAPS)”
With Dr. Mary McKelvey, Sue Butz, RN, MS, Ruth Chavez, RN, MS
- 2010 Center for Community Engagement Otterbein College
“Promoting Health in the Elementary School”
With Ruth Chavez, RN, MS
- 2009 Ohio Board of Nursing Nurse Education Grant Program
“Fostering Leadership, Advocacy and Mentoring in Education”
With Drs. Barbara Schaffner, Barbara Cornett, Sharon Carlson, Joan MCann
- 2008 American Academy of Nurse Practitioners Foundation Grant
“Helping Educate Adolescents Through Lifestyle Training & Health Screenings”
With Dr. Barbara Schaffner
- 2008 Ohio Learning Network, Central Ohio Regional Center
“Technology to Educate & Assess Child Health Using Simulation”
With Dr. Barbara Schaffner, Ruth Chavez, MS & Alicia Ribar, MS
- 2008 Ohio Board of Nursing, Nurse Education Grant Program
“Project Shine: Supporting & Helping Innovative Nursing Education”
With Drs. Barbara Schaffner, Barbara Cornett, Sharon Carlson
- 2007 Ohio Commission on Minority Health Grant “Promoting Optimal Health: Reduce Hypertension Risk” – Consultant With Dr. Denise Hatter-Fisher
- 2006 SmartKids
“Use of SmartBoard Technology to Promote Student Interaction in a Distance Learning Classroom” With Dr. Barbara Schaffner

DISSERTATION/THESIS/CAPSTONE EXPERIENCE

- 2015 Jeff Bevan “The Contemporary Use of Nurse Practitioners in U.S. Emergency Departments”

2015	Katherine Hayes	“Advanced Practice Nurses Knowledge and Use of Fall Prevention Guidelines”
2014	Opuko Aduse	“Cultural Competence education: Impacting the knowledge of healthcare providers on hypertension in Ghana immigrant”
2014	Kathy Hendricks	“Impact of an APN e-Coach on patients with METS”
2013	Kirk Hummer	“Fellowship in Urgent Care for FNP Graduates”
2013	Joy Shoemaker	“Health Education and Promotion for Incarcerated Mothers”
2007	Jean Fealty	“Diabetes Emergency Management Program for Unlicensed Assistive Personnel in a Rural Public School System”
2003	Raymond Mick	“Outpatient management of heart failure in a rural county hospital”
2001	Angela Rutan	“Hypertension: Empowering nurses to prevent & improve control”

COMMUNITY SERVICE ORGANIZATIONS

CCNE Accreditation Team Member	2010-Present
AANP CE Center Pilot Project	2010-Present
AANP Conference Abstract Reviewer	2013-Present
Volunteer FNP	
Grace Free Clinic, Delaware, OH	2010-Present
Vineyard Free Clinic, Sunbury OH	2012-Present
Medical Missions	
Panama (Volunteers in Mission)	2012,2013,2014, 2015
Belize (Heart n Soul)	2012
Mexico (Volunteers in Mission)	2004, 2005, 2006, 2007, 2008, 2009,2010, 2012, 2015
Glenallen, Alaska	2008, 2009
Honduras (Volunteers in Mission)	2009
Village Mountain Missions (Dominican)	2009
Honduras (Total Health)	2008
Red Bird Mission (Kentucky)	2005, 2007
Native American Medical Ministry	2009, 2012

Central Ohio Diabetes Association	1990-Present
Youth Board	
Volunteer of the Year	2010
Asbury United Methodist Church	2010-Present
Parish Nurse Program	
Delaware City Schools Health Advisory Board	1999-2014
Somali Women's Health Advisory Board	2003-2005
Community Health Clinic (CORCHEC)	
American Cancer Society	
Board Member (Delaware Co)	1989-1992
Nurse of Hope	1990-1992
I Can Cope Facilitator	1989-1998
Breast Cancer Support Group Leader	1993-1996

Reviewer

2013 Mansen, T. & Gabiola, J. (2015). *Patient-Focused Assessment: The Art and Science of Clinical Data Gathering*. Pearson: New York.

Appendix C
Faculty Educational Preparation and Qualifications

Faculty	Rank	Graduate Degree	Intuition Granting Degree	Certification	Clinical Expertise
Alonzo, Amanda	Lecturer	MSN	Regis University		Nursing Education
		PhD	University of Kansas		
Baker, Cathy	Assistant Professor	MSN	The Ohio State University	CNS- Psych/ Mental Health	Adult Health Mental Health
		PhD	The Ohio State University		
		Post-Doc	Case Western University		
Bryant, Rebecca	Assistant Professor	MS	Wright State University	FNP	Family Practice Geriatrics
		DNP	Wright State University		
Henderson, Deborah	Professor, Director, SON	MS	Ohio State University	CNE	Curriculum/Education Trauma/Neuro
		PhD	Ohio University		
Knowlton, Leslie	Lecturer	MS	The Ohio State University	FNP	Family Practice
		DNP			
Miller, Charlene	Associate	MS	Otterbein University	ANP CNE	Family Health Gerontology
	Professor	DNP	Wright State University		
Miller-Wenning, Kimberlee	Lecturer	MS	University of Cincinnati	PMHNP FNP ANP CNE	Psych mental health Family
		DNP	Robert Morris University		
Rose-Grippa Kathleen	Professor	MSN	University of California, SF		Psych mental health
		PhD	Stanford University		
Vogt, Marjorie	Clinical Professor	MSN	The Ohio State University	FNP	Family/peds Administration
		PhD	The Ohio State University	PNP	
		DNP	Rush University	CNE	
Yearwood, Margaret	Assistant Professor	MSN	West Virginia University	CNE PMHNP	Nursing Education Psych mental health
		Ed.D	Nova Southeastern University		

SON = School of Nursing

Curriculum Vitae
Amanda Leigh Alonzo
2950 180th Rd· Chanute, KS · 620/875-6881 · alonzo@ohio.edu

EDUCATION

2009 UNIVERSITY OF KANSAS

Kansas City, KS

PhD, Nursing

Minor in nursing education

GPA: 3.7

Dissertation title: “Motivational Factors in Registered Nurses Completing a Baccalaureate Completion Program”

2005 REGIS UNIVERSITY

Denver, CO

MS, Nursing: Education, graduated with honors

GPA: 3.89

(degree was completed on-line, providing a rich experience in on-line learning and teaching)

2002 BAYLOR UNIVERSITY

Waco, TX

BSN, *cum laude*

GPA: 3.7

TEACHING EXPERIENCE

02/2013- Ohio University

Present Athens, OH

Faculty teaching predominantly in the MSN program

11/2009- Instructional Connections

01/2013 Dallas, Texas

Lead Teaching assistant coordinating teaching assistants in RN-BSN online programs facilitating student interaction and grading

08/2010 - Oklahoma Wesleyan University, School of Nursing

07/2012 Bartlesville, Oklahoma

Faculty instructor for undergraduate nursing students and RN-BSN nursing students

01/2009- Pittsburg State University, School of Nursing

05/2009 Pittsburg, Kansas

Clinical instructor for senior undergraduate nursing students

01/2009- **Neosho County Community College**, Mary Grimes School of Nursing

Present Chanute, Kansas

Theory and/or clinical instructor of ADN nursing students in final semester

08/2008- **Pittsburg State University**, School of Nursing

12/2008 Pittsburg, Kansas

Preceptorship focusing on the experience of teaching undergraduate and graduate nursing both in-person and online

08/2006- **Neosho County Community College**, Mary Grimes School of

05/2008 Nursing

Chanute, Kansas

Development and implementation of a hybrid RN-level associate degree nursing program, including clinical teaching experience

WORK EXPERIENCE

09/2007- **PRN STAFF NURSE**

Present

Neosho Memorial Regional Medical Center, PRN

Chanute, Kansas, Emergency Room and Intensive Care Unit

Provide emergency services and care of critically ill patient

03/2005- **TRAVEL NURSE**, MedStaff Inc.

08/2006

Baptist Integris Medical Center

Oklahoma City, OK, ICU/CCU

13-week assignment (06/06-08/06)

Care of the critically ill cardiac and surgical patient

Holy Cross Hospital

Taos, New Mexico, ICU/PCU

20-week assignment (02/06 – 06/06)

Care of the ICU/PCU patient population including pediatrics

Memorial-Sloan Kettering

New York, New York, ICU

13-week assignment (10/17/05 – 01/06)

Care of the critically ill cancer patient

Hillcrest Medical Center
Tulsa, OK, Medical-Surgical ICU
13-week assignment (07/05/05 – 10/08/05)

Care of the critically ill medical and surgical patient with incorporation of all body systems

Inova Fairfax Hospital
Falls Church, VA, NeuroScience ICU
13-week assignment (03/07/05 – 06/04/05)

Care of the critically ill patient including post-operative craniotomy, aneurysm repair, seizures, and cerebral vascular accidents

0/2004- HEART AND VASCULAR RECOVERY STAFF NURSE

03/2005 Baylor Heart and Vascular Hospital
Dallas, TX

Care of the post-operative vascular patients including vein stripping, AV loop repair, carotid endarterectomy, abdominal aortic aneurysm repair, cardiac catheterization recovery, and PTCA recovery

09/2002- ICU STAFF NURSE

05/2004 Bayfront Medical Center, Level II trauma center
St. Petersburg, FL

Care of the critically ill medical, surgical, and trauma patient

LEADERSHIP/ORGANIZATIONAL PARTICIPATION

2002 Sigma Theta Tau, Baylor University

CLINICAL LEADERSHIP

Nursing Faculty Council Member (2010-present); Chair of the online nursing committee at Neosho County Community College (2008); Member of the online learning committee at Neosho County Community College (2007-2008); Member of the technology committee at Neosho County Community College (2007-2008); Member of professional development committee (Bayfront Medical Center): took part in implementation and monitoring of “alarm floating”; participated in monitoring and evaluating information on skin breakdown and assisted in the compilation of the information for presentation to physicians for changes in skin care protocol

AWARDS/HONORS

Grief Experience of Registered Nurses Poster Presentation. 2nd place award at Midwest Nursing Research Society, March 2009

Regis University: graduated with honors

Bayfront Medical Center: five-star spirit award

Baylor University: graduated *cum laude*

PUBLICATIONS/PRESENTATIONS

Grief Experience of Registered Nurses. Presented March 2009 at Midwest Nursing Research Society

Gerow, L., Conejo, P., Alonzo, Davis, N., Rodgers, S., & Domian, E. (2009). A Phenomenological Study of Nurses' Experience of Grief Following Patient Death. *Western Journal of Nursing Research*, 31(8), 1078-1079.

Roux, G. & Halstead, J.A (2009). *Issues and Trends in Nursing: Essential Knowledge for Today and Tomorrow*. Boston, Massachusetts: Jones and Bartlett.

Alonzo, A. & Bonnel, W. (2007). Encouraging associate degree nursing students to pursue a bachelor of science in nursing: The faculty role. *Teaching and Learning in Nursing*, 2(4), 122-125.

Cathy Baker PhD, RN, CNS

Office: W133C Grover Center
216-571-9003 (cell) 740-566-6019 (office)
bakerc2@ohio.edu

ACADEMIC

2/10-8/11

POSTDOCTORAL FELLOW

Case Western Reserve University School of Nursing
NIH/NCI R25T CA090355: Prevention Research
Julia Hannum Rose, PhD: Principle Investigator

9/08-1/10

POSTDOCTORAL FELLOW

Case Western Reserve University School of Nursing
NIH/NINR T32: Multiple Morbidities in Vulnerable Populations
Shirley M. Moore, PhD, RN, FAAN: Principle Investigator

8/08

DOCTOR OF PHILOSOPHY IN NURSING

The Ohio State University

6/01

MASTER OF SCIENCE IN NURSING

The Ohio State University

6/93

BACHELOR OF SCIENCE IN NURSING, *Cum Laude*

The Ohio State University

SCHOLARLY/CREATIVE ACTIVITIES:

Refereed Publications

Baker C.J., Fortney C, Wewers ME, Ahijevych K. (2011). The cultural context of smoking among immigrants from the Former Soviet Union. *J of Transcultural Nursing*, 22 (2), 166-173.

Browning, K., **Baker, C.J.**, Harwood, G., & Wewers, M.E. (2009) *Nursing research in tobacco use and special populations* in Annual Review of Nursing Research: Advancing Nursing Science in Tobacco Control, Sarna, L. & Bialous, S. (editors), Springer: New York, NY.

Refereed Presentations

Baker, C.J. (2015, February 26). *Cultural Influences on Smoking Cessation Intervention Preferences Among Urban African Americans*. Paper presented at the annual meeting of the

Society for Research in Nicotine and Tobacco, Philadelphia, PA.

Baker, C.J. & Nyirati, C. (2014, March 28). *Smoking Cessation with Pregnant Appalachian Women: A Pilot of the "Save-A-Mom" Program*. Poster presented at the annual meeting of Midwest Nursing Research Society, St. Louis, Missouri.

Baker, C.J. & Nyirati, C. (2013, May 6). *One Foot in Each Place: Focus Groups about Tobacco with Health Professions Students from Southeast Ohio*. Poster presented at the annual meeting of the Appalachian Translational Research Network, Columbus, Ohio.

Baker, C.J. (2013, March 8). *Brief Smoking Cessation Interventions Among Urban African Americans*. Poster presented at the annual meeting of the Midwest Nursing Research Society, Chicago, Illinois.

Baker, C.J. (2012, April 14). *Cultural Influences on Brief Smoking Cessation Interventions Among Urban African Americans*. Paper presented at the annual meeting of the Midwest Nursing Research Society, Dearborn, Michigan.

Baker, C.J. (2011, March 25). *Culture and Smoking Cessation Among African Americans*. Paper presented at the annual meeting of the Midwest Nursing Research Society, Columbus, Ohio.

Baker, C.J. & Ahijevych, K. (2010, September). *Depression and acculturative stress in Former Soviet Union immigrants*. Poster presented at biennial meeting of Council for the Advancement of Nursing Science, Washington, D.C.

Baker, C.J. & Ahijevych, K. (2009, April). *Variables Related to Smoking Behavior Among Immigrants from the Former Soviet Union*. Poster presented at the annual meeting of the Society for Research in Nicotine and Tobacco, Dublin, Ireland.

Baker, C.J. & Ahijevych, K. (2009, March). *Mental Health Variables Related to Smoking Behavior Among Immigrants from the Former Soviet Union*. Paper presented at the annual

meeting of the Midwest Nursing Research Society, Minneapolis, Minnesota.

Ahijevych, K., **Baker, C.J.**, Browning, K., & Harwood, G. (2008, October). Symposium: *Tobacco Use in Vulnerable Populations*. Presented at biennial meeting of Council for the Advancement of Nursing Science, Washington, D.C.

Baker, C.J. & Ahijevych, K. (2008, March). *The Cultural Context of Smoking Behavior Among Immigrants from the Former Soviet Union*. Paper presented at the annual meeting of the Midwest Nursing Research Society, Indianapolis, IN.

Baker, C.J. & Ahijevych, K. (2007, March). *Smoking Behavior Among Immigrants from the Former Soviet Union*. Poster presented at the annual meeting of the Midwest Nursing Research Society, Omaha, NE.

Abbott, J., Ahijevych, K., Wewers, M.E., **Baker, C.J.**, Steinman, K. & Paskett, E. (2006, Nov). *Tobacco Use Among Ohio Appalachia Women*. Poster presented at the annual meeting of the American Public Health Association, Washington, DC.

Baker, C.J. & Ahijevych, K. (2006, March). *Focus Groups Regarding Smoking Behavior Among Immigrants from the Former Soviet Union*. Poster presented at the annual meeting of the Midwest Nursing Research Society, Milwaukee, WI.

Refereed Research Grants

Application of an Evidence-Based Model of Smoking Cessation in Appalachian Pregnant Women: A Pilot of the "SAVE A MOM" Program; Appalachian Rural Health Institute, University-Community Partnerships for Health Scholars Program; \$3,000 11/1/13-3/31/15

"Cultural Immersion and Smoking Cessation in African Americans"

Midwest Nursing Research Society Seed Grant \$10,000
4/1/10-7/31/11.

"Smoking Behavior Among Immigrants from the Former Soviet Union"

Ohio State University Alumni Grant for Graduate Research and Scholarship \$1,780 12/1/06-3/31/08

“Focus Groups to Assess Smoking Behavior Among Immigrants from the Former Soviet Union”
Sigma Theta Tau International, Epsilon Chapter \$1,500 5/1/07-5/1/08

Professional Experience
9/1/11-Present

ASSISTANT PROFESSOR
Ohio University School of Nursing

NURSING CLINICAL INSTRUCTOR
SP 09
Case Western Reserve University School of Nursing

CLINICAL INSTRUCTOR/TEACHING ASSISTANT
9/02 to 6/08 *The Ohio State University College of Nursing*

NURSING CLINICAL INSTRUCTOR
AU 01, SP 02
The Ohio State University College of Nursing

NURSING ACADEMIC ADVISER
9/97 to 6/01
The Ohio State University College of Nursing

CAMP NURSE
Summer 2000-2008
Camp Asbury, Hiram, OH

SU 1995
SU 1993

Big Brothers/Big Sisters of Franklin Co. Camp, Hocking Hills, OH
Camp Towanda, Honesdale, PA

9/96 to 9/97

PSYCHIATRIC NURSE, CRISIS INTERVENTION SERVICES
NetCare Access, Columbus

Winter 1997

HEALTH EDUCATOR
Madison County OSU Extension

11/95 to 4/96

HOME HEALTH NURSE
A-1 Nursing, Columbus, OH

12/93 to 7/95	<p>STAFF NURSE, HEME/ONC UNIT <i>James Cancer Hospital, OSU Medical Center</i></p>
10/93 to 12/93	<p>STAFF NURSE, REHAB/SUBACUTE UNIT <i>Columbus Rehab and Subacute Institute, Columbus, OH</i></p>
Certifications 12/01 to present	<p>Psychiatric/ Mental Health Clinical Nurse Specialist</p>
Professional Associations	<p>Member: Society for Research in Nicotine and Tobacco Member: Midwest Nursing Research Society Member: Council on Advancement of Nursing Science</p>
Committees and 2014-2015	<p>Chair- School of Nursing BSN Curriculum Committee</p>
Service	<p>College of Health Sciences and Professions 2014-2015 Interprofessional Research Committee School of Nursing Enrollment and Retention 2014-2015 Chair- School of Nursing BSN Curriculum Committee 2013-2014 School of Nursing Remediation Committee 2013-2014 School of Nursing DNP Task Force 2013-2014 University Faculty Senate- Alternate 2013-2014 College of Health Sciences and Professions 2013-2014 Interprofessional Research Committee College of Health Sciences and Professions/Faculty Senate 2013-2014 Professional Ethics Committee</p> <p>Chair- School of Nursing BSN Evaluation Committee 2012-2013 College of Health Sciences and Professions 2012-2013 Faculty Advisory Committee College of Health Sciences and Professions 2012-2013</p>

PEP Review Committee
College of Health Sciences and Professions-Faculty Senate
2012-2013
Professional Ethics Committee
School of Nursing BSN Curriculum Committee
2011-2012
College of Health Sciences and Professions
2011-2012
Faculty Advisory Committee

Rebecca M. Bryant

3063 Harveysburg Road
Waynesville, Ohio 45068

(c) 937-725-5006

bryantr@ohio.edu

Education

2010 – 2013 Wright State University Dayton, Ohio

- Doctor of Nursing Practice
- Focus: Self-care of Heart Failure and Nursing Education

1998-2000 Wright State University Dayton, Ohio

- Master of Science
- Focus: Patient Satisfaction with Advanced Practice Nurses

1993-1998 University of Cincinnati Cincinnati, Ohio

- Bachelor Science in Nursing
- Graduated summa cum laude

1981-1984 Miami University-Middletown Middletown, Ohio

- Associate Degree in Nursing

Practice Experience

August 2007 – present NP Home Visits, LLC/Owner

Nurse Practitioner: Surrounding SW Ohio Rural Counties Homebound Elder population

- Owner and provider of care to a homebound geriatric population practice. Management includes: credentialing, coding, reimbursement, and billing.

January 2009 – 2014 Medical House Calls Cincinnati, Ohio

Nurse Practitioner/Medical House Calls

- Management of chronic care needs of an outpatient homebound geriatric population. Disease management of hypertension, diabetes, pulmonary, dementia and other chronic diseases.

July 2005 – June 2009 & July 2009 - August 2010 **IncarcerCare, Inc &Self - contracted Nurse Practitioner services – State Correctional Department**

- Management of all chronic care clinics including cardiac/hypertension, diabetes, liver, infectious diseases, seizures, and pulmonary of approximately 650 inmates.
- Assist the Chief Medical Officer with the acute care clinics including sick call, suturing, removing lesions, wound care and other urgent care needs of 1500 male inmates

December 2005 – January 2008 Sterling Health Care
Nurse Practitioner/Grandview Hospital Fast Track Department

- Provide health care to all ages in the fast track at an inner city Emergency Department.

2001-July 2005 Tommy R. Tigar, MD, Inc. Clarksville, Ohio
Family Nurse Practitioner/Internal Medicine Practice

- Management of acute and chronic illnesses across a lifespan of ages in a private office setting and extended care facility

Teaching Experience

August 2012 – present Ohio University
Assistant Professor – College of Health Sciences and Professions/School of Nursing

January 2002 – June 2012 Wright State University
Adjunct Clinical Instructor – College of Nursing & Health

Jewish Hospital Internal Medicine Residency Program preceptor
2008-present

- Preceptor for physician residents as partial completion of the geriatric/community health educational component

Advanced practice nurse preceptor: Ohio University (1 student) Otterbein (1 FNP student), Ohio State University (1 ANP student), Indiana Wesleyan University (4 students), and University of Cincinnati (5 students) 2002-present

Predictors of Hospital Admissions and Self-Care Behaviors Following a Self-care of Heart Failure Program. Aims: Compare the heart failure hospital admission rates and self-care of heart failure (SCHF) behaviors before and after a self-care of heart failure program intervention. A secondary aim is to identify variables that predict increased self-care behaviors and decreased hospital heart admissions (pending IRB approval). Nurse practitioner implementation in three Midwest heart failure clinics.

Research Interests

Self-care of Heart Failure: Impact on Hospital Admissions and Behaviors. Completed research December 2014 with a Midwest health system using a nurse practitioner in a cardiology practice setting.

Practical Guide for Start-up and Management of a Home-based Care Practice for Nurse Practitioners.

Self-care of Heart Failure in a House Call Program. Doctoral of Nursing Practice Clinical Project.

Research Topic interests: Self-care of heart failure, geriatric population, home-based primary care by advanced practice nurses.

Home-based Care: A Practical Guide for Start-up and Management for Nurse Practitioners. Gerontological Advanced Practice Nurses Association Annual National Conference – podium, San Antonio, Texas (Accepted for October 2015) – peer-reviewed.

HF S2S: Hospital Admissions and Self-care Behaviors. National NP Symposium (50th Anniversary) – poster, Keystone, Colorado (Accepted for July 2015) – peer-reviewed.

Presentations

Five Step Process for Home-based Care Start-up. National NP Symposium (50th Anniversary) – poster, Keystone, Colorado (Accepted for July 2015) – peer-reviewed.

Impact on Hospital Admissions and Self-care Behaviors using a Self-care of Heart Failure Program. Gerontological Advanced Practice Nurse Association Annual National Conference – podium. San Antonio, Texas (abstract submitted for October 2015) – peer-reviewed.

Heart Failure Self-care to Success: A Patient Education Program. Gerontological Advanced Practice Nurse Association Annual National Conference, San Antonio, Texas – poster (abstract submitted for October 2015) – peer-reviewed.

Self-care of Heart Failure: Impact on Hospital Admissions and Behaviors. American Association of Nurse Practitioners 2014 Conference – podium, Nashville, Tennessee– peer-reviewed.

Taking Care of Tina: A Digital Learning Experience with Online FNP Students. American Association of Colleges of Nursing/Masters Education Conference – podium, Scottsdale, Arizona– peer-reviewed.

An Evidence-based Practice Change: Self-care of Heart Failure. Greater Dayton Area of Nursing Research Symposium – podium, Dayton, Ohio (2013) – peer-reviewed.

Self-care of Heart Failure in a House Call Program. Gerontological Advanced Practice Nurses Association Annual National Conference – podium, Las Vegas, Nevada (2012) – peer-reviewed.

Self-care of Heart Failure in a House Call Program Ohio Association of Advanced Practice Nurses Statewide Annual Conference – poster, Columbus, Ohio (2012) – peer-reviewed.

Management of Hepatitis C. B. Bryant. Ohio Association of Advanced Practice Nurses Statewide Annual Conference – podium, Columbus, Ohio (2008) – peer-reviewed.

Publications

Bryant, R, Miller, C, Henderson, D (1st revision). Digital Clinical Experiences in an Advanced Health Appraisal Online Course Clinical Simulation in Nursing. *Clinical Simulation in Nursing* (submitted for publication January 2015).

Bryant, R. & Gaspar, P. (2014). Implementation of a self-care of heart failure program among home-based clients. *Geriatric Nursing*, 35(3), 188-193.

Bryant, R. & Clark-Graham, M. (2002). Advanced practice nurses: A study of client satisfaction. *Journal of the American Academy of Nurse Practitioners*, 14(2), 88-92.

Grants/Funding

2013

American Association of Nurse Practitioners, Eli Lilly Cardiovascular Grant \$2500

2011

Gerontological Foundation Clinical Project Grant - \$2500

Professional Honors

2011

Ohio Association of Advanced Practice Nurses Scholarship - \$2000

2007

Jackie Golden Service Award by OAAPN

1998 - 2000

Wright State University Graduate Fellowship

Professional Organizations

Ohio Association of Advanced Practice Nurses

- Website Coordinator 2000-2009
- Newsletter Coordinator 2004-2009
- Exhibitor and Scholarship Coordinator 2005-2011
- Communications Chair 2007-2009

American Academy of Home Care Medicine

Gerontological Advanced Practice Nurses Association

Sigma Theta Tau – Lambda Iota

American Association of Nurse Practitioners

**Certifications/
Licenses**

Registered Nurse, State of Ohio
Certified Nurse Practitioner-Family ANCC
Geriatric Nurse Certification - ANCC
Certificate of Authority -State of Ohio
Certificate to Prescribe-State of Ohio with Federal DEA#
Cardiopulmonary Resuscitation - AHA

Deborah Henderson PhD, RN, CNE
Professor and Director
Ohio University School of Nursing
E365 Grover Center, Athens, OH 45701
740-593-4494
hendersd@ohio.edu

ACADEMIC PREPARATION

June 1997	PhD Education Curriculum and Instruction in Higher Education	Ohio University
June 1987	MS Nursing Clinical Specialty in Trauma and Neuro	Ohio State University
June 1984	BSN Nursing, Summa Cum Laude	Ohio University
August 1974	AD Nursing	Central Ohio Technical College

CERTIFICATION

April 2011	CNE Certified Nurse Educator	National League for Nursing
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PROFESSIONAL EMPLOYMENT EXPERIENCE

December 2012 to present	Professor and School Director Associate Executive Dean for Regional Higher Education
December 2011 to December 2012	Interim School Director
June 2010 to present	Professor and Associate Director RN-BSN and BSN Tracks, Bachelor of Science in Nursing Program, School of Nursing, Athens Campus
October 2009 to June 2010	Professor and Associate Director, Traditional BSN Track, Bachelor of Science in Nursing Program, School of Nursing, Athens Campus

September 1987 to October 2009	Group I Faculty Member, Ohio University, Zanesville Campus
September 2005	Professor
September 1997	Associate Professor
September 1992	Tenured
September 1991	Assistant Professor
September 1987	Instructor
October 2006 to present	House Supervisor, Fairfield Medical Center, Lancaster, OH Contingent Hours
May 1985 to August, 1987	Manager of Nursing Staff Development, Good Samaritan Medical Center, Zanesville, OH
April 1981	Nursing Supervisor and Critical Care Staff Nurse
to May 1985	Good Samaritan Medical Center, Zanesville, OH
May 1975 to April 1981	Staff Nurse Surgery/Ostomy Nurse Good Samaritan Medical Center, Zanesville, OH
August 1974 to May 1975	Staff Nurse, Surgical Unit Bethesda Hospital, Zanesville, OH

INSTRUCTION AND ADVISEMENT

I have taught numerous courses in the Associate Degree Nursing Program, Bachelor of Science in Nursing Program and the Master of Science in Nursing Program at Ohio University.

Supervision of MSN Nursing Student Capstone Activities

Stacey Kinney (December 2005- June 2006): Comparison of a Low Fidelity Simulation Learning Strategy and Traditional Lecture (paper). Publication resulted.

Barbara St.Clair (December 2005-March 2007): Infusing Emotional Intelligence in a Prelicensure Nursing Program (paper).

Mashawna Hamilton (June 2008): Supporting Student Success (paper).

Joan Evans (December 2012): The Role of Family in ICU Arrests (manuscript prepared for publication).

Preceptor for Graduate Nursing Student

Barbara St.Clair (March-June, 2006). Provided guidance to Barbara for the 80 hours she spent working with Associate Degree nursing students in the classroom on the development and delivery of a lecture and working with nursing students during hospital clinical.

CLINICAL EXPERIENCES

I have been actively engaged in my own clinical practice in a hospital setting throughout most of my employment at Ohio University. I worked as a Nursing Supervisor (Nursing Coordinator) at Genesis Healthcare Systems from September, 1987-March, 2000. I was responsible for staffing the department of nursing, working with staff nurses on clinical decisions, responding to all codes and emergencies and acting as the representative of administration.

I have been an employee of Fairfield Medical Center, Lancaster, Ohio since October 2006 and work as House Nursing Supervisor. This allows me to have direct clinical nursing experience on a contingent basis on the weekend and during university breaks. I am up to date on all national patient safety initiatives and have had the opportunity to further expand my leadership skills in a hospital setting. I represent the department of nursing and the hospital at large, assist nurses with clinical decision making, make staffing decisions, determine patient placement in the hospital, coordinate hospital activities including accepting patients from other facilities, participate in responses to emergencies and codes, and confer with the administrator on call as necessary.

SCHOLARLY ACCOMPLISHMENTS

My scholarship has been focused on the scholarship of teaching, curriculum and instruction, technology in nursing education, simulation teaching/learning and service learning.

Current and ongoing scholarly projects include:

Henderson, D. February 2011. Selected member of International Association of Clinical and Simulation Learning (INACSL) Research Project on the Jeffries/National League for Nursing Simulation Framework. Patty Ravert, and Meg Meccariello PIs. This research project began May 2011 and is based on the State of the Summit and the discovery of the NIH Consensus format. Nineteen nursing scholars known as simulation experts across the US will be working on the project, including a nursing theorist, a nursing theorist in simulation and Pam Jeffries. The project was presented at the June 2011 INACSL meeting. The team is completing a concept analysis on each of the 5 major constructs of the simulation framework, and a State of the Science literature review about each of the

major constructs, for presentation at the 2012 INACSL meeting. This work should provide valuable information for writers and researchers in simulation.

Henderson, D. September 2010-May 2011. Perceptions of nursing attire. Principal Investigator. PI and advisor to the nursing research council at Fairfield Medical Center (FMC). This was the first study undertaken by the nursing department at FMC. I assisted the group with study design, IRB approval, data collection, data analysis, and preparation for dissemination. Year one data collection occurred in May 2010. Year two data collection occurred in May 2011.

Henderson, D. July 2009-July 2011. Implementation of nursing student tracking software in the School of Nursing using Typhon. Principal Investigator. Coordinating efforts across three programs (AD, BSN and MSN) in the school at four sites: OU Athens, OU Chillicothe, OU Southern and OU Zanesville. This project allows for measurement of student outcomes, improvement in SON planning and tracking of student experiences and impact on satisfaction in learning.

Henderson, D. July 2009-July 2011. Implementation of Electronic Health Record (EHR) simulation software into simulation learning on campus and at clinical experiences utilizing NurseSquared software. Principal Investigator. Coordinating efforts across programs (AD and BSN) in the school.

Henderson, D. and McAfooes, J. November 2009. Second Life (SL) virtual reality research conducted in the RNtoBSN online program, NRSE 330 Family Nursing. SL was used to create a virtual family of avatars whose family roles were played by the investigators (Henderson and McAfooes) as the family avatars during virtual “home visits” made to the family in SL. Students conducted a family environmental scan and interacted with the avatars of the five family members during the home visit. Following the virtual “home visit”, students were debriefed by the investigators, whose own avatars were also present ‘in world’.

Teaching and Learning Innovations

Henderson, D. and McAfooes, J. (November 2008). National League 2009 Nursing HITS (Health and Information Technology Scholars) Program. Selected as a team from a pool of over 300 applications to join the scholars program. This national scholars program is intended to advance the knowledge and skills of nursing faculty members in Health Information and Technology. The scholars program was supported by a HRSA Grant and has included the following opportunities and responsibilities:

- o Participated with 50 other selected scholars in six online learning courses January-March 2009 on topics of health information technology, simulation in nursing education, telehealth and telemedicine and informatics in healthcare.
- o Attended a four day HITS conference March 4-7, 2009. In attendance were the 50 other scholars and nationally recognized nursing education leaders.

o Defined our project on incorporation of a virtual environment, Second Life, to create a “Proof of Concept” course activity for implementation of online virtual simulation in nursing courses at OU. The project was implemented fall quarter September-November 2009 in NRSE 330, Family Nursing.

Henderson, D. (January 2007). Selected by National League for Nursing (NLN)/Laerdal project as one of the nine nursing education simulation experts from a qualified applicant pool of 169 nurse educators to author a faculty development course on simulation for NLN. Pamela Jeffries, Project Director. My role was to:

o Participate in the three year project as an author and as a team member for the development of the Simulation Innovation Resource Center (SIRC) website courses.

o Attend and participate in the three day immersion seminar in June 2007 with the other eight simulation experts selected, Laerdal Corporation CEO, NLN Senior Director of Development Dr. Mary Anne Rizzolo.

o Author the course on Teaching and Learning Strategies for Simulation Learning. I then worked with the media company to format the content for an online course which was published to the newly created Simulation Innovation Resource Center (SIRC) website. I authored interactive learning activities to go along with the course and worked with the media team to format activities within the course. This work was completed between September 2007 and July 2008.

o Attend and participate in the second annual Simulation Experts Meeting in San Jose, California June 9-11, 2008.

Henderson, D. (January 2008). Assessment Technologies Incorporated (ATI) Item Writer: Peer Reviewed. Selected by ATI from a pool of qualified nurse educators to participate in a three day seminar in Kansas City with selected nursing faculty from across the United States to help establish standards for more defensible, criterion-referenced cut scores on ATI Content Mastery Exams. Authored 20 copyrighted NCLEX-RN questions based on the National Council State Boards of Nursing Test Blueprint for the RN licensure examination.

Henderson, D. (May 2007). Assessment Technologies Incorporated (ATI) Standards Participant: Peer Reviewed. Selected by Assessment Technologies Incorporated (ATI) to attend three day seminar in Kansas City. Received further training by a psychometrician in writing sound, defensible licensure-style nursing questions. Authored 20 copyrighted NCLEX-RN questions for use in the ATI Leadership/Management Assessment examination.

Research and Grant Funding

* Henderson, D. October 2012. Funded. PI. Health Resources and Services Administration (HRSA) Nurse Education Practice, Quality and Retention. Baccalaureate of Science in Nursing: Accelerated Direct Entry Second Degree Education (BASE) with Cultural Competency. \$426,467.00 award of the original \$750,000 award to Ohio University.

* Henderson, D. June 2012. Funded. Ohio Board of Regents. Choose Ohio First (COF) Patient Centered Medical Home (PCMH) Award. Nurse Practitioner Scholarships. \$145,000 award.

* Henderson, D. March 2011. Unfunded. PI. Public Automated External Defibrillators (AEDs) in Rural Southeastern Ohio. \$300,000.00 Grant Proposal Submitted to HRSA. All HRSA funding in this line was removed for year 2011-12. Collaboration between School of Nursing, College of Medicine, Appalachian Rural Health Institute of OU, and County Health Departments and EMS providers. Goal: provide public AEDs, AED training and CPR education in three Appalachian, medically underserved counties in southeastern Ohio: Athens, Meigs and Vinton Counties.

* Henderson, D. July 2009-July 2011. Funded. Undergraduate and Graduate Nursing Curricular Integration of Electronic Health Record and Clinical Tracking Software. 1804 Grant, Ohio University, Athens, OH, July 2009 (\$22,500). Internal funding. \$10,500 awarded from the 1804 Graduate Committee and \$12,000 awarded from the 1804 Undergraduate Committee. Co investigators: Johnson M., Assistant Professor OU Southern, Hamilton M., Instructor OU Southern, Leadingham C., Assistant Professor OU Chillicothe and Nyirati C., Assistant Professor OU Athens.

* Henderson, D. May 5, 2009. Second Life Development Grant. OUZ Dean's Office. Internal funding.

* Sealover, P., Henderson, D., and Jones, S. Date unknown. Clicker and Simulation Learning. Alice Tom Fund, OUZ Dean's Office. Internal funding, which led to publication.

* Henderson, D. December 2005-August 2006. Met with potential benefactor for Ohio University Zanesville to explore interest in and finalize donation of a SimMan Human Patient Simulator to Ohio University Zanesville. \$55,000. This was the first high fidelity simulator acquired for the School of Nursing. External funding.

* Henderson, D. September 24, 2004. OUZ Faculty Research Funds. Internal funding in support of gaming teaching strategy development.

* Henderson, D. and Sharrer, V. Co PIs. December 2002. PDAs: Portable Content Delivery for the Mobile Nursing Student II: Content Grant. Funded by Emerging Needs Grant, Ohio Learning Network. (\$30,158). State funding.

* Henderson, D and Sharrer, V. Co PIs. May 2002. PDAs: Portable Content Delivery for the Mobile Nursing Student I: Planning Grant. Funded by Emerging Needs Grant, Ohio Learning Network, May 2002. (\$20,000). State funding.

Publications: Peer Reviewed

* Groom, J., Henderson, D. and Sittner, B. (Accepted for publication February 2013-in press). Title: NLN-Jeffries simulation framework project - Simulation design characteristics. *Clinical Simulation in Nursing*.

* Prion, S. and Henderson, D. (in development). Psychometric tools for evaluation in simulation.

* Henderson, D. and McAfoes, J. (in development). BSN students visit a family in Second Life.

* Jones, S., Henderson, D., & Sealover, P. (2009). Clickers in the classroom. *Teaching and Learning in Nursing*, 4(1), 2-5.

* Kinney, S., & Henderson, D. (2008). Comparison of a low fidelity simulation learning strategy and traditional lecture. *Clinical Simulation in Nursing*, 4(2), 15-18.

* Henderson, D.; Sealover, P.; Sharrer, V.; Fusner, S.; Jones, S.; Sweet, S.; & Blake, T. (2006). Nursing EDGE: Evaluating delegation guidelines in nursing education. *International Journal of Nursing Education Scholarship*, 3(1). Article 15. Available at <http://www.be-press.com/ijnes/vol3/iss1/art15>.

* Sealover, P & Henderson, D. (Spring 2006). Designing an educational game for the fun of learning. Association for University Regional Campuses of Ohio (AURCO). *AURCO Spring Journal*. 179-184.

* Sealover, P. & Henderson, D. (2005). Scoring rewards in nursing education with games. *Nurse Educator*, 30(6), 247-250.

* Henderson, D. (2002). Hoyt, B.R. ed. Online testing as a method of assessment in online learning. *International Journal on E-Learning*, Oct-Dec,13-14, 21.

Publications: Peer Reviewed Book Chapter

Henderson, D. (2005). Games: Making learning fun. Chapter 10. In Oermann, M.H. & Heinrich, K (Eds.). *Annual Review of Nursing Education Volume III*. New York: Springer Publishing Company. 227-252.

Publications: Non-Peer Reviewed

Sharrer, V., & Henderson, D. (April 2006). PDAs in Nursing Education. The Dispatch: Council for Resource Development in Two Year Colleges. Spring/Summer 2006.

PRESENTATIONS AND POSTERS (Peer Reviewed)

- * Groom, J, Henderson, D. & Sittner, B. (June 2012). NLN-Jeffries simulation framework project - Simulation design characteristics. At International Association of Clinical and Simulation Learning.
- * Henderson, D. & McAfoos, J. (November 4-6, 2011). Teaching Nursing Online in Second Life. Invited presentation as HITS scholars at NLN Technology Conference, Durham, North Carolina, November 4-6, 2011.
- * Henderson, D. & McAfoos, J. (September 2010). Teaching Nursing Online in Second Life: A Feasibility Study. NLN Summit, Las Vegas.
- * Kardong-Edgren, S.; Henderson, D.; Jeffries, P.; Ravert, P.; Anderson, M.; Reed, B. & Arnold, J. (Panel presentation January 25, 2010). Developing tools for the evaluation of simulation. Expert panel presentation at the Society for Simulation in Healthcare (SSIH) International Meeting on Simulation in Healthcare Conference (IMSH) January 23-27, 2010, Phoenix, Arizona.
- * Henderson, D. (May 21, 2009). Evaluating student preparedness for class and determination of class content based on the use of clickers (poster). College of Health and Human Resources Research and Creative Activity Poster Exposition, Ohio University, Athens, OH.
- * Henderson, D. (March 27, 2009). Getting Started in Simulation Learning: Planning and Designing (presentation). Ohio League for Nursing Annual Conference, Columbus, Ohio.
- * Henderson, D. (March 27, 2009). Implementing and Evaluating Simulation Learning (presentation). Ohio League for Nursing Annual Conference, Columbus, Ohio.
- * Henderson, D. (October 16, 2008). Debriefing in simulation learning (presentation). Laerdal Midwest Simulation Users Network Meeting. Audience: physicians, nurses and EMS educators. Chicago, Illinois.
- * Henderson, D. (October 17, 2008). Debriefing in simulation learning (presentation). Laerdal Midwest Simulation Users Network Meeting. Audience: physicians, nurses and EMS educators. Chicago, Illinois.
- * Jeffries, P.; Henderson, D.; Anderson, M.; Kardong-Edgren, S., Cato, M.; Prion, S.; Ravert, P.; Lamontagne, C.; Hovancsek, M.; & Ackerman, A. (September 19, 2008). The NLN/Laerdal SIRC project: A strategy to promote faculty development and resources for educators using clinical simulations (panel presentation). National League for Nursing Education Summit, San Antonio, Texas.

- * Henderson, D. & Jones, S. (July 14-15, 2008.) Pedagogically sound use of clickers in the classroom. (poster). Emerging Technology Conference, Seattle, Washington.
- * Jones, S.; Henderson, D. & Sealover, P. (April 4, 2008.) I>clicker: A snapshot of student knowledge (poster). Ohio Council of Associate Degree Nursing Educators Conference, Columbus, Ohio.
- * Jeffries, P.; Henderson, D.; Anderson, M.; Kardong-Edgren, S., Cato, M.; Prion, S.; Ravert, P.; Lamontagne, C.; Hovancsek, M.; & Ackerman, A. (June 13, 2008.) The NLN/Laerdal SIRC Project (presentation). International Nursing Association of Clinical and Simulation Learning (INACSL) Conference, San Jose, California.
- * Henderson, D.; Jones, S. & Sealover, P. (January 31-February 4. 2008). Simulation debriefing in a large class setting (poster). Boot Camp for Nurse Educators, Albuquerque, New Mexico.
- * Jones, S. & Sealover, P. & Henderson, D. (January 31-February 4. 2008). I>clicker: A snapshot of student knowledge (poster) Boot Camp for Nurse Educators, Albuquerque, New Mexico.
- * Henderson, D. & Sharrer, V. (April 21, 2006.) Delegation, PDAs and legal issues in nursing education (co-keynote presentation). Annual Ohio Council of Associate Degree Nursing Education Administrators, Columbus, Ohio.
- * Henderson, D. & Sharrer, V. Co-presenters. (June 14-16, 2005.) C.A.R.E. PDA: Carrying accessible resources in education (presentation). E-Learning Conference in Dallas, Texas.
- * Sharrer, V. & Henderson, D. (April 23, 2004). Nursing education in the palm of your hand (poster). Ohio Council of Associate Degree Nursing Educators Conference, Columbus, Ohio.
- * Henderson, D. & Sharrer, V. Co-presenters. (June 13, 2004). Nursing education in the palm of your hand (presentation). Drexel University Nursing Education Institute, Philadelphia, PA.
- * Henderson, D. & Sharrer, V. (April 25, 2003). Portable content delivery for the mobile nursing student (poster). Ohio Council of Associate Degree Nursing Educators Conference. Columbus, Ohio.
- * Henderson, D. & Sharrer, V. Co-presenters. (March 6, 2003).
Portable content delivery for the mobile nursing student (presentation). Second Annual Spotlight on Learning, Ohio University, Athens, Ohio.
- * Sharrer, V. & Henderson, D. (April 5, 2002). Service learning: organ & tissue donation (poster). Ohio Council of Associate Degree Nursing Educators Conference, Columbus, Ohio.

- * Henderson, D. (May 16, 2002). Service learning in nursing: organ and tissue donation (presentation). Spotlight on Learning, Ohio University in Athens, Ohio.
- * Henderson, D. & Sharrer, V. (April 20, 2001). Are We Sure Students Are Ready For NCLEX? A Strategy to Increase Student Confidence and Competence (poster). Ohio Council of Associate Degree Nursing Educators Conference, Columbus, Ohio.
- * Henderson, D. (July 2001). Reconciliation through communication: communicating differently for health care (presentation). International Communication Association Conference, Seoul, South Korea.
- * Henderson, D. (April 27, 2000). Using blackboard courseinfo in a web-enhanced nursing course (poster). Ohio Council of Associate Degree Nursing Educators Conference, Columbus, Ohio.
- * Henderson, D., Sharrer, V. and others. (April 27, 2000). Gaming: Is that your final nursing answer? (poster). Ohio Council of Associate Degree Nursing Educators Association (OCADNEA) conference, Columbus, Ohio
- * Bi, J.; Henderson, D. & Parker, V. (July 2000) Teaching differently using technology (panel presentation). Webnet 2000: International Technology Conference. San Antonio, Texas
- * Henderson, D. (October 20, 2000). Gaming as a strategy in nursing education.
(poster). Ohio Nurses' Association conference, Columbus, Ohio.
- * Sharrer, V & Henderson, D. (October 20, 2000). The change exercise (poster). Ohio Nurses' Association and Ohio Board of Nursing Joint Fall Conference, Columbus, Ohio.
- * Henderson, D. & Sharrer, V. (October 20, 2000). Is That Your Final Nursing Answer? (poster). Ohio Nurses' Association and Ohio Board of Nursing Joint Fall Conference, Columbus, Ohio.
- * Henderson, D. (February 2000). Blackboard courseinfo: from coursed design to delivery on the internet (presentation). Stop Surfing: Start Teaching, Charleston, South Carolina.
- * Sharrer, V. & Henderson, D. (April 23, 1999). The change exercise: one path leading to curricular re-design (poster). Ohio Council for Associate Degree Nursing Educators, Columbus, Ohio.

EDITORIAL BOARD: Clinical Simulation in Nursing.

March 2010-present. Editorial board beginning June 2010.

REVIEWER: Journal

Clinical Simulation in Nursing. March 2008-present.

REVIEWER: External P&T Committee.

Henderson, D. September 2011. Patricia Ravert Tenure and Promotion to Professor, Brigham Young University, Utah.

Henderson, D. August 2011. Judith LeFlore Tenure and Promotion to Professor, University of Texas at Arlington, Texas.

Henderson, D. (July-August, 2009). Stacy Rose Tenure and Promotion to Associate Professor, Kent State University, Ashtabula Campus.

WORKSHOPS, CONFERENCES AND TRAINING ATTENDED

* AACN Fall Meeting, Washington, D.C. October 2012.

* INACSL Conference. June 2012.

* AACN Spring Deans and Directors Meeting, Washington, D.C. April 2012.

* AACN School Directors Annual Meeting, Washington, D.C. October 20-25, 2011.

* LANP Fellow. Leadership in Academic Nursing Programs, American Association of Collegiate Nursing. Selected from a pool to attend this development conference with 60 other mid-level nursing leaders across the United States. Indianapolis, Indiana, August 2011 and mentoring program continues 2011-2012.

* AACN School Directors Annual Meeting, Washington, D.C. October 29-November

Lesly S. Knowlton, CRNP

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- SUMMARY:** Current Ohio University School of Nursing faculty
Ten years of experience as a Family CRNP.
- EDUCATION:** **Doctor of Nursing Practice**, June 2014
The Ohio State University, Columbus, Ohio
- Masters of Science, Nursing**, June 2005
The Ohio State University, Columbus, Ohio
- Bachelor of Arts, Psychology**, June 2001
Ohio University, Athens, Ohio
- Bachelor of Science, Biological Sciences**, June 2000
Ohio University, Athens, Ohio
- EXPERIENCE:** **Marietta Health Care Physicians**
Family Nurse Practitioner, Marietta Ohio, 2008-present
Family Practice, Dr. Clark
- Marietta Health Care Systems**
Family Nurse Practitioner, Marietta Ohio, 2005-2008
Urgent Care
- CREDENTIALS:** ANCC Family Nurse Practitioner Certification since 2005.
Ohio License and CTP current.
- ACTIVITIES:** Member OAAPN since 2004.
Preceptor for The Ohio State University, Mount Carmel School of Nursing,
and Wheeling Jesuit School of Nursing, Ohio University
Member Psi Chi and Sigma Theta Tau honor societies.

Charman L. Miller, DNP, ANP-BC, CNE
Curriculum Vita

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 Jackson, OH 45640

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e-mail: millerc3@ohio.edu

Educational Preparation:

Date	Institution/Degree/Field of study
June 2015	Wright State University DNP
June 2001	Otterbein College Master of Science in Nursing <ul style="list-style-type: none"> ▪ Adult Health Care Major ▪ Concurrently completed the Adult Nurse Practitioner program
June 1996	University of Rio Grande Bachelor of Science in Nursing
May 1994	University of Rio Grande Associate Degree in Nursing

Certifications:

Certified Nurse Educator, National League for Nursing, July 2009

Forensic Nursing Certificate, Kaplan University, December 2008

Board Certified Adult Nurse Practitioner (ANCC), (original 2002), renewed November 2012

Post-Master's Certificate in Higher Education in Nursing, Otterbein College, June 2008

Cardiopulmonary Resuscitation-Healthcare Provider, renewed May 2013

Academic Experience:

Dates	Title
May 2013- present	Associate Director, Interim Ohio University MSN Program Athens, OH
December 2012-May 2013	Associate Director –Nursing Ohio University-Chillicothe Chillicothe, OH
November 2012- December 2012	Associate Director –Nursing (Interim) Ohio University-Chillicothe Chillicothe, OH
May 2010-present	Associate Professor of Nursing Ohio University-Chillicothe Chillicothe, OH
March 2004- May 2010	Assistant Professor of Nursing Ohio University –Chillicothe Chillicothe, OH
January 2004-March 2004	Adjunct Clinical Faculty Ohio University-Chillicothe Chillicothe, OH

Professional Clinical Experience:

August 2004-Present	Nurse Practitioner- Part time Heartland Care Partners Toledo, OH
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August 2003-August 2004	Nurse Practitioner-Full Time Physicians' Services of Ohio Toledo, OH
March 2003 – August 2003	Nurse Practitioner- Full time Health Essentials, Inc. Louisville, KY
June 1998- March 2003	R.N. Casemanager-Full time Southern Ohio Medical Center Portsmouth, OH
June 1997- June 1998	R.N. Casemanager Holzer Homecare Gallipolis, OH
1996- June 1997	Emergency Room R.N. Oak Hill Community Medical Center Oak Hill, OH
May 1994- 1996	Medical –Surgical/Intensive Care Unit Staff Nurse Oak Hill Community Medical Center Oak Hill, OH

Scholarship:

Publications(peer-reviewed)

White, A., & Miller, C. (2014). Collaborative Development and delivery of in interdisciplinary course.

Journal of Interdisciplinary Studies in Education.

Leadingham, C., Zurmehly, J., Miller, C., & Vance, R. (2012). Wireless headset technology in nursing education. *Association of United Regional Campuses of Ohio Journal*, 18.

Parker, V., Kauffman, L., McManus, C., Buchman, S., Miller, C., Vance, R. (2011). Use of hand-held devices with first year associate degree nursing students. *American Journal of Health Sciences*, 2(2), 39-44.

Miller, C. & Leadingham, C. (2010). Enhancing LPN to RN transitions through comprehensive mentoring and remediation. *Teaching and Learning in Nursing*,5(4)149-153.

Miller, C., Leadingham, C., McKean, J., McManus, C (2010). Forensic nursing: An emerging competency for contemporary practice. *Teaching and Learning in Nursing*, 5(3), 98-103.

Miller, C., Leadingham, C., & Vance, R.(2010). Utilizing human patient simulators (HPS) to meet learning objectives across concurrent core nursing courses. *College Teaching and Learning Journal*, 7(1), 37-44.

Leadingham, C., Miller, C., & Kauffman, L. (2007). Enhancing nursing education through an anatomical exhibit. *Spring 2007 OATYC Journal*, 31, 37-41.

Grants:

- Principal Investigator- “Enhancing LPN to RN Transitions through Comprehensive Remediation and Mentoring”- a research project funded by the Ohio University-Chillicothe Faculty Summer Research Grant- June, 2006. Amount- \$2,100.00.
- Project Assistant- “Spit it, Quit It. Dip is Disgusting!”- project assistant under direction of Dr. Kathleen Tennant for a spit tobacco prevention program aimed at school –age children funded by an Ohio Tobacco Use Prevention and Control Foundation continuation grant- July, 2006. Amount- \$50,000.00

Abstracts/Presentations:

Miller, C., Buchman, S>, & Snider, P. (2015). Walking the walk: An Interprofessional simulation with nursing, paramedic, and medical students. Presented at AACN, Nashville, TN, February, 2015 (referred).

Henderson, D., & Miller, C. (2014). Taking Care of Tina: Does the Digital Clinical Experience Improve NP Performance on Integrated Health Exam? Presented at INACSL, Orlando, FL, June, 2014.

Miller, C. , & Henderson, D. (2014). Taking Care of Tina: Use of a Digital Clinical Experience for Advanced Health Assessment, Presented at Ohio League for Nursing, Columbus, OH. (refereed)

Bryant, R., Henderson, D., & Miller, C. (2014). Taking Care of Tina: Evaluation of a Digital Clinical Experience for Online FNP Students, Presented at AACN MSN Education Conference, Scottsdale, AZ. (refereed).

Miller, C., & Leadingham, C. (2013). Using SBAR as a framework for promoting communication, critical thinking and patient safety in pharmacotherapy, Presented at the Ohio League for Nursing Education Summit, April 5, 2013, Columbus, OH. (refereed)

Leadingham, C., & Miller, C. (2013). The nursing classroom and the clinical environment linked through partnerships with health systems. Presented at AURCO Annual Conference, April 16, 2013, Lancaster, OH. (refereed)

Leadingham, C., & Miller, C. (2012). Linking the nursing classroom to the clinical environment. Presented October, 2012, OATYC. (refereed)

Miller, C., & White, A. (2012). Interdisciplinary collaborative projects- Evolution of an interdisciplinary course, presented April 21, 2012, AURCO. (refereed)

Miller, C., Vance, R. & Leadingham, C. (2010) Wireless headset technology enhances communication and workflow efficiency, Presented at Ohio League for Nursing Education Summit, Columbus, OH. (refereed)

Miller, C., Leadingham, C., & Vance, R. (2009). Utilizing human patient simulators (HPS) to meet learning objectives across concurrent core nursing courses. Presented at OATYC Annual Conference, Rio Grande, OH. (refereed)

Miller, C. (2008). Mental Health Issues in the Older Adult. A full day seminar presented at Scioto-Paint Valley Mental Health Center, Chillicothe, OH.

McKean, J., Leadingham, C., Miller, C. (2008). Forensic Nursing: A New Educational Paradigm. Presented at AURCO 14th Annual Conference, Cincinnati, OH. (refereed)

Parker, V., Souers, C., Miller, C., Vance, R., McManus, C., Buchman, S. (2008). Use of Personal Digital Assistants (PDA's) with First Year Associate Degree Nursing Students. Presented at Ohio Council of Associate Degree Nursing Educators Conference (OOADN/OCADNEA), Columbus, OH. (refereed)

Miller, C. (2007). Stress and Self-Care for Nursing Professionals. Presented at the Annual Women's Health Conference, Chillicothe, OH.

Miller, C. (2007) Principles of Wound Assessment. Presented at Pickaway-Ross and Ohio State University Wound Care Conference, Chillicothe, OH.

Miller, C (2007). *Self care and the Healthcare Professions*. . Presented as part of *Celebrate the Unique Contributions of Nursing* seminar, May, 2007, OU-C Chillicothe, OH.

Miller, C, Leadingham, C, & Kaple, C. (2007). *LPN to RN Transitions: Strides Made and Lessons Learned*. Presented at Ohio Council of Associate Degree Nursing Educators Conference (OOADN/ACADNEA), Columbus, OH. (refereed)

Miller, C., Poole, B. (2006). *Enhancing Nursing education Through an Anatomical Exhibit*. Presented at Ohio Council of Associate Degree Nursing Educators Conference (OOADN/ACAD-NEA), Columbus, OH. (refereed)

Miller, C, Poole, B (2006). *The Sandwich Generation*. Presented to Ohio University-Chillicothe and community through Campus Wellness Committee, Chillicothe, OH.

Miller, C., Poole, B. (2006). *Enhancing Nursing Education through an Anatomical Exhibit*. Presented at Ohio League for Nursing Education Summit, Columbus, OH. (refereed)

Miller, C (2005). *Being a Career Woman: In the Shadow of the Supermom Myth*. Presented at First Annual Women's Health Conference, Ironton, OH.

Miller, C. (2004). *Challenging Behaviors in the Classroom*. Presented to Ohio University-Chillicothe faculty as part of the Campus Wellness Brown Bag Luncheon series.

Current Research Interests:

- Clinical Practice
 - Polypharmacy in older adults
 - Infectious Disease in older adults- DNP Project in progress
 - Geriatric syndromes
- Palliative Medicine and Interventions
 - NP's as attending provider for Hospice patients
 - Addressing advanced directives with chronically ill patients
- Technology and Nursing Education

- Simulation for skill acquisition
- Inter-professional simulation

Awards/Honors:

Date	Type of Award/Place
2015	Lee Cibrowski Faculty Mentoring and Advising Award- nominee
2009	Selected to attend Geriatric Nursing Education Consortium (GNEC) Institute
2007	NLN Ambassador for Ohio University
1996	University of Rio Grande – Selected for the 1996 Leadership in Nursing Award.

Service:

Professional Affiliations

Date	Name of Organization
2008-present	American Medical Director’s Association (AMDA)
2007-present	National Conference of Gerontological Nurse Practitioners
2004-present	National League for Nursing –Ambassador 2007-08, member Ohio Nurses Association(ONA)- member American Nurses Association (ANA)-member Ohio Association of Advanced Practice Nurses (OAAPN) –member
1997-present	Sigma Theta Tau International Honor Society of Nursing - member

Community Activities (selected):

2006-2009	Coordinator for Healthy Ohioans Fitness Walk at OU-C
2006-2008	Community Committee member for Adena Regional Medical Center- Ohio University-Chillicothe Partnership

2004-present	Community Awareness/public health screenings- volunteer in affiliation with HCR-ManorCare/Heartland Care Partners
2004-2008	Ohio University-Chillicothe representative on “Partners for a Healthier Ross County”
2003-present	Panel member for “Health Q&A” a public health forum offered at Heartland of Jackson bi-annually

School of Nursing/Campus/University activities/Service:

Campus:	OU-Athens	
	2014-15	Graduate Coordinator Council CHSP Curriculum Committee CHSP Ethics Committee
	2013-2014	Graduate Coordinator Council
	OU-C	
	2012-2013	Campus Curriculum Committee Faculty Council Committee Promotion and Tenure Committee for
		Degree Granting Division Faculty Development Committee Dean’s Search Committee Faculty Search Committee-CHAIR
	2011-2012	Scholarship Committee
	2010- 2011	Recruitment Task Force-CHAIR
	2008- 2011	Campus Scholarship Committee
	2009	ADN Faculty Search Committee-
	CHAIR	
	2007- 2008	Campus Research Committee Librarian Search Committee
	2006-2007	Campus Wellness Committee

	Campus Research Committee
2005-2006	Campus Wellness Committee
2004- 2005	Campus Safety Committee Recruitment and Retention Committee
School of Nursing(SON):	
2014-2015	SON Curriculum Committee-Chair MSN Curriculum Committee -Chair
2013-2014	SON Curriculum Committee-Chair MSN Curriculum Committee –Chair SON Search Committees: Group I Faculty Group II Faculty Instructional Designer MSN Clinical Coordinator
2012-2013	SON Promotion and Tenure Committee BSN Curriculum Committee Hesi Ad Hoc Committee
2011-2012	SON Policy/By Laws Committee P&T Committee
2010-2011	SON Policy/By Laws Committee- CHAIR Annual Review Committee
2009-2010	SON Policy/By Laws Committee- CHAIR Annual Review Committee
2008-2009	SON Policy/By Laws Committee- CHAIR
2007-2008	SON Policy/By Laws Committee- CHAIR
2006-2007	OUC Nursing Faculty Secretary SON Policy/By Laws Committee- OUC Faculty Search Committee-CHAIR ADN Student Class Advisor

2005-2006

SON Policy/By-Laws Committee
OUC Faculty Search Committee-
CHAIR

2004- 2005

SON By-Laws Committee
OUC Faculty Search Committee

CLM 3/18/15

Kimberlee A. Miller-Wenning, DNP, CNP, ANP, FNP, PMHNP

959 Chaparral Road

West Union, Ohio

Home: (937) 544-5724

Cell: (513) 304-5724

Email: kmiller2578@scpwildblue.com

EDUCATION

- May 2010 **Doctorate of Nursing Practice**
Robert Morris University, School of Nursing
6001 University Blvd. Moon Township, Pennsylvania 15108
- June 2005 **Post Masters Certificate in Nursing Education**
Rutgers, The State University of New Jersey
249 University Ave. Newark, New Jersey 07102
- August 2004 **Post Masters Certificate Family Psychiatric Mental Health Nurse Practitioner**
University of Cincinnati,
2600 Clifton Avenue, Cincinnati, Ohio 45221
- December 1995 **Post Masters Certificate Family Nurse Practitioner**
Frances Payne Bolton School of Nursing
Case Western Reserve University
10900 Euclid Ave. Cleveland, Ohio 44106
- June 1994 **Master Science of Nursing in Adult Medical-Surgical Nursing**
University of Cincinnati,
2600 Clifton Avenue, Cincinnati, Ohio 45221
- June 1990 **Adult Nurse Practitioner Certificate**
Cleveland Metropolitan General Hospital (MetroHealth)
1809 Valentine Avenue, Cleveland, Ohio 44109
- August 1987 **Bachelor of Science Degree of Nursing**
The College of Mount Saint Joseph On-the-Ohio
5701 Delhi Road, Mount Saint Joseph, Ohio 45051
- May 1983 **Diploma in Nursing**
Deaconess Hospital School of Nursing
415 Straight Street, Cincinnati, Ohio 45219

June 1980 **Associate Degree in Applied Arts and Sciences (A.A.S.)**
Southern State Community College, 100 Hobart Drive,
Hillsboro, Ohio 45133 Graduated Magna Cum Laude.
LICENSURE AND CERTIFICATION

- Registered Nurse and Nurse Practitioner in the State of Ohio
- American Nurses Credentialing Center Adult Nurse Practitioner Certification
- American Nurses Credentialing Center Family Nurse Practitioner
- American Nurses Credentialing Center Family Psychiatric Nurse Practitioner

APPOINTMENTS AND POSITIONS

Academic

August 2013 **Assistant Professor of Nursing**
To
Ohio University
Present School of Nursing
Grover Center E 365, Athens, Ohio 45701
Teach various courses in the MSN Program using both distance and on campus formats. Serve on MSN Curriculum Committee and DNP Task Force. Research foci is global health and nursing education

May 2012 **Adjunct Nursing Faculty**
to
Ohio University
August 2013 School of Nursing
Grover Center E 365, Athens, Ohio 45701
Developed and teach Advanced Pharmacology course for MSN students in both distance and on campus formats. Also have been faculty for other core courses in the MSN program including research and evidenced-based practice.

January 2009 **Clinical Instructor**
to
Southern State Community College
August 2013 100 Hobart Drive, Hillsboro, Ohio 45133
Clinical Instructor for Practical and Associate Degree Nursing Students

January 1996 **Instructor at University of Cincinnati College of Nursing**
to
2600 Vine Street, Cincinnati, Ohio 45221
August 2013 Family Nurse Practitioner Program and Psychiatric Nurse Practitioner Program. Responsible for both didactic and clinical content both classroom and distance (online) learning formats. Developed Courses in Family Theories, Psychopharmacology for Advanced Nursing Practice, and Clinical Pharmacology for the Family Nurse Practitioner.

Courses taught include, Advanced Physiology, Advanced Pathophysiology, Management of Acute and Chronic Illnesses, Family Theories, Clinical Pharmacology for the FNP, Advanced Physical Assessment and Advanced Psychiatric Nursing Courses. Faculty for Masters Capstone Projects. Accountable for clinical placement of graduate level Students. Part time position

January 1991
to
May 1993

Sophomore Clinical Instructor

Maysville Community College
1755 US Route 68, Maysville, Kentucky 41056
Clinical instruction and lecture. Concentrated areas include psychiatric and medical-surgical nursing.

Freshman Clinical Instructor

Clinical instruction and lecture. Concentrated areas include maternal child health, pediatrics, surgical nursing, and fundamental skills

Non-Academic

February 2009
to
August 2013

Family Nurse Practitioner

Adams County Regional Medical Center/ Seaman Family Medicine
100 Hospital Drive
Seaman, Ohio 45679
Part-time in After Hours Care Clinic and Manchester School Based Health Center. Full-time Family Practice at Seaman Family Medicine

January 2005
to
March 2012

Family and Psychiatric Nurse Practitioner

Regional Family Health Care
111 Vandament Way, Mt. Orab, Ohio 45154
Assess, plan, and implement care in collaboration with clinic physicians for clients of all ages. Assist collaborating physician with hospital rounds and nursing home rounds.

December 2001
to
December 2004

Family Nurse Practitioner

Mercy Medical Associates
7109 Bachman Road, Sardinia, Ohio 45171
Assess, plan, and implement care in collaboration with clinic physicians for clients of all ages. Assist collaborating physician with hospital rounds and nursing home rounds. Affiliated with Mercy Hospital Clermont.

August 1995
to

Nurse Practitioner and Clinic Manager

Lytic Health Care Center

December 2001 28 East Second Street, Manchester, Ohio 45144
Assess, plan, and implement care in collaboration with clinic physicians for clients of all ages including prenatal families. Affiliated with Adams County Hospital.

March 1995 **Emergency Room Nurse Practitioner**
to Adams County Hospital
February 2002 210 North Wilson Drive, West Union, Ohio 45693
Work in collaboration with Emergency Physicians to assess, plan, and evaluate non-emergent Emergency Department clients.

March 1992 **Adult Nurse Practitioner**
to Women's Health Clinic City of Portsmouth Health Department
August 1995 Well Women's Gynecological Care
605 Washington Street, Portsmouth, Ohio 45662

Director of Nursing
Portsmouth City Health Department
605 Washington Street, Portsmouth, Ohio 45662
Supervise staff of twelve nursing professional in addition to Nurse Practitioner duties.

July 1990 **Adult Nurse Practitioner**
to Collaborative Practice with Donna Simpson-Rand, M.D.
October 1993 415 Home Street, Georgetown, Ohio 45121

May 1983 **Registered Staff Nurse, Transport Nurse, Charge Nurse, and Relief Supervisor**
to Adams County Hospital
May 1988 210 North Wilson Drive, West Union, Ohio 45693
Duties included all Nursing Units with heavy emphasis in the Emergency Department.

May 1988 **Emergency Department and Special Care Unit Relief Supervisor**
to Brown County General Hospital
January 1995 425 Home Street, Georgetown, Ohio 45121
Provided relief house supervising skills to all shifts as needed in a general medical setting.

January 1987 **Clinic Staff Nurse and Client Educator**
to Adams and Brown Counties Child and Family Health Clinic
July 1980 9137 State Route 136, West Union, Ohio 45693
Provided family planning instruction and assessment, including well child

assessment with guidance to families.

MEMBERSHIP IN PROFESSIONAL AND SCIENTIFIC SOCIETIES

- The Honor Society of Nursing, Sigma Theta Tau International Upsilon Pi Chapter
- American Academy of Nurse Practitioners
- The Transcultural Nursing Society
- Kentucky Coalition of Nurse Practitioners and Nurse Midwives
- Ohio Association of Advance Practice Nurses
- Nurse Practitioners in Women's Health (NPWH)
- American Association in Nursing History
- National Organization for Nurse Practitioner Faculties

HONORS AND AWARDS

Teaching Excellence in Nursing Award from the University of Cincinnati College of Nursing

RESEARCH

Thesis

“The Journal Reading Habits of Rural Practice Registered Nurses”

Doctoral Completion Project

“Health Beliefs of Nicaraguan Women”

SERVICE

Traveled with nursing students from Robert Morris University to Nicaragua in November 2007 and June 2008. Conducted qualitative research for Doctoral Completion Project. Worked closely with faculty from University de Politecnica de Nicaragua (UPOLI). While in country provided primary care to families and individuals of all ages in an urban barrio and rural health outposts.

Member of a delegation from Ohio University that went to Botswana in January 2014. Worked with faculty of the Institute of Health from the Ministry of Health on conversion of a diploma program in nursing to a BNS (BSN) program

COMMUNITY SERVICE

- Former board member of Shawnee Mental Health
- Zane's Trace District Club Scout Day Camp Nurse and First Aid Instructor
- Humane Society of Adams County Ohio Board of Directors, founding member and shelter volunteer

Myra Kathleen Rose-Grippa

Professor

Ohio University School of Nursing

Grover Center E365

Athens, OH 45701

grippa@ohio.edu

ACADEMIC PREPARATION

Stanford University, Stanford, California

PhD, 1987 Administration and Policy Analysis in Higher Education

Minor areas: Bioethics and evaluation research

University of California, San Francisco Medical Center, San Francisco, California

MSN, 1970 Community Mental Health and Psychiatric Nursing

Focus: Adolescence

University of Kansas, Lawrence, Kansas

BSN, 1967 Major in nursing

PROFESSIONAL EMPLOYMENT

OHIO UNIVERSITY, School of Nursing, Athens, Ohio University

Interim Associate Director, OU, Chillicothe campus, September 2014 to present

Early Retirement, July 2013 to present

Professor, January 1988 to present

Associate Director, MSN Program, September 2004 to 2013

Coordinator, School Nurse Program, 2000 to 2013

Interim Director and Assistant Vice President for Nursing, July 2006 to January 2009

Director, January 1988 to June 2000

Associate professor (part time), 1986 – 1988

SAN JOSE STATE UNIVERSITY, San Jose, California

Associate Dean for Curriculum, Office of Undergraduate Studies, 1984 – 1986

Professor, 1984 – 1987

Interim Chairperson, Department of Nursing, 1982 – 1983

Associate Professor, 1980 – 1983

Co-director, Federal Capitation Grant, 1979 – 1981

Coordinator of the MSN Program, 1978 – 1981

Co-director, Federal grant to develop gerontological nurse practitioner option at master's level, 1979 – 1981

Assistant Professor, 1970 – 1979

Professional Nursing Experience

Miscellaneous per diem practice activities to maintain currency in the discipline
1970 – 2000

Staff nurse and charge nurse, San Jose Hospital (inpatient psychiatric unit) 1969

Staff nurse, physician group practice, 1968 – 1969

Staff nurse and charge nurse, University of Kansas Medical Center (intensive
care and inpatient psychiatric units.

SCHOLARLY AND CREATIVE ACCOMPLISHMENTS

Grant awarded: May 21, 2008, Department of Health and Human Services Health Resources and Service Administration, Advanced Nurse Education Grant. Three years to create an Acute Care Nurse Practitioner option in the MSN Program. Total amount of the award for the period July 1, 2008 – June 30, 2011, \$787,831.

Review of chapter on research in: Selekman, J. (Ed.). *School nursing: A comprehensive text*. (2006). Philadelphia: F. A. Davis.

Study Guide to Accompany Nursing Research: Critical Appraisal and Utilization, 7th ed. (2010).

“Recruiting and retaining rural mental health professionals: An interdisciplinary course in Appalachia,” with D. Meyer, S. Safran, D. Bolon, & C. Tice. *The Journal of Rural Health*, October 2004.

“The right time for action,” in *Taking the Lead*, (2000). Edited by Fay L. Bower. (2000). Philadelphia: W. B. Saunders.

Consultant to the project, “Interdisciplinary Mental Health Care in Southeast Ohio,” Funded through the Department of Health and Human Services, Health Resources and Services Administration, Quentin N. Burdick Rural Health Interdisciplinary Program, 2000 to present.

“Psychiatric emergencies,” in *The Practice of Emergency Room Nursing* (1983 & 1975). Edited by James Cosgriff and Diann Anderson. Philadelphia: J. B. Lippincott.

“Basic communication skills,” in *Fundamentals of Nursing Practice: Concepts, Roles and Functions* (1979). Edited by Fay L. Bower and Em O. Bevis. St. Louis: C. V. Mosby.

Critique of “Effect of brief training on mental health knowledge and attitudes of nurses

and nurses' aides in a general hospital," *Nursing Research*, January-February, 1976.

"When the need to be human conflicts with the need to be professional: Ethical dilemmas in nursing," in *Psychiatric Nursing: Perspectives-Issues-Trends* (1975) edited by Carole R. Kneisel and Holly S. Wilson. St. Louis: C. V. Mosby.

A series of 16 independent study instructional modules were published and distributed nationally through the SJSU Faculty Publications Association (1973 – 1983).

Presentations

2003 to present: Provide workshops for RNs and LPNs in Ohio that meet the Ohio Board of Nursing's requirement for continuing education focused on the rules and regulations derived from the Ohio Nurse Practice Act.

June 3, 2004 and June 23, 2003, "Nursing Standards and Delegation." Workshop for The Consortium for Health Education in Appalachia Ohio, Area Health Education Center. Three-hour continuing education program that meets the Ohio Board of Nursing requirement for legal content for relicensure.

April 23, 2004. "Nursing as a Science." For Women in Science program at Ohio University for all area middle school and high school women students.

December 1999. "Evaluation for Educators" at Mt. Carmel Health Center, Columbus, Ohio for all staff development personnel.

May 1997. Keynote speaker at Mid-Ohio District Nurses Association annual dinner meeting, "Beware! Dragons Ahead."

June 1996. Graduation speaker at the Community Hospital School of Nursing in Springfield, Ohio.

Fall 1995. Keynote speaker at four Fall Conferences for Public Health Nurses (one in each of the four regions of Ohio). Sponsored by the Ohio Department of Health. "Preparation for change in community/public health nursing."

July 1994. Speaker at Community Health Nurse: Nurse of the Future sponsored by the Ohio Nurses Association, "Window of opportunity for nursing education."

October 1993. Keynote speaker at the Sigma Theta Tau Research Conference, Edinboro University of Pennsylvania.

May 1990. Keynote speaker at VA Medical Center in Chillicothe, Ohio for National Nurses Day.

- November 1989. Keynote speaker at Southeast Ohio OGN Conference sponsored by NAACOG and Guernsey Memorial Hospital. “Winds of change: Technology and Nursing.”
- March 1989. “Healthy, wellthy [sic], and wise” at the Ohio University Professional Development for Women symposium.
- October 1983. “Nursing and SLE” at the Community Conference on Systemic Lupus Erythematosus, San Francisco, California.
- July 1983. Summer Enrichment Program for Minority Nurses Students sponsored by South Bay Area Health Education Council.
- April 1983. Mistress of ceremonies at Sigma Theta Tau research conference in San Francisco.
- July 1981. “Change, Loss, and Grief in the Elderly.” 1981 Summer Gerontology Institute, San Jose State University, San Jose, California.
- July 1981. “Client and Health Care Professional Relationship in SLE.” National Lupus Symposium sponsored by the Lupus Foundation of America.
- October 1980. Presenter and group facilitator at Scleroderma-Lupus Conference sponsored by the Bay Area Lupus Foundation.
- May 1976. Commencement speaker for Department of Nursing ceremonies by invitation of the graduating seniors.

Workshops and conferences attended

Attend no fewer than two conferences per year. Attend numerous workshops sponsored by professional nurses organizations and the College of Health and Human Services.

Other activities

- 1999 to present Member of the project entitled, “Interdisciplinary Mental Health Care in Southeast Ohio.” Funded through the Department of Health and Human Services, Health Resources and Services administration, Quentin N. Burdick Rural Health Interdisciplinary Program. Collaborated in designed and teaching an interdisciplinary course with individuals from four other disciplines. Completed first three-year grant phase and are beginning the three-year renewal grant.

- July 2001. Reviewed mental health nursing textbook for Prentice Hall Health.
- 1993 - 1994 Received funding from the Ohio Department of Health, Early Intervention Area to design and implement a certificate program in early intervention for public health nurses in southeastern Ohio.
- 1983 South Bay Area Health Education Consortium contract to develop supportive services for minority or educationally disadvantaged students in nursing.
- 1978 – 1981 Gerontological Nurse Specialist Grant. Department of Health and Human Services, Division of Nursing. Three year project (\$350,000) to design and develop a gerontological nurse specialist curriculum for the existing master's program at San Jose State University. Program continues to this day.

SERVICE: PROFESSIONAL, COMMUNITY, and UNIVERSITY

- 1998 to present Serve as visitor and/or team leader for the Commission on Collegiate Nursing Education (CCNE) program accreditation site visits. Average of one site visit per year.

Hold School Nurse License/Certificate in Ohio

- Member: American Nurses Association
 Ohio Nurses Association
 Sigma Theta Tau, International Honor Organization for Nurses
 Institute of Society, Ethics, and Life Sciences
 American Association of Higher Education

University service

- University: 2008-2009 Completed proposal for a traditional baccalaureate nursing program and saw it approved by the Ohio Board of Nursing --- implementation began in September 2009
- 2008 to present Coordinating the School of Nursing's curriculum conversion from a quarter system to a semester system.
- 2001 to 2007 Chair, Programs Committee, University Curriculum Council.
- 2003 to 2005 Chair, Ethics Advisory Subcommittee of

General Education Council

2003 to 2005	Member, Evaluation of General Education Committee
1998	Chair, Search Committee, Dean of College of Health and Human Services
1993 to present	Served on an average of two doctoral dissertation committees per year. Primarily as the dean's representative in the College of Education and the Department of Psychology
<u>College:</u>	
2006 to present	Member, Executive Committee
2002 & 2003	Promotion and Tenure Committee, CHHS
2001	School of Physical Therapy Promotion and Tenure committee
Summer 2001	Celebrate Grover Center committee that planned the events surrounding the opening of Grover Center
2000 – 2004	Member of the task force to reorganize School of Nursing to include the associate degree, RN to BSN, and MSN programs in one administrative structure
1998 – 2003	Health Policy Committee
1988 – 2000	Executive Committee

Have carried a comparable committee load since 1988

School: Have served on all committees within the School during the past seven years: Promotion & Tenure; Scholarship; Program Evaluation; Faculty, Curriculum

Updated 9/2014

Margaret L. Selena Yearwood

14412 N. 9th Street
Phoenix, Arizona 85022
602-920-8363
yearwood@ohio.edu

YEAR	INSTITUTION	STUDY CONCENTRATION	DEGREE
2003	Nova Southeastern University Ft. Lauderdale, Florida	Higher Education/Healthcare Education	Ed.D.
1993	West Virginia University Morgantown, West Virginia	Nursing/Psychiatric-Mental Health	MSN
1990	West Virginia University Morgantown, West Virginia	Nursing	BSN
1983	Hocking College Nelsonville, Ohio	Nursing	AAS

LICENSURE AND CERTIFICATION

Ohio RN License: RN187613

Arizona RN License: RN128006

ANCC (American Nurses Credentialing Center) #0172564-37

Board Certification Psychiatric and Mental Health Nurse;

Certified Nurse Educator

ACADEMIC APPOINTMENTS

YEAR	INSTITUTION	POSITION
2012-	Ohio University Athens, Ohio (remote)	Assistant Professor of Nursing
2009-10	Ohio University Athens, Ohio	Assistant Professor of Nursing
2008	Chamberlain College of Nursing	Professor of Nursing
2005- 2007	Arizona State University Phoenix/Glendale campuses	Faculty Associate College of Nursing and Healthcare Innovation

2005	Arizona State University Mayo Clinic campus site Phoenix, AZ	Site Coordinator (initial start-up phase) College of Nursing
2002	University of Colorado Colorado Springs, CO Beth-El School of Nursing	Adjunct nursing faculty
1998- 2002	Hawaii Pacific University College of Nursing Honolulu, Hawaii	Assistant Professor
1997- 1998	Kapi'olani Community College/ University of Hawaii School of Nursing Honolulu, Hawaii	Assistant Professor
1993- 1997	Washington State Community College School of Nursing Marietta, Ohio	Assistant Professor
1993	West Virginia University-Parkersburg School of Nursing Parkersburg, West Virginia	Substitute nursing faculty

PROFESSIONAL EXPERIENCE (clinical)

1985- ical	St. Joseph's Hospital	Clinical Staff/Charge Nurse; Assistant Clin-
1993	Parkersburg, West Virginia	Director (week-ends) Behavioral Health
1983- 1985	St. Joseph's Hospital Parkersburg, West Virginia	Clinical Staff/Charge Nurse Telemetry Unit

HONORS AND AWARDS

2006 Nominated for The Last Lecture Series, Arizona State University

- 1998 Speaker for the graduating class, Kapi'olani Community College
- 1992 Nursing Scholarship Award, West Virginia Nurses Association, District #3
- 1992 Nurse Traineeship Award, Kellogg Foundation
- 1991 Louise Mason Scholarship Award, Parkersburg Community Foundation
- 1988 Louise Mason Scholarship Award, Parkersburg Community Foundation

**PROFESSIONAL ACTIVITIES
PUBLICATIONS**

Contributor to: Varcarolis, E.M., Carson, V.B., & Shoemaker, N.C. (2010). Chapter 24; Suicide, *Foundations of psychiatric mental health nursing: A clinical approach*. St. Louis, MO: Saunders Elsevier.

Yearwood, M.S., & Feagai, H.E. (2001). *Understanding medical terminology: Let's talk story in Hawaii*. Eau Claire, WI: Lorman Educational Services.

PRESENTATIONS

Year	Title	Type	Meeting
2014	Master's QSEN Competencies	PowerPoint	MSN faculty/OU
2010	Meeting the Demand for Baccalaureate Prepared Nurses: Using Traditional Academia in an On-Line Format using a Service Provider Vendor.	Poster	Ohio League for Nursing
2007	Overview of Psychiatric/Mental Health Concepts	Presentation Seminar	International Institute of the Americas
2006	Overview of Psychiatric/Mental Health Concepts	Presentation Seminar	International Institute of the Americas
2002	Pre-registration Orientation for Nursing Students	Presentation Seminar	Academic Advisors, Hawaii Pacific University
2001	Effective Orientation for Adjunct Nursing Faculty	Workshop	Adjunct Nursing Faculty, Hawaii Pacific U.
2001	Understanding Medical Terminology	1 day workshop	Members of the Honolulu Legal Community
1999	Developing Effectiveness in Nursing Process	Presentation	Members of the Nursing Faculty

1998	Implementing Service Learning	Poster	Hawaii Nurses Association
1998	Effective Student Mentoring	Presentation	Tripler Army Hospital
1995	Health Promotion: Teen Trauma	Seminar	Wood County, West Virginia School Nurses
1993	Post Traumatic Stress Disorder: Coping	Presentation	St. Joseph's Hospital
1992	Health Care Reform and Nursing	Presentation	Parkersburg Community Foundation
1990	Recognizing Child Abuse	Presentation	Worthington Elementary School
1988	Screening Mental Illness in the ER	Presentation	St. Joseph's Hospital
1986	Nursing Skills Refresher	Workshop	St. Joseph's Hospital Behavioral Health Unit
1984	Effectiveness of Crash Cart Organization	Presentation	St. Joseph's Hospital

RESEARCH AND STUDIES

2012 Developed three of the Nurse Educator track courses for the new online MSN program: NRSE 6610 Curriculum Development in Nursing; NRSE 6630 Academic Nursing; NRSE 6928 Teaching Experience.

- 2010 Poster presentation: Meeting the Demands for Baccalaureate Prepared Nurses in Underserved Populations: An Innovative Approach for Combining Traditional Academia and Academic Partnerships Using a Service Provider.
- 2009 Health Care Policy: Teaching online graduate students using an action-oriented framework in an eight week session.
- 2008 Education, Wellness, and Social Support as Indicators of Illness Management in Individuals Suffering From Mood Disorders (study as part of contributor work Saunders Elsevier).
- 2003 Yearwood, M.L.S. (2003). *Developing a core curriculum for legal nurse consultants with a plan for implementation and evaluation*. Unpublished doctoral dissertation, Nova Southeastern University, Ft. Lauderdale, Florida.
- 2002 Attrition Rates in the Nursing Fundamentals Course: Effective Pre-registration Orientation Working With Academic Advising. Doctoral Practicum Study (research methodology). Kaneohe, HI.
- 2001 Physician Assisted Suicide and Bioethics (research for a doctoral course seminar/presentation, Health Care Education). Tucson, AZ
- 2000 Alternative and Complementary Health Practices (research for a doctoral course seminar/presentation, Health Care Education). Ft. Lauderdale, FL.
- 2000 Effective Adjunct Nursing Faculty Orientation. Doctoral Practicum Study: Best Practices (evaluation methodology). Kaneohe, HI.
- 1999 Critical Thinking Approaches in Teaching Nursing Process. Doctoral Practicum Study (development methodology). Kaneohe, HI.
- 1997 Implementing Service Learning Across the Curriculum. Pilot Study. Honolulu, HI.
- 1993 Yearwood, M.L.S. (1993). *Effective coping strategies for adolescent survivors of trauma*. Unpublished thesis, West Virginia University, Morgantown, West Virginia.
- 1992 Graduate Field Research Participant (GENESIS Project): Health Needs Assessment in Rural West Virginia. Hardy County, WV.
- 1992 Adolescent Trauma Survivors and Coping Strategies (clinical research for thesis). Parkersburg, WV.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- 1990-1997 American Nurses Association/West Virginia Nurses Association (Board of Directors
1990-1998 Member).
- 1990- American Psychiatric Nurses Association.
- 1990- Sigma Theta Tau International Honor Society of Nurses.
- 2009- American Nurses Association/AZ Nurses Association/OH Nurses Association.
- 2009- National League for Nursing.

CONSULTATIONS

- 2011 Collaborated in the development of a suicide awareness seminar for a lay audience.
- 2007 Reviewer for *Foundations of Psychiatric Mental Health Nursing: A clinical approach*.
Saunders Elsevier: Chapters On Depression, Bipolar Disorder, and Suicide.
- 2006- Consultant to the International Institute of the Americas, Ethel Bauer School of Nursing.
2007 Phoenix, AZ.
- 2003 Reviewer for three textbooks (Advanced Practice Nursing, F.A. Davis).
- 2001- Legal Nurse Consultant to the Richard Lee Law Firm, Honolulu, Hawaii.
2004
- 1993- Consultant to the Abraxas adolescent psychiatric facility. Parkersburg, WV

ACADEMIC COMMITTEES

- 2014/15 Annual Review Committee, member, School of Nursing, Ohio University
- 2014/15 MSN Evaluation Committee, Chair; Curriculum Committee member, Ohio University
- 2013/14 MSN Curriculum Committee, member, School of Nursing, Ohio University
- 2013/14 MSN Evaluation Committee Chair, School of Nursing, Ohio University
- 2012/13 MSN Curriculum Committee, School of Nursing, Ohio University.
- 2012/13 BSN Curriculum Committee, School of Nursing, Ohio University.
- 2009- Program Evaluation Committee, School of Nursing, Ohio University.
- 2009- Program Selection Committee (Ad hoc), School of Nursing, Ohio University.
- 2009- Faculty Advisory Committee, College of Health and Human Services, Ohio University.
- 2009- Teaching and Learning Committee, College of Health and Human Services, Ohio U

- 2008- Graduate Curriculum Committee, Chamberlain College of Nursing.
- 2008- Academic Standards Committee, Chamberlain College of Nursing.
- 2005- Psychiatric/Mental Health faculty member committee, Arizona State University College of Nursing and Healthcare Innovation.
- 2007
- 2004 Grand Canyon University College of Nursing committee member: Student Affairs, Graduate Council, and the University IRB Committee.
- 1999- Hawaii Pacific University College of Nursing committee member: Student Affairs, Curriculum Committee, and a Steering Committee for Service Learning.
- 2002
- 1997- Kapi'olani Community College/University of Hawaii: committee member: Evaluation Committee,
- 1998 Committee on Service Learning (ad hoc for new program evaluation).
- 1993- Washington State Community College: Member of all new nursing program committees,
- 1997 Student Nurse Association Advisor. College Curriculum Committee.

CLINICAL COMMITTEES

- 2005- Banner Thunderbird Medical Center: Faculty Education Committee: Faculty Advisor
- 2007 Glendale, AZ.

- 2002 Pike's Peak Behavioral Outreach Center: Clinical Faculty Advisor
- Colorado Springs, CO.

- 1998- Castle Medical Center: Education Committee Member
- 2002 Kailua, HI.

- 1997- Tripler Army Hospital: Education Committee: Ad hoc member
- 1998 Honolulu, HI.

- 1993- Marietta Memorial Hospital: Education Committee Member
- 1997 Marietta, O.

- 1983- St. Joseph's Hospital: Quality Assurance Committee Member; Policy and Procedure Committee.

- 1993 Member; CPR Committee; Professional Development Committee Chair.
- Parkersburg, WV.

CONTINUING EDUCATION

Recent seminars/workshops

- NLN Education Summit, Phoenix, AZ (2014)

AACN/QSEN Master's QSEN Competencies, Naples, FL (2014)

AACN Master's Education Conference, Phoenix, AZ (2014)

NLN Leadership conference, Phoenix, AZ (2013)

Psychopharmacology, Phoenix, AZ (2012)

AACN Master's Essentials conference, San Antonio, TX (2012)

Neurophysiology in psychiatric care, Scottsdale, AZ (2012)

Evidence Based Practices for Redesigning Your Nursing Curriculum (April 2010). Cincinnati State/ANA.

Improving Diabetes Outcomes in the Appalachian Region (May, 2010). The Consortium for Health Education in Appalachia Ohio/Ohio University.

Ohio League for Nursing, Nursing Education Summit 2010: Pathways to Excellence: Enhancing Effectiveness in Nursing Education.

Ohio-Hocking mini-conference: Enhancing Teaching and Learning with Technology (10/09).

Faculty Advising workshops (two part series). The Center for Teaching and Learning, Alden Library (fall quarter, 2009).

Teaching Portfolios (three part series). The Center for Teaching and Learning, Alden Library (fall quarter, 2009).

Academic Credit Courses

2002 Death Investigations: Graduate Level Course (3 cr.) in Forensic Health Science. University of Colorado, Colorado Springs.

2000 Introductory Overview of Forensic Health Science: Undergraduate Course (3 cr.). Hawaii Pacific University, Honolulu, Hawaii.

1998 Tests and Measurements: Undergraduate Course, College of Education (3 cr.). University of Hawaii, Manoa.

*2001 Seminar (six days, including certification exam) Legal Nurse Consulting. Chicago, IL.

COMMUNITY SERVICE

2009 Multicultural Recruitment: Ohio University/state high school students.

2008- (on-going) Survivors of Suicide (SOS) walk for support: Tempe, AZ.

2007- Organizer: Community Block Watch (North Phoenix area).

2004- (on-going) Survivors of Suicide (SOS) adjunctive group facilitator (Paradise Valley, AZ).

2002 Volunteer for Pike's Peak Homeless Shelter (Colorado Springs, CO).

1997- Aloha Medical Mission Volunteer (urban homeless and immigrant populations).

2002 Honolulu, HI.

Palolo Pride Health Screening (Waikiki).

World AIDS Day volunteer organizer (Honolulu, HI).

Volunteer with the Hansen's Disease patients, Kalaupapa, Island of Molokai, Hawaii.

Student Service Learning Volunteer: Populations served included urban and rural homeless, prostitutes, persons living with HIV/AIDS, and work with the suicide crisis hotline.

Volunteer work with the Honolulu Police Department (Oahu) and the Hilo Police Department (Big Island of Hawaii) Special Victims Unit Sexual Assault Nurse Examiners (SANE).

Liaison organizer for Beach Patrol: TB medication adherence program, Islands of Kauai and Oahu.

1980- Annual Science Fair judge: Wood County, WV.

1997

Volunteer for Brownie and Girl Scout activities. Parkersburg, WV.

Volunteer school (K-9) health and psychosocial presentations (nutrition, stress management, pet therapy). Parkersburg, WV.

Volunteer for annual community Disaster Management Simulation, Parkersburg, WV.

Volunteer speaker (various topics) Layman United Methodist Church, Layman, Ohio.

Appendix D
Sample Course of Study for Post-Master's DNP Students (Option I)

	Semester I	Semester II	Semester III
Yr 1	<p>Leadership in Systems & Organizations for Advanced Practice Nursing* (3 cr)</p> <p>Interprofessional Theories for Advanced Practice Nursing (3 cr)</p>	<p>Analyzing Evidence- Based Practice for Advanced Practice Nursing (3 cr)</p> <p>Promoting Quality Healthcare through Advanced Practice Nursing* (3 cr)</p>	<p>Health Policy & Advocacy for Advanced Practice Nursing* (2 cr)</p> <p>Informatics for Advanced Practice Nursing (2 cr)</p> <p>Epidemiology & Population Health for Advanced Practice Nursing (2 cr)</p>
Yr 2	<p>Principles of Business & Resource Management for Advanced Practice Nursing (3 cr)</p> <p>Application of Evidence -Based Practice for Advanced Practice Nursing (3 cr)</p>	<p>DNP Scholarly Project I* (3 cr)</p> <p>Elective (3 cr)</p>	<p>DNP Scholarly Project II* (3 cr)</p> <p>Elective (3 cr)</p>

Sample Course of Study for Post-Master's DNP Students (Option II)

	Semester I	Semester II	Semester III
Yr 1	<p>Leadership in Systems & Organizations for Advanced Practice Nursing* (3 cr)</p> <p>Interprofessional Theories for Advanced Practice Nursing (3 cr)</p>	<p>Promoting Quality Healthcare through Advanced Practice Nursing* (3 cr)</p>	<p>Health Policy & Advocacy for Advanced Practice Nursing* (2 cr)</p> <p>Epidemiology & Population Health for Advanced Practice Nursing (2 cr)</p>
Yr 2	<p>Principles of Business & Resource Management for Advanced Practice Nursing (3 cr)</p>	<p>Analyzing Evidence- Based Practice for Advanced Practice Nursing (3 cr)</p> <p>Elective (3 cr)</p>	<p>Informatics for Advanced Practice Nursing (2 cr)</p> <p>Elective (3 cr)</p>
Yr 3	<p>Application of Evidence -Based Practice for Advanced Practice Nursing (3 cr)</p>	<p>DNP Scholarly Project I* (3 cr)</p>	<p>DNP Scholarly Project II* (3 cr)</p>

*includes integrative immersion experiences outside class time

TOTAL: 36 credit hours

Sample Course of Study for Post-Baccalaureate-to-DNP (FNP) Students
(Option I – see previous table for Option II)

	Semester I	Semester II	Semester III
Yr 1	<p>Leadership in Systems & Organizations for Advanced Practice Nursing* (3 cr)</p> <p>Interprofessional Theories for Advanced Practice Nursing (3 cr)</p> <p>Advanced Pathophysiology (3 cr)</p>	<p>Analyzing Evidence- Based Practice for Advanced Practice Nursing (3 cr)</p> <p>Promoting Quality Healthcare through Advanced Practice Nursing* (3 cr)</p> <p>Advanced Pharmacology (3 cr)</p>	<p>Health Policy & Advocacy for Advanced Practice Nursing* (2 cr)</p> <p>Health Appraisal for NPs (3 cr)</p> <p>Elective (3 cr)</p> <p>Elective (3 cr)</p>
Yr 2	<p>Application of Evidence - Based Practice for Advanced Practice Nursing (3 cr)</p> <p>Epidemiology & Population Health for Advanced Practice Nursing (2 cr)</p> <p>Advanced Maternal & Child Care (6 cr)</p>	<p>Primary Care of Adults (8 cr)</p> <p>Elective (3 cr)</p>	<p>FNP in Practice (7 cr)</p> <p>Capstone Seminar (2 cr)</p>
Yr 3	<p>Principles of Business & Resource Management for Advanced Practice Nursing (3 cr)</p> <p>Informatics for Advanced Practice Nursing (2 cr)</p> <p>Elective (3 cr)</p>	<p>DNP Scholarly Project I (3 cr)</p> <p>Elective (3 cr)</p>	<p>DNP Scholarly Project II* (3 cr)</p> <p>Elective (3 cr)</p>

TOTAL: 80 credit hours

Appendix E Course Descriptions

NRSE 7801 Leadership in Systems and Organizations for Advanced Nursing Practice

This course focuses on transformational leadership, leadership theories and a systems perspective including complexity theory. This course includes an analysis of micro and macro systems performance and outcomes in planning a change process with a designated team. The course also focuses on appraisal of various healthcare delivery models. Legal and ethical concerns related to leadership are examined. The course includes integrative immersion experiences outside class time in leadership and/or organizational observations. Blended format with short-term intensive residence. (3 cr).

NRSE 7802 Interprofessional Theories for Advanced Nursing Practice

The course focuses on science and theory as a foundation for integrative advanced clinical practice. It includes an analysis of theories of nursing and healthcare including grand theories and conceptual frameworks. An emphasis is placed on the application of mid-range theory to scholarly projects. Blended format with short-term intensive residence. (3 cr).

NRSE 7803 Health Policy and Advocacy for Advanced Nursing Practice

This course focuses on integration and understanding of healthcare policy and advocacy. An analysis of process for influencing a health policy agenda is examined. There will be a synthesis of professionalism and leadership characteristics necessary to build interprofessional coalitions used for influencing healthcare policies particularly related to underserved populations. The course includes integrative immersion experiences outside class time related to health policy, lobbying or legislative activities. Blended format with short-term intensive residence. (2 cr).

NRSE 7804 Principles of Business and Resource Management for Advanced Nursing Practice

The course focuses on the principles of business, strategic planning, entrepreneurship and financial implications in advanced nursing practice. An analysis of the impact of performance outcome measures, budgeting and economics on healthcare and access to care will be undertaken. The impact of current national and state legislation and regulations on advanced nursing practice will be examined. Online format. (3 cr).

NRSE 7805 Analyzing Evidence-Based Practice for Advanced Nursing Practice

This course focuses on critical appraisal of research and analysis of literature to inform evidence-based practice. The course examines use of standardized tools found in the literature to develop a clinical relevant question. The course will include discussion on how to synthesize evidence-based practice literature in the development of a capstone scholarly project. Blended format with short-term intensive residence. (3 cr).

NRSE 7806 Promoting Quality Healthcare through Advanced Nursing Practice

The course focuses on analysis of outcomes and how the analysis informs program design and implementation. An emphasis is placed on creating an understanding of outcomes on patient care quality and safety. The course includes a focus on analysis of quality improvement needs assessment related to a healthcare concern. The importance of integrating quality measures will be discussed. The course includes integrative immersion experiences outside of class time related to quality improvement evaluation and needs assessment in the healthcare setting. Blended format with short-term intensive residence. (3 cr).

NRSE 7807 Application of Evidence-Based Practice for Advanced Nursing Practice

The course focuses on integration of evidence-based practice and quality improvement indicators in a microsystem to develop a strategic plan in order to improve healthcare for individuals, groups or populations. An emphasis is placed on development of data collection and analysis techniques for evaluation of a change project. An analysis of the relationship of evidence-based practice and data will occur. Students will continue project development by adding the data analysis and methods components in this course. Blended format with short-term intensive residence. (3 cr).

NRSE 7808 Informatics for Advanced Nursing Practice

This course focuses on the impact of informatics used by advanced practice nurses to promote quality healthcare. The course includes utilization of data bases and electronic health records for planning quality improvement projects by advanced practice nurses. An emphasis includes use of informatics for consumers including telehealth. An analysis of ethical implications of informatics, technology and social media is included. Online format. (2 cr).

NRSE 7809 Epidemiology and Population for Advanced Nursing Practice

This course examines the importance of epidemiology in screening and prevention of disease as related to advanced nursing practice. The course includes an analysis of epidemiology data to develop strategies related to community and population health promotion. A focus is placed on ethical and legal issues in epidemiology as related to advanced practice nursing. Online format. (2 cr).

NRSE 8940 DNP Scholarly Project I

The course focuses on the application of knowledge to implement an intervention strategy to improve individual, community or population health in the clinical project setting. An emphasis is placed on the process of scholarly writing through literature synthesis in order to develop the scholarly project proposal. The course includes residency hours outside class time in the clinical project setting. Online format. (3 cr).

NRSE 8941 DNP Scholarly Project II

The course focuses on the scholarly project implementation and evaluation. There is an emphasis on scholarly writing through manuscript preparation and journal submission related to project dissemination. There is an additional focus on professional dissemination of scholarly work in professional venues such as peer reviewed presentations. The course includes integrative residency hours outside class time in the clinical project setting. Online format. (3 cr).

Appendix F
DNP Program Budget

DNP Program Projection

Post-Master DNP Program Projection

	FY17	FY18	FY19	FY20
	Year 1	Year 2	Year 3	Year 4
# students	(10)	(20)	(35)	(40)
Total Revenue	\$ 82,156	\$ 157,991	\$ 399,292	\$ 421,339
Indirect Expenses	\$ 39,124	\$ 77,458	\$ 151,178	\$ 168,362
Program Director (split w/post-BSN)	\$ 74,927	\$ 77,175	\$ 79,490	\$ 81,875
Group I Faculty (1 FTE)	\$ 105,702	\$ 108,873	\$ 112,139	\$ 115,504
Operating Expenses	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Balance	\$ (147,598)	\$ (115,515)	\$ 46,484	\$ 45,599

Post-BSN DNP Program Projection

	FY17	FY18	FY19	FY20
	Year 1	Year 2	Year 3	Year 4
# students	(5)	(10)	(25)	(30)
Total Revenue	\$ 91,635	\$ 281,225	\$ 495,090	\$ 598,304
Indirect Expenses	\$ 25,882	\$ 78,435	\$ 134,161	\$ 161,628
Program Director (split w/post-Master)	\$ 74,927	\$ 77,175	\$ 79,490	\$ 81,875
Group I Faculty (1 FTE)	\$ 108,409	\$ 111,661	\$ 115,011	\$ 118,461
Operating Expenses	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Balance	\$ (125,582)	\$ 5,954	\$ 158,429	\$ 228,341

Total for both programs	\$ (273,180)	\$ (109,561)	\$ 204,913	\$ 273,940
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New Students each year	15	20	25	25
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Appendix G
Letters of Support



College of Health Sciences and Professions

Department of Interdisciplinary Health Studies

Deborah Henderson, PhD, CNE, RN
Director, School of Nursing
College of Health Sciences & Professions
Grover Center E365
Ohio University
Athens, OH

Dear Dr. Henderson:

This letter of support is being written for the proposed Doctor of Nursing Practice (DNP) program. This program has been proposed as a natural evolution of the Advanced Practice Registered Nurse role by many national nursing and healthcare organizations. The DNP focuses on specialized clinical practice, health policy and advocacy, leadership and quality. The OU proposal includes both a post-master's-to- DNP track and a post-baccalaureate-to-DNP track.

As the proposed DNP Program includes several opportunities for elective courses and shared interprofessional courses, there will be new opportunities for collaboration between the Department of Interdisciplinary Health Studies and School of Nursing. Our Department is excited for the potential to work with the DNP students in all of our existing discipline programs, including Global Health, Clinical Informatics, and Healthcare Leadership. Other interprofessional activities offered through OU include the interprofessional research days, interprofessional education days and other activities. We are very supportive and committed to develop further interprofessional activities between the DNP students and students in other healthcare disciplines.

I am excited that the proposed DNP Program at Ohio University would allow the School of Nursing to continue to meet current educational trends and accreditation standards while providing a high quality program for our students. We look forward to our continued affiliation and exploration of collaborative activities with our colleagues.

Sincerely,

Michael, Kushnick, PhD
Associate Professor
Chair, Department of Interdisciplinary Health Studies



OHIO
UNIVERSITY

College of Health Sciences
and Professions

9 September 2015

Division of Physician Assistant Practice
6805 Bobcat Way
Dublin OH 43016

T: 614.793.5619
F: 614.793.5620

Deborah Henderson, PhD, CNE, RN
Director, School of Nursing
College of Health & Science Professions
Grover Center E365
Ohio University
Athens, OH

Dear Dr. Henderson:

This letter of support is being written for the proposal Doctor of Nursing Practice (DNP) program. This program has been proposed as a natural evolution of the Advanced Practice Registered Nurse role by many national nursing and healthcare organizations. The DNP focuses on specialized clinical practice, health policy and advocacy, leadership and quality. The OU proposal includes both a post-master's-to-DNP track and a post-baccalaureate-to-DNP track.

One of the innovative aspects of the OU proposal is the interprofessional collaborations in select areas. The current MSN and Physician Assistant (PA) program currently share faculty to teach select courses, such as Advanced Pharmacology. Other interprofessional activities offered through OU include the interprofessional research days, case competitions and other activities. We are very supportive and committed to develop further interprofessional activities between the PA students and the DNP students.

The DNP Program will allow the School of Nursing to continue to meet current educational trends and accreditation standards while providing a high quality program for our students. We look forward to our continued affiliation and collaborative activities with our colleagues.

Sincerely,

James C. Zedaker, MPAS, PA-C, EM-CAQ
Director, Physician Assistant Program



Deborah Henderson, PhD, RN, CNE
Director, School of Nursing
College of Health & Sciences Professions
Athens University
Grover Center, E365
Athens, OH 45701.

Dear Dr. Henderson;

I am writing this letter of support for the proposed Ohio University Doctor of Nursing Practice (DNP) Program. As you know, the DNP is a clinical and professional doctorate that prepares post-baccalaureate and post-master's students to assume Advance Practice Registered Nursing (APRN) leadership roles. Over the past decade, the DNP has been proposed as the entry point of advanced practice nursing. Nursing programs currently preparing Advanced Practice Registered Nurses (APRNs), such as nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists or nurse administrators have been encouraged to transition from a Master's point of entry to the DNP point of entry by 2015 according to the American Association of Colleges of Nursing. In the past year, the number of students in APRN and DNP programs has grown significantly and the number of programs preparing DNP students has also grown. However, with the planned transition to an entry for APRNs at a DNP level, there continues to be a need for additional DNP programs.

Ohio University's proposal to offer a DNP degree is consistent with trends occurring at the national level. The proposed program includes an interprofessional focus, encouraging APRNs and administrators to collaborate with other members of the healthcare team to help transform healthcare in such areas as health advocacy and policy, leadership and informatics. As an APRN entrepreneur and nurse practitioner, I am very aware of the healthcare access concerns in the primary care setting, especially in southeast Ohio. The expansion of the School of Nursing program through the DNP can only help to increase healthcare access to these underserved communities in southeast Ohio.

I support the proposed DNP program at Ohio University. It pro-actively helps to meet the healthcare needs of the future through the expansion of the APRN role, as promoted by our national professional organizations. I look forward to collaborating with faculty and students in the future in our professional organizations and through practice opportunities.

Sincerely,

Diann Nelson-Houser, MS, FNP-BC
Immediate Past President
Ohio Association of Advanced Practice Nurses
CEO/Owner, Affordable Care Health Clinic
104 N Stygler Rd, Gahanna, OH 43230
(614) 475-2273



Department of Professional Development

September 13, 2015

Deborah Henderson, PhD, RN, CNE
Director, School of Nursing
College of Health & Sciences Professions
Ohio University
Grover Center, E365
Athens, OH 45701

Dr. Henderson

I am writing to express my support for The Ohio University Doctor of Nursing Practice (DNP) program. As the Director of Professional Development at Nationwide Children's Hospital I welcome the development of a DNP program from The Ohio University. Nationwide Children's Hospital has a strong academic partnership with The Ohio University, including having a substantial number of our nurses graduate from the OU RN-BSN program.

As a nationally ranked, three times designated Magnet® pediatric tertiary care hospital, Nationwide Children's Hospital values highly educated nurses and offers flexible scheduling, electronic library support and tuition reimbursement as benefits for our employees. Having surpassed more than 65 percent of our nursing workforce being baccalaureate prepared, we are interested in high quality graduate programs, including DNP programs, in which our nurses can further develop skills needed in the current and future healthcare environment. The recent growth in our clinical programs has opened even more opportunities for employment of doctorally prepared APRNs, nurse educators and nurse leaders.

Please let me know if we need to discuss additional information about Nationwide Children's Hospital, opportunities for precepted graduate student placements or future employment opportunities for your graduates.

Sincerely

Cheryl Boyd, PhD, RN, NE-BC, WHNP-BC, CNS
Director of Professional Development
Magnet Program Director
Nationwide Children's Hospital



To Whom It May Concern,

This letter is in support of a Doctor of Nursing Practice program at Ohio University. OhioHealth has a long standing partnership with Ohio University as it relates to medical education as well as nursing education. This includes an RN to BSN program and graduate medical education partnerships.

The Institute of Medicine Report, *The Future of Nursing: Leading Change, Advancing Health* outlines the critical nature of nurses advancing their education as part of the improvement of clinical outcomes and patient access in the nation. High quality and affordable programs at the doctorate level are necessary to support the education and training of our nurses to reach their highest potential. As healthcare becomes increasingly complex, leadership roles in nursing are more and more recognizing the benefits of the nurse who is prepared at the doctorate level.

Ohio University is an established and well recognized educational institution with a broad reach in the state of Ohio. The main campus is located right next to one of our OhioHealth Caresites, O'Bleness Hospital, and has a satellite campus that is in partnership with OhioHealth located in Dublin, Ohio. The quality of education offered, and the quality of graduates is consistently among the best in Ohio.

I highly recommend the development of a DNP Program of study, and am excited about the possibilities that this program would offer to further the nursing profession as a whole.

Sincerely,

A handwritten signature in black ink that reads "Donna Hanly". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Donna Hanly BSN, MBA, RN, NEA BC
Senior Vice President and Chief Nursing Executive
OhioHealth
5450 Frantz Road Suite 100 Dublin, Oh 43016
Phone: 614-788-3017
Donna.Hanly@ohiohealth.com

A FAITH-BASED, NOT-FOR-PROFIT HEALTHCARE SYSTEM

RIVERSIDE METHODIST HOSPITAL + GRANT MEDICAL CENTER + DOCTORS HOSPITAL + GRADY MEMORIAL HOSPITAL
DUBLIN METHODIST HOSPITAL + DOCTORS HOSPITAL - NELSONVILLE + HARDIN MEMORIAL HOSPITAL + MARION GENERAL HOSPITAL
WESTERVILLE MEDICAL CAMPUS + 20 HEALTH AND SURGERY CENTERS + URGENT CARE + PRIMARY AND SPECIALTY CARE
WELLNESS + HOSPICE + HOME CARE + 22,000 PHYSICIANS, ASSOCIATES AND VOLUNTEERS

Introduction

The first part of the book is devoted to the study of the properties of the function $f(x) = \frac{1}{x}$ and its graph. We shall see that this function is a hyperbola with two branches, one in the first quadrant and one in the third quadrant. The asymptotes of the hyperbola are the x-axis and the y-axis.

In the second part of the book we shall study the properties of the function $f(x) = \frac{1}{x^2}$ and its graph. We shall see that this function is a hyperbola with two branches, one in the first quadrant and one in the second quadrant. The asymptotes of the hyperbola are the x-axis and the y-axis.

In the third part of the book we shall study the properties of the function $f(x) = \frac{1}{x^3}$ and its graph. We shall see that this function is a hyperbola with two branches, one in the first quadrant and one in the third quadrant. The asymptotes of the hyperbola are the x-axis and the y-axis.

In the fourth part of the book we shall study the properties of the function $f(x) = \frac{1}{x^4}$ and its graph. We shall see that this function is a hyperbola with two branches, one in the first quadrant and one in the second quadrant. The asymptotes of the hyperbola are the x-axis and the y-axis.

Conclusion

The study of the properties of the function $f(x) = \frac{1}{x^n}$ and its graph is a very important part of the study of the properties of the function $f(x) = \frac{1}{x}$ and its graph. We shall see that the properties of the function $f(x) = \frac{1}{x^n}$ and its graph are very similar to the properties of the function $f(x) = \frac{1}{x}$ and its graph.



Introduction

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In the fourth part of the book we shall study the properties of the function $f(x) = \frac{1}{x^4}$ and its graph. We shall see that this function is a hyperbola with two branches, one in the first quadrant and one in the second quadrant. The asymptotes of the hyperbola are the x-axis and the y-axis.

Conclusion

The study of the properties of the function $f(x) = \frac{1}{x^n}$ and its graph is a very important part of the study of the properties of the function $f(x) = \frac{1}{x}$ and its graph. We shall see that the properties of the function $f(x) = \frac{1}{x^n}$ and its graph are very similar to the properties of the function $f(x) = \frac{1}{x}$ and its graph.



Introduction

The first part of the book is devoted to the study of the properties of the function $f(x) = x^2 + 1$. It is shown that this function is strictly increasing on the interval $(-\infty, \infty)$ and that it is concave down on the interval $(-\infty, \infty)$.

In the second part of the book, we study the function $f(x) = x^3 + 1$. It is shown that this function is strictly increasing on the interval $(-\infty, \infty)$ and that it is concave up on the interval $(-\infty, \infty)$.

The third part of the book is devoted to the study of the function $f(x) = x^4 + 1$. It is shown that this function is strictly increasing on the interval $(-\infty, \infty)$ and that it is concave down on the interval $(-\infty, \infty)$.

The fourth part of the book is devoted to the study of the function $f(x) = x^5 + 1$. It is shown that this function is strictly increasing on the interval $(-\infty, \infty)$ and that it is concave up on the interval $(-\infty, \infty)$.

Conclusion

In conclusion, we have studied the properties of the functions $f(x) = x^2 + 1$, $f(x) = x^3 + 1$, $f(x) = x^4 + 1$, and $f(x) = x^5 + 1$. It is shown that these functions are strictly increasing on the interval $(-\infty, \infty)$ and that they are concave down or concave up on the interval $(-\infty, \infty)$.

INTERNATIONAL BACCALAUREATE COURSE CREDIT

RESOLUTION 2016 -

WHEREAS, the International Baccalaureate is an international educational foundation founded in 1968 that offers educational programs for a worldwide community; and

WHEREAS, the International Baccalaureate mission statement is “The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”; and

WHEREAS, the international baccalaureate diploma program curriculum core covers theory of knowledge, the extended essay, and creativity activity and service through the following subject areas: language and literature, language acquisition, individuals and societies; sciences, mathematics, and the arts; and

WHEREAS, Ohio Revised Code Section 3345.38, enacted in 2015, requires the board of trustees of each state institution of higher education to adopt and implement a policy to grant undergraduate course credit to a student who has successfully completed an international baccalaureate diploma program; and

WHEREAS, such policy must establish conditions for granting course credit, including minimum scores required on examinations constituting the international baccalaureate diploma program in order to receive credit;

WHEREAS, the policy also must identify specific course credit or other academic requirements, including the number of credit hours or other course credit that the institution will grant to a student who completes the diploma program; and

WHEREAS, Ohio University’s current practice is to award up to nine semester hours of undergraduate course credit for certain international baccalaureate examinations graded five or above;

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby adopts the attached policy entitled International Baccalaureate Course Credit, which complies with the requirements of the Ohio Revised Code, and directs that this policy be implemented by appropriate University offices.

BE IT FURTHER RESOLVED that periodic revisions to the policy necessary for establishing conditions for granting course credit and identifying specific course credit or other academic requirements may be implemented by appropriate University offices.



OHIO
UNIVERSITY

Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: **International Baccalaureate Course Credit**

A resolution is attached seeking board approval of a policy for granting undergraduate course credit to a student who has successfully completed an international baccalaureate diploma program.

The University's current practice is to award up to nine semester hours of undergraduate course credit for certain international baccalaureate examinations graded five or above.

In 2015, the Ohio General Assembly enacted Ohio Revised Code Section 3345.38, which requires the governing boards of state institutions of higher education to adopt and implement policies for awarding course credit for completion of international baccalaureate programs.

The proposed University policy, entitled International Baccalaureate Course Credit, is attached to the resolution. This policy is consistent with current University practice and meets the requirements of the Revised Code.

International Baccalaureate Course Credit

Ohio University will award up to 9 semester hours of credit for each IB higher level examination graded 5 or greater. Credit is not awarded for subsidiary examinations. An official score report of results received is required for credit consideration. In some cases, a copy of the exam syllabi will also be required.

For a complete list of course names and descriptions, please visit Ohio University's online catalog and search under courses. The catalog can be found at: www.ohio.edu/catalog

INTERNATIONAL BACCALAUREATE COURSE		PS ID	HL EXAM SCORE	RECOMMENDED COURSE EQUIVALENT	CREDIT HOURS
The Arts	Art / Visual Arts	IARTH	5, 6, or 7	ART 1XXL	3.0
	Film	IFILH	5, 6, or 7	MDIA 1XXL	3.0
	Music	IMUSH	5, 6, or 7	MUS 1XXL	3.0
	Theatre Arts	ITHEH	5, 6, or 7	THAR 1XXL	3.0
Experimental Sciences	Biology	IBIOH	5, 6, or 7	BIOS 1700, BIOS 1710, & BIOS 1705	7.0
	Chemistry	ICHMH	5, 6, or 7	CHEM 1510 & CHEM 1520	8.0
	Environmental Systems and Societies	IENVH	5, 6, or 7	GEOG 1XXL	3.0
	Physics	IPHYH	5, 6, or 7	PHYS 2001 & PHYS 2002	8.0
Individuals and Societies	Business and Management	IBUMH	5, 6, or 7	MGT 2XXL	3.0
	Economics	IECOH	5, 6, or 7	ECON 1030 & ECON 1040	6.0
	Geography	IGEOH	5, 6, or 7	GEOG 1XXL	3.0
	History: Africa	IHAFH	5, 6, or 7	HIST 1XXL	3.0
	History: Americas	IHIAH	5, 6, or 7	HIST 1XXL	3.0
	History: Asia / Middle East	IHAMH	5, 6, or 7	HIST 1XXL	3.0
	History: Asia / Oceania	IHAOH	5, 6, or 7	HIST 1XXL	3.0
	History: Europe	IHIEH	5, 6, or 7	HIST 1210	3.0
	Information Technology in a Global Society	IITGH	5, 6, or 7	MIS 2XXL	6.0
	Islamic Society	IISSH	5, 6, or 7	ANTH 1XXL	3.0
	Psychology	IPSYH	5, 6, or 7	PSY 1010	3.0
	Social and Cultural Anthropology	ISATH	5, 6, or 7	ANTH 1010	3.0
	Languages	Language A1 (English)	IENGH	5, 6, or 7	ENG 1510 & ENG 1XXL
Chinese A2		ICHIH	5, 6, or 7	CHIN 2110 & 2120	8.0
French A2 and B		IFREH	5, 6, or 7	FR 1110 & FR 1120	8.0
German A2 and B		IGERH	5, 6, or 7	GER 2110 & GER 2120	6.0
Italian		ITALH	5, 6, or 7	ITAL 2110 & 2120	6.0
Japanese A2 and B		IJAPH	5, 6, or 7	JPN 2110 & JPN 2120	8.0
Mandarin B		IMANH	5, 6, or 7	CHIN 2110 & 2120	8.0
Spanish A2 and B		ISPAH	5, 6, or 7	SPAN 2110 & SPAN 2120	6.0
Swedish B		ISWEH	5, 6, or 7	LING 1XXL	3.0
Mathematics and Computer Science	Computer Science	ICPTH	5, 6, or 7	CS 1XXL	3.0
	Mathematics	IMTHH	5, 6, or 7	MATH 1300, MATH 2500, & MATH 2XXL	11.0

**COLLEGE OF FINE ARTS &
SCHOOL OF DANCE, FILM, AND THEATER
MASTER OF ARTS IN
THEATER HISTORY AND CRITICISM**

RESOLUTION 2016 -

WHEREAS, the Division of Film in the School of Dance, Film, and Theater in College of Fine Arts has requested the Master of Arts degree in Theater History and Criticism be placed on inactive status, and

WHEREAS, the request for inactive status has been approved by the University Curriculum Council, and

WHEREAS, the inactive status is based on insufficient faculty in the last five years to offer the degree, and

WHEREAS, the last students admitted to the degree program were in academic year 2008-2009 and have been awarded the degree;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby accepts placing the Master of Arts degree in Theater History and Criticism on inactive status.



OHIO
UNIVERSITY

Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: **MA5129 – Theater History and Criticism**

The Division of Theater in the School of Dance, Film, and Theater in the College of Fine Arts has requested that the Master of Arts degree MA5129 – Theater History and Criticism be placed on inactive status. The University Curriculum Council has approved the request.

The rationale presented for requesting inactive status is based on the lack of faculty in the program and the inability to offer the degree for the last five years. The faculty remains optimistic regarding potential future offerings. There are currently no students enrolled in the program. The last students were admitted in 2008-2009 and have been awarded the degree.

PROPOSAL FOR CHANGES IN PROGRAM

Undergraduate Masters Doctorate Certificate

Program Code: MA 5129

Program Name: Theater History and Criticism

Contact name and email for this proposal: Brian Evans evansb1@ohio.edu

Brief (< 250 word) Summary of Proposed Changes and Rationale:

[Note any impact on total program hours, any impact on resource requirements or faculty, and identify patron departments (departments affected by the change) to be included in the approval queue]

We would like to place this program on Inactive status. Due to cuts in faculty, we have not been able to offer this degree for 5 years. We are hopeful that we can offer it in the future, so we would not like to Phase Out the program. There are currently no students enrolled in the program.

Detailed Description of Proposed Changes and Rationale (for changes that require additional explanation):



OHIO
UNIVERSITY

Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: J. Bryan Benchoff, Vice President for University Advancement & President and CEO of
The Ohio University Foundation

Re: **Advancement Update**

Bryan Benchoff will provide an update on the conclusion of the Promise Lives Campaign and the future of OHIO's Advancement division.

This presentation will highlight the following:

- The total attainment achieved during The Promise Lives Campaign.
- The impact of the support received as part of The Promise Lives Campaign.
- The future plans for maximizing Advancement efforts at the university.

Advancement Update for the Ohio University Board of Trustees



J. Bryan Benchoff

The Promise Lives Campaign Final Results and Analysis





THE CAMPAIGN FOR
Ohio University

Total Attainment

\$500,127

In thousands



THE CAMPAIGN FOR
Ohio University

Total Attainment

81,215
donors

310,203
commitments



THE CAMPAIGN FOR
Ohio University

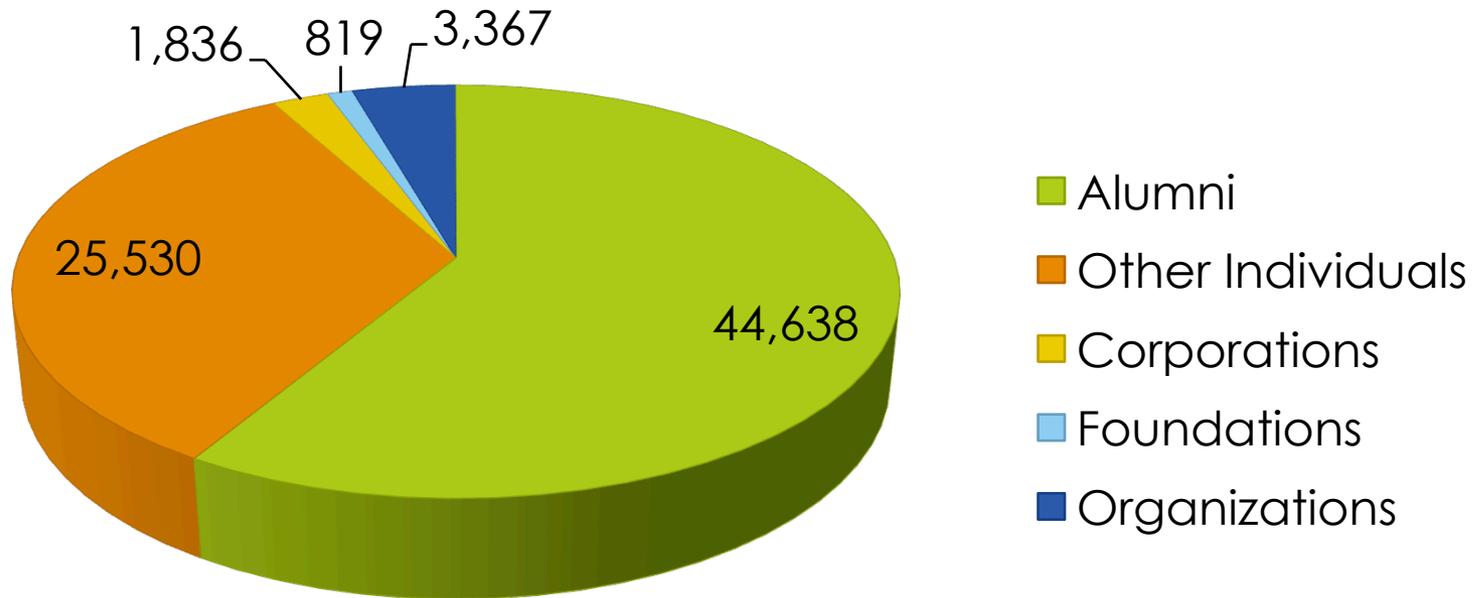
Total Attainment

\$1,612
avg. gift

\$50
median gift

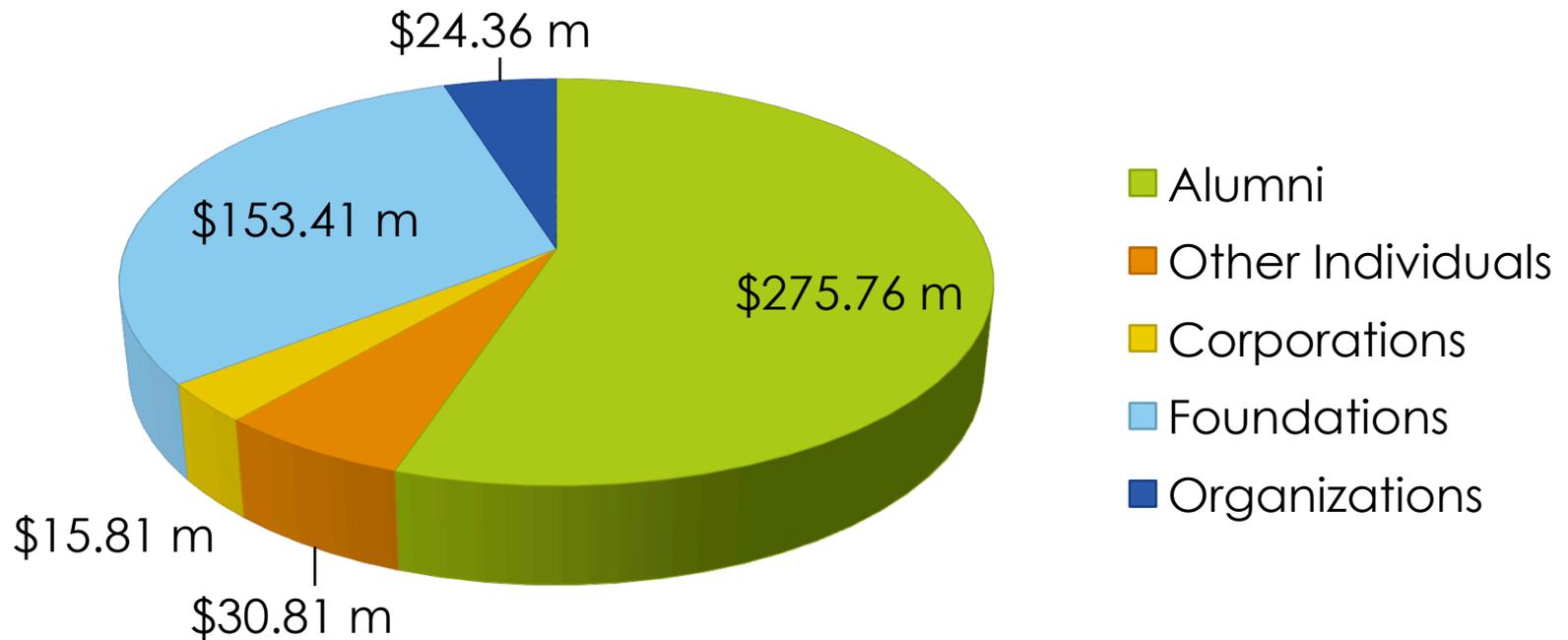


Attainment by Source (# of Donors)



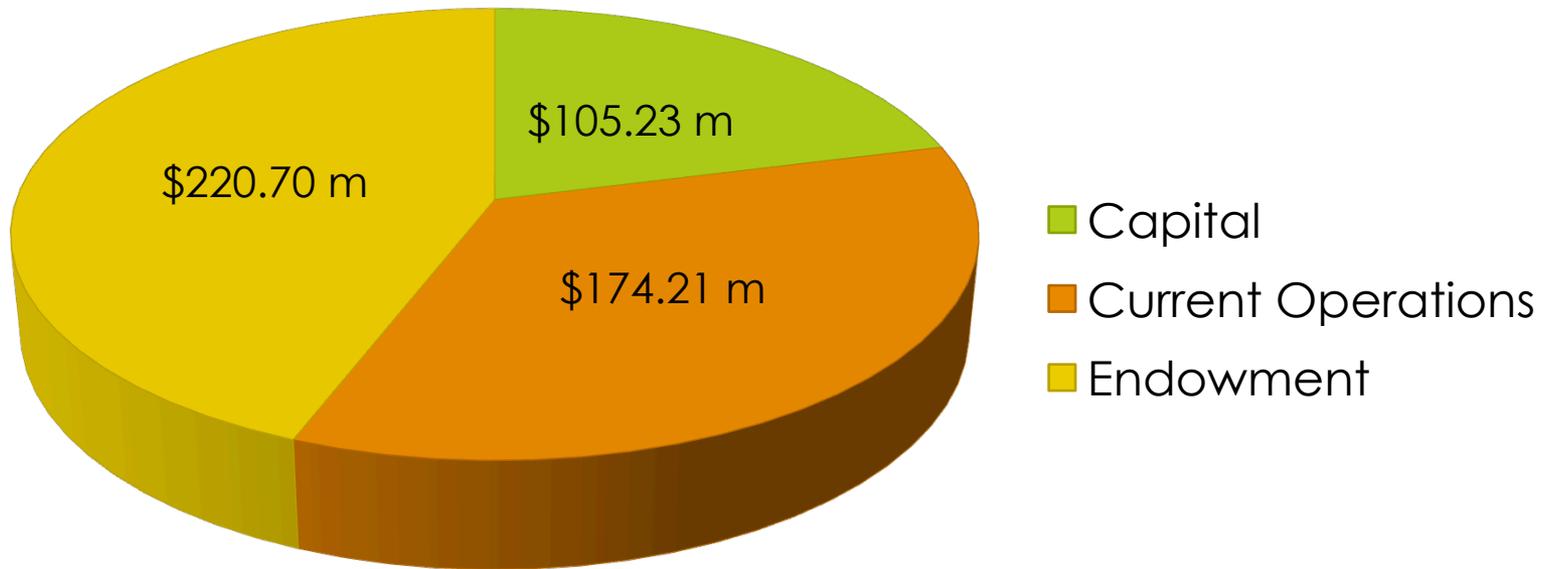


Attainment by Source (Dollars)



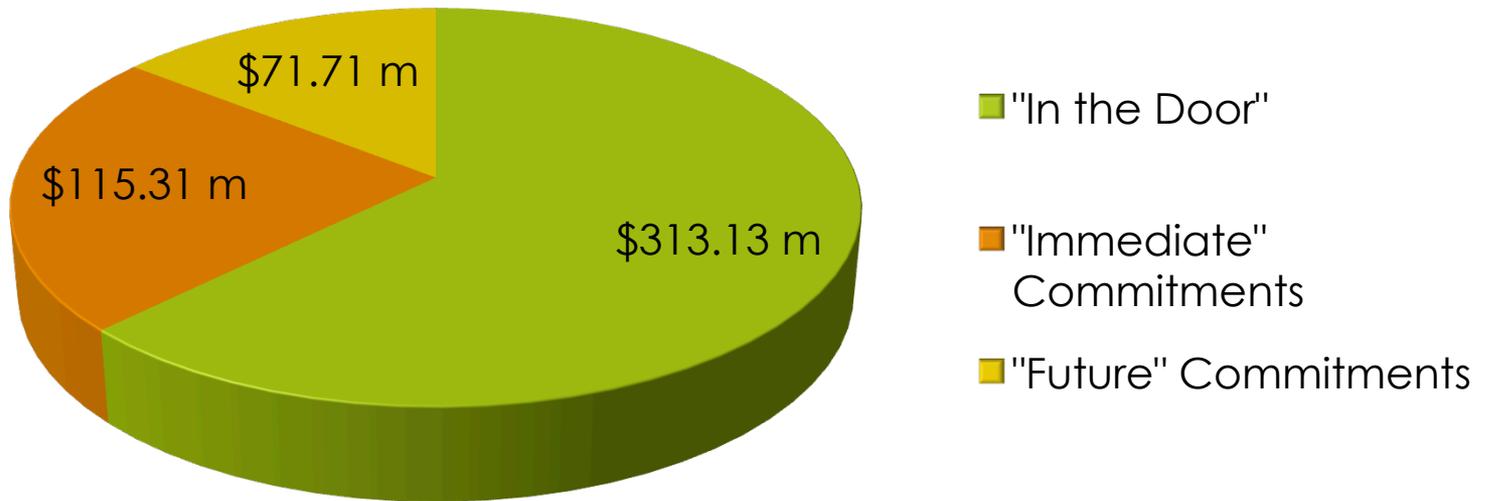


Attainment by Restriction



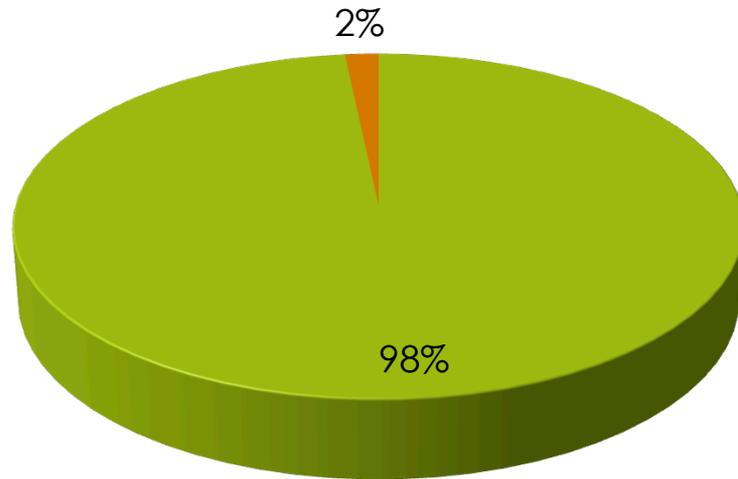


Attainment by Transaction



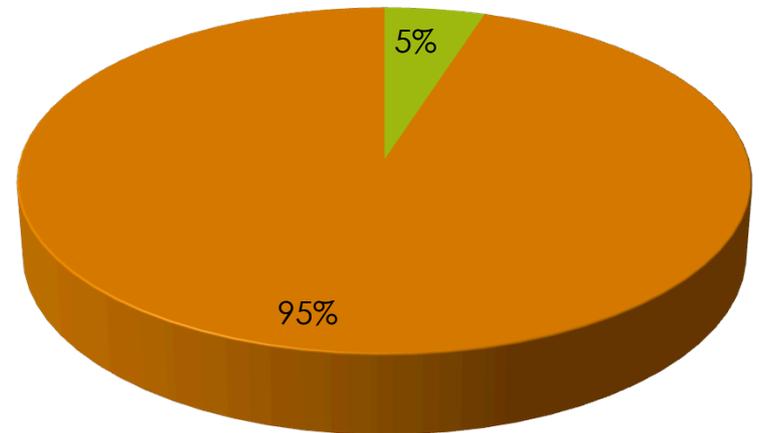


Gift Bands



■ Less Than \$10,000 ■ More Than \$10,000

Donors



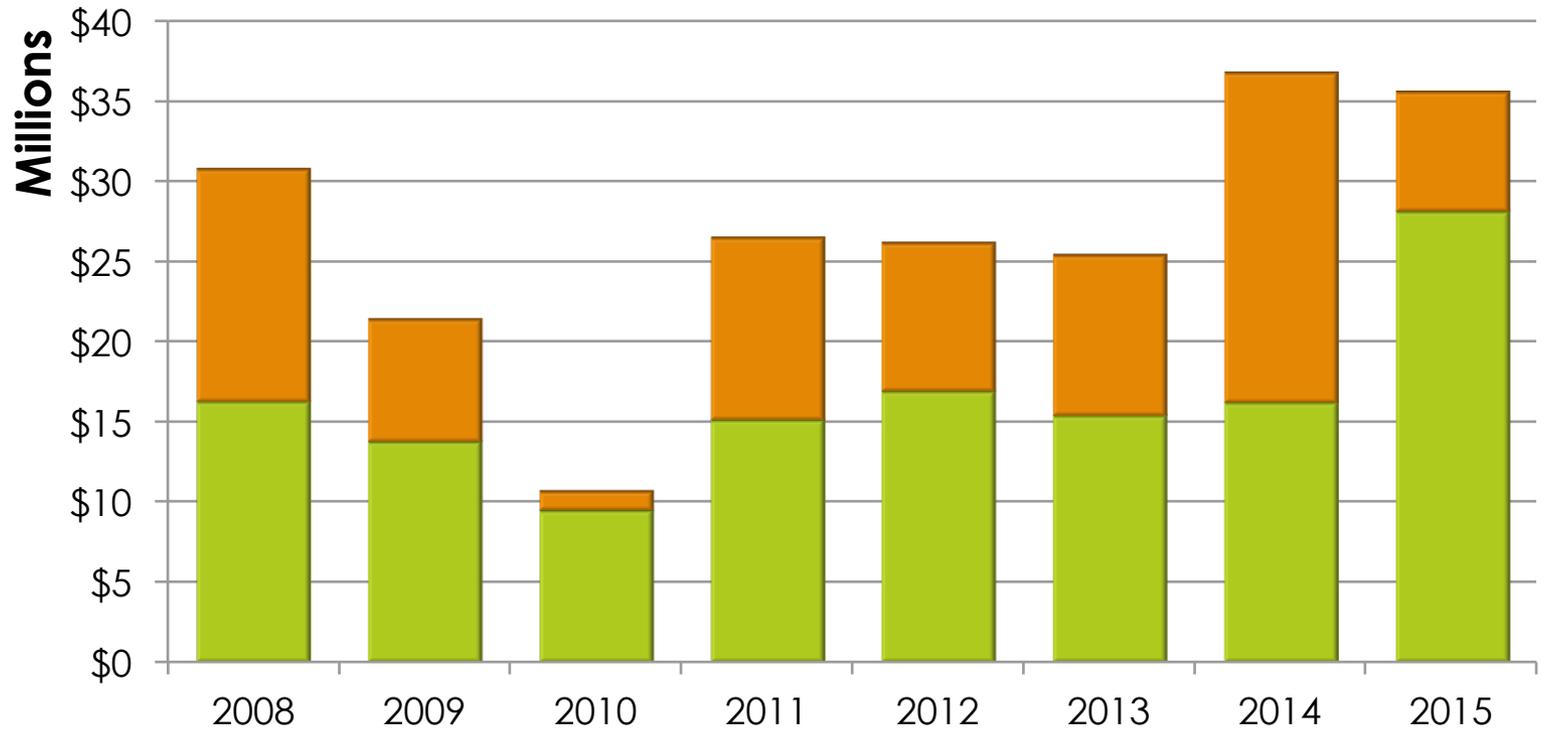
■ Less Than \$10,000 ■ More Than \$10,000

Dollars



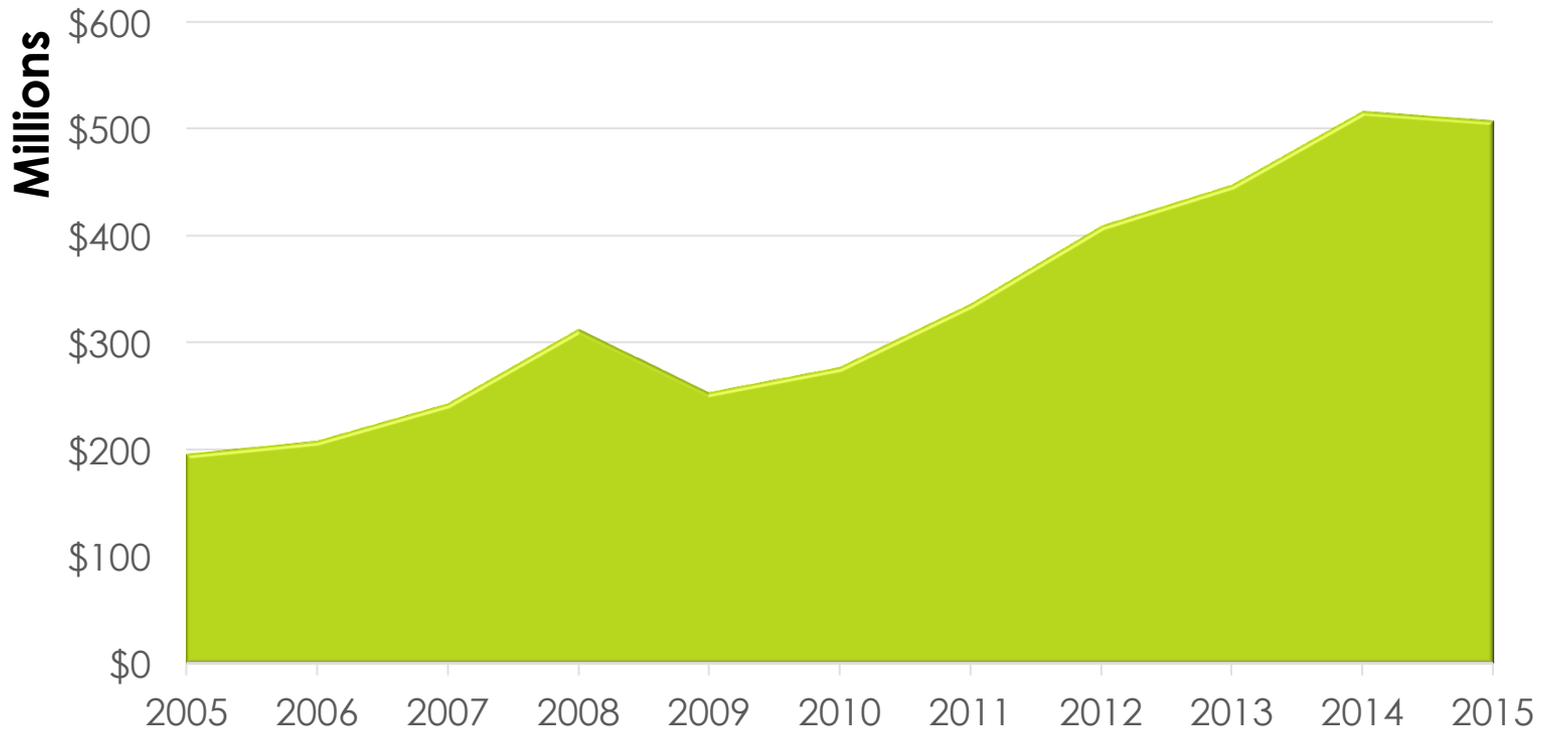
Impact of Top 3 Gifts

(Excluding the Top 3 Overall Gifts)



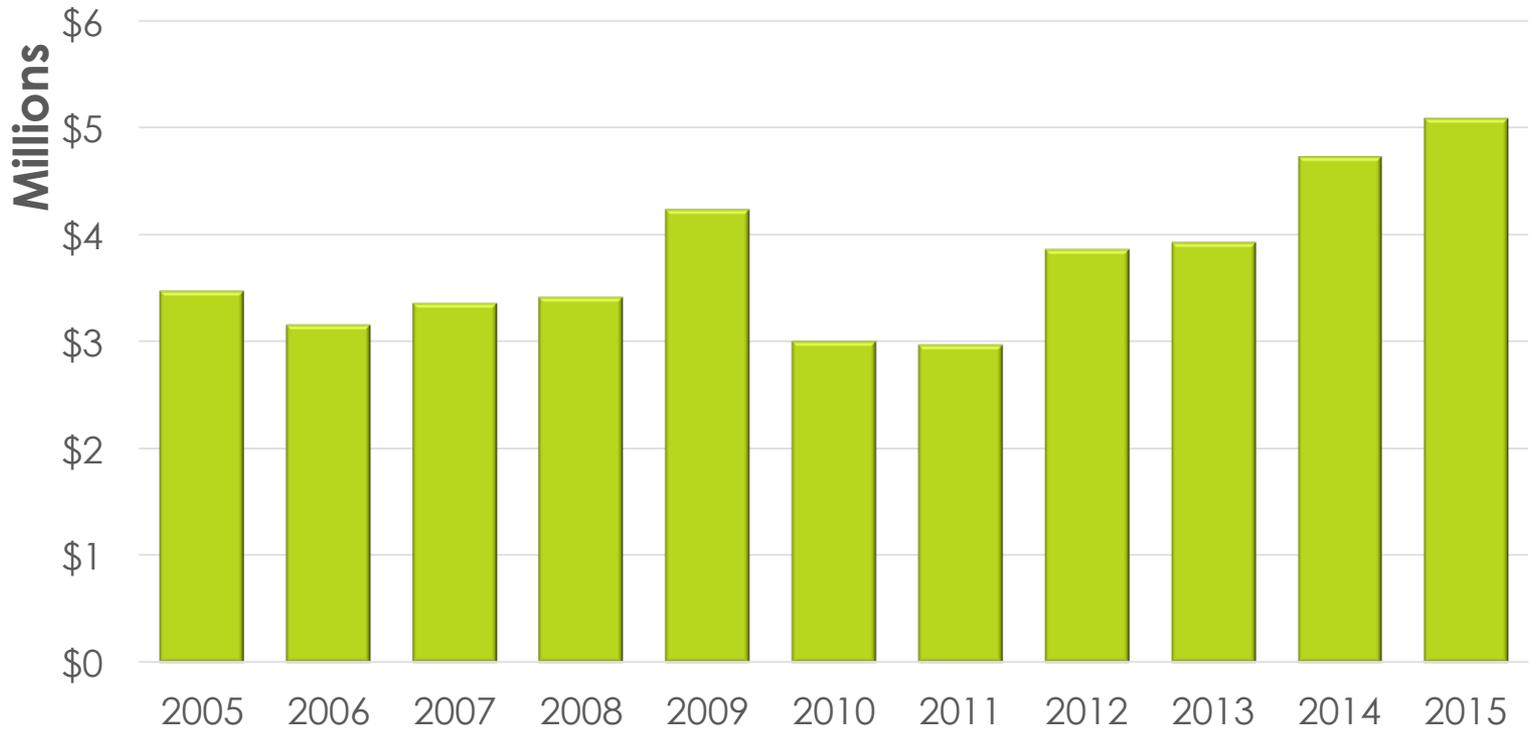


Endowment Market Value





Scholarship Funding





THE CAMPAIGN FOR
Ohio University

Impact

2,371 accounts

872 scholarships

978 new accounts

478 new scholarships

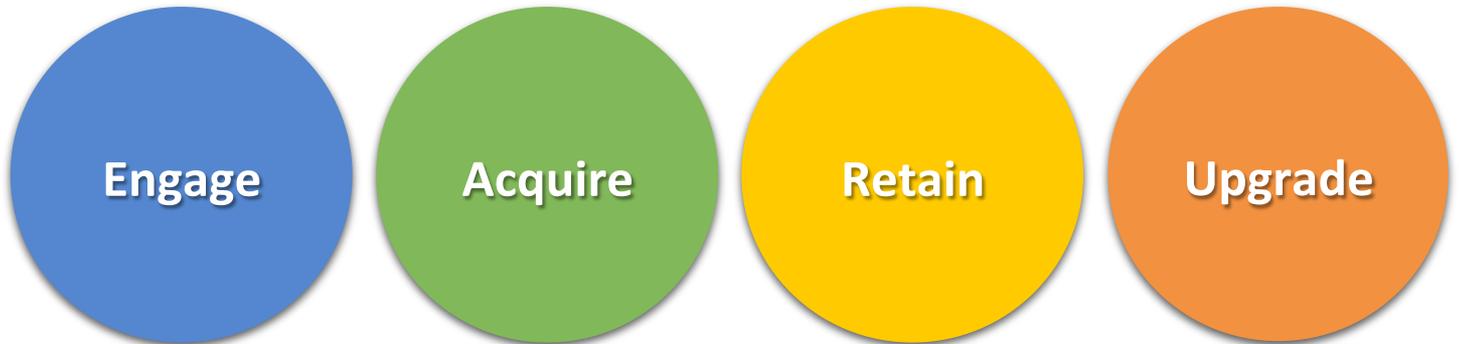
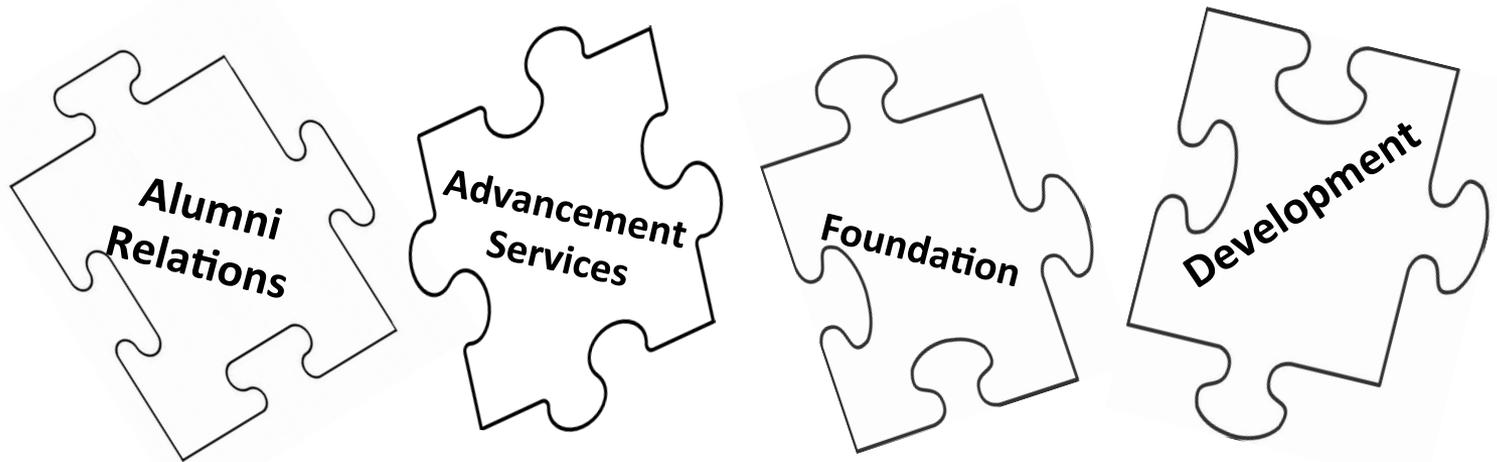
29 capital projects

384 new endowed scholarships



Maximizing Advancement at OHIO

What we do

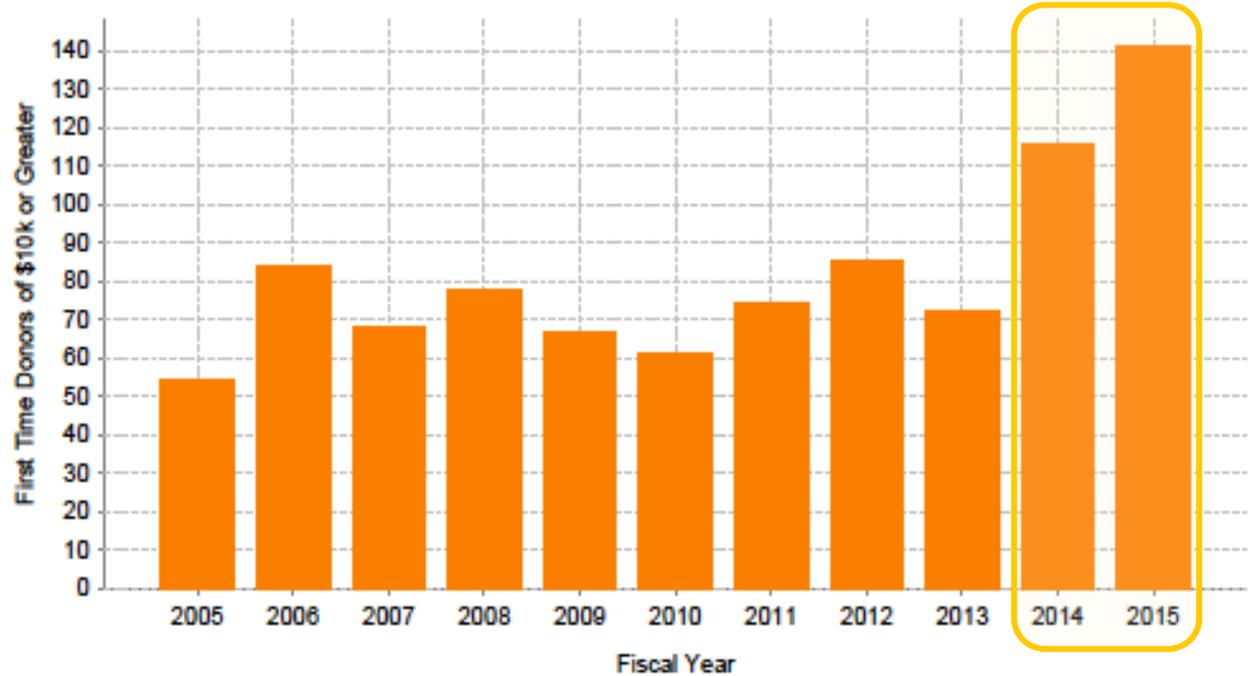


What we know



First Time Donors of \$10,000 or Greater

We Can Increase Capacity



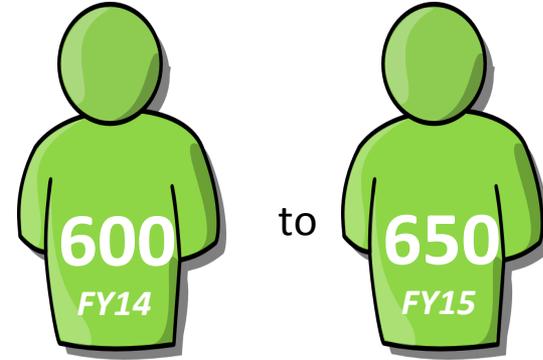
Fiscal	First Time Gifts > \$10k	Average Gift	Median Gift	Total
2014	116	\$139,510	\$21,100	\$16,183,178
2015	141	\$101,529	\$23,142	\$14,315,641



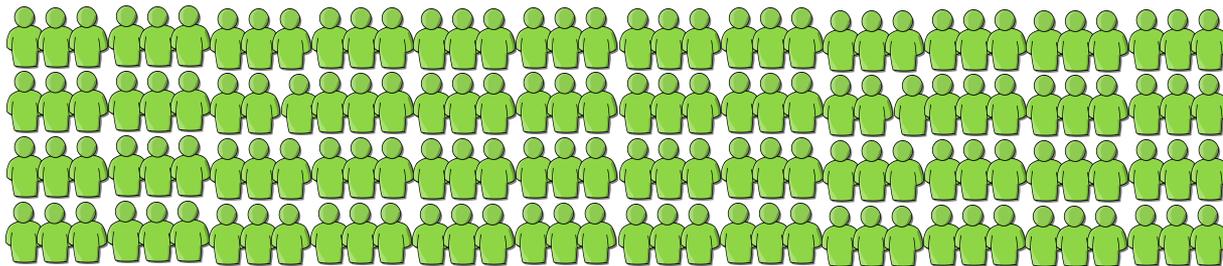
The Predictive Model



Visits with **NEW RELATIONSHIPS** are predicted to yield a **5:1** return on **first time gifts of gifts > \$10k**



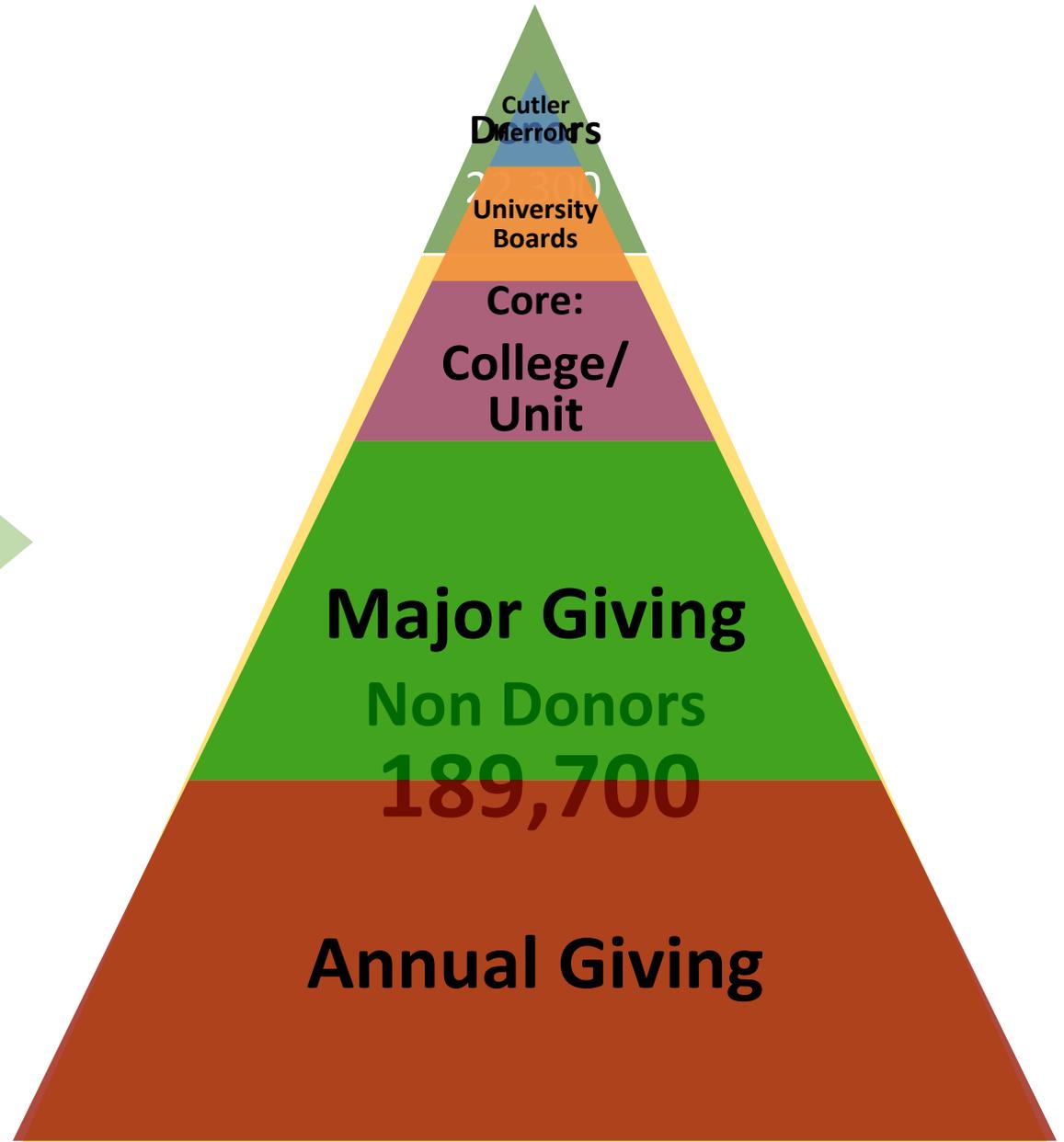
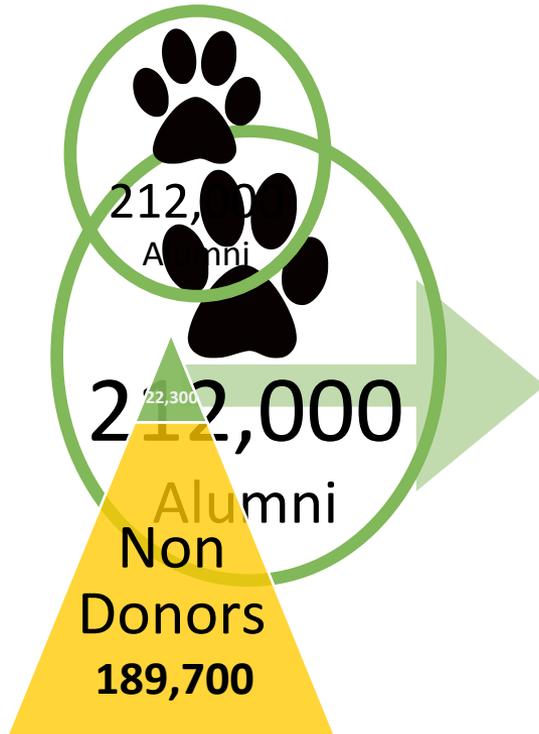
Current **NEW RELATIONSHIP** performance



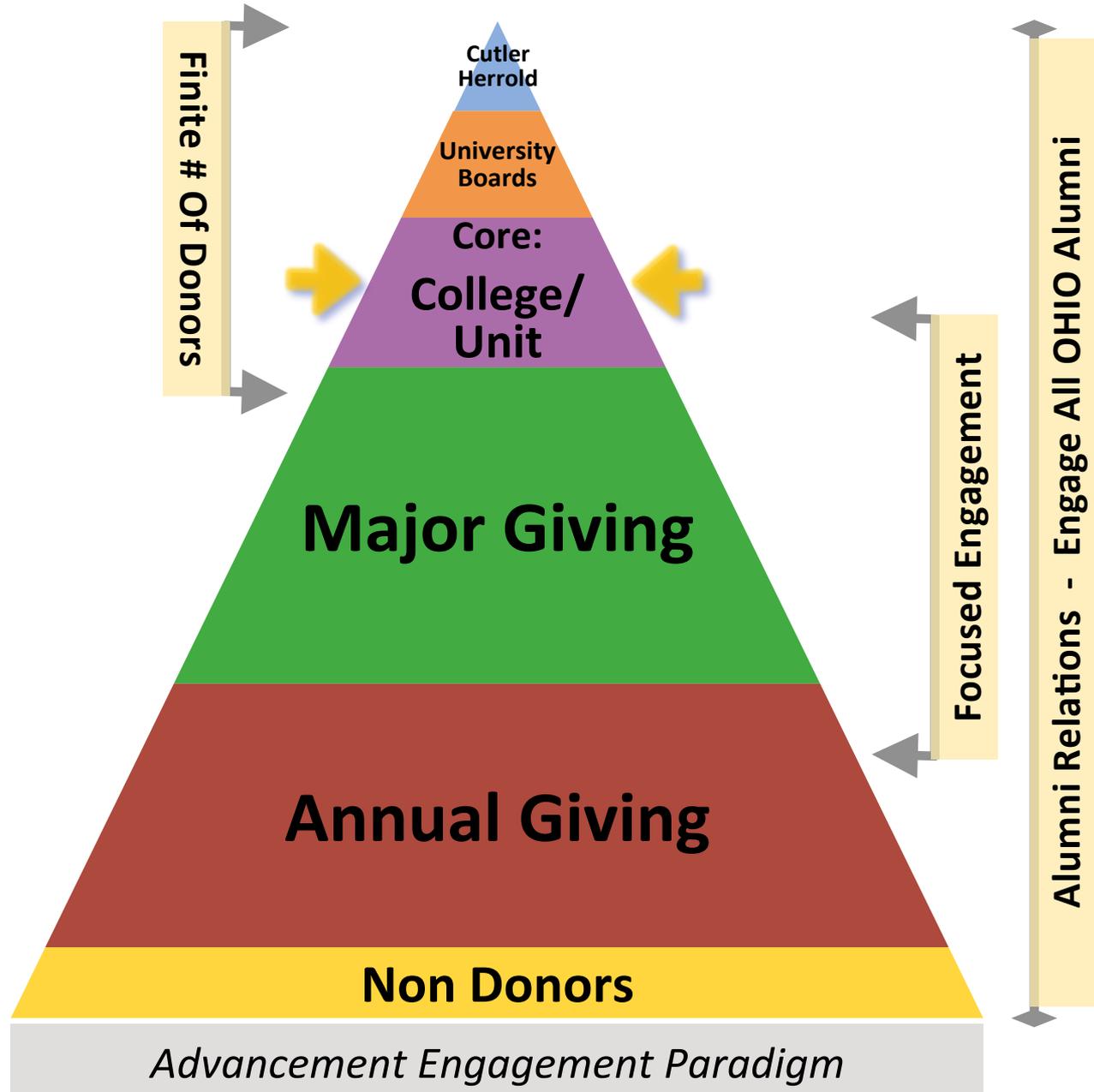
Increasing **NEW RELATIONSHIPS** in the right **MG EVI** range we will increase first time gifts of > \$10k



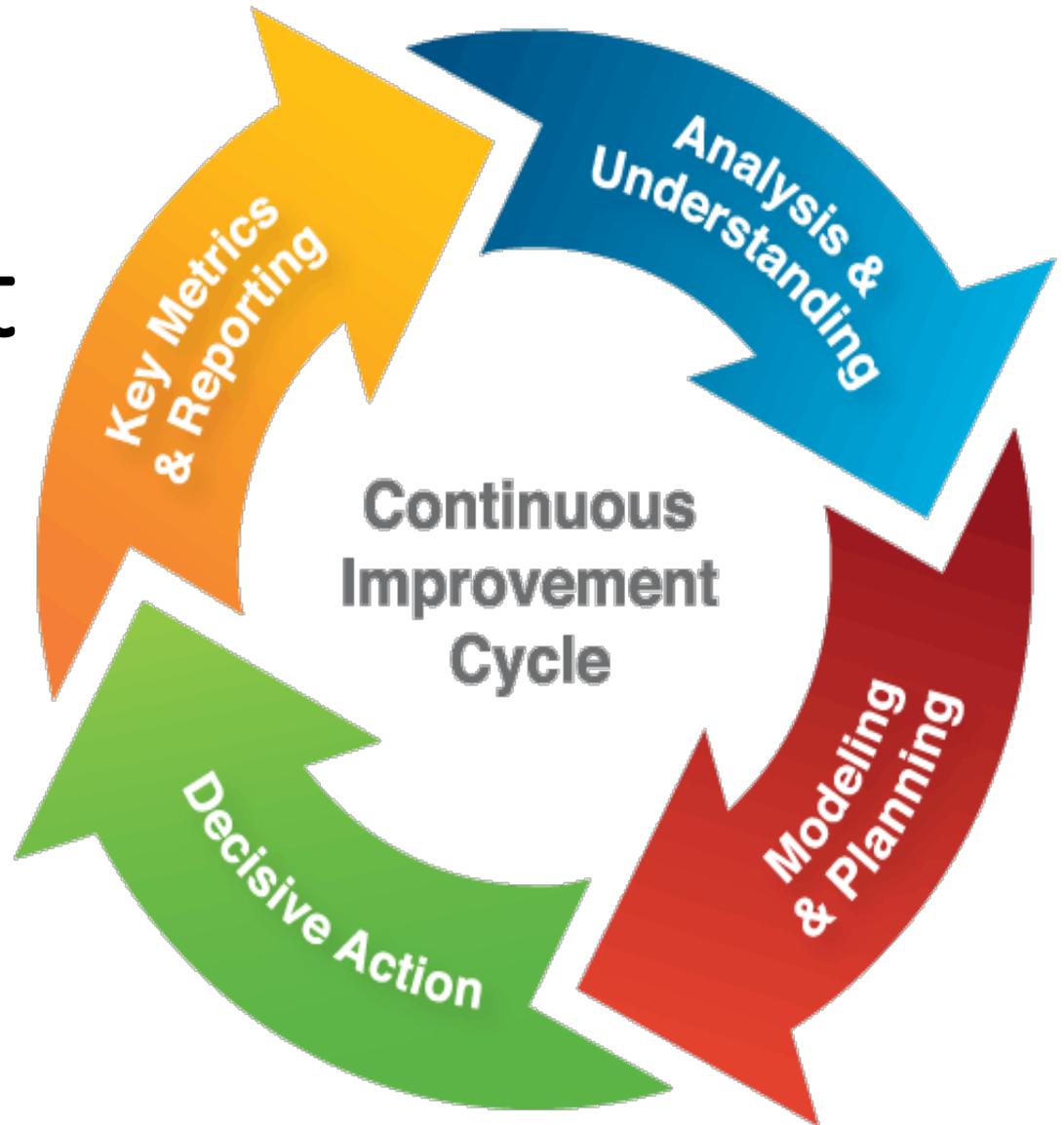
What we know



What we know

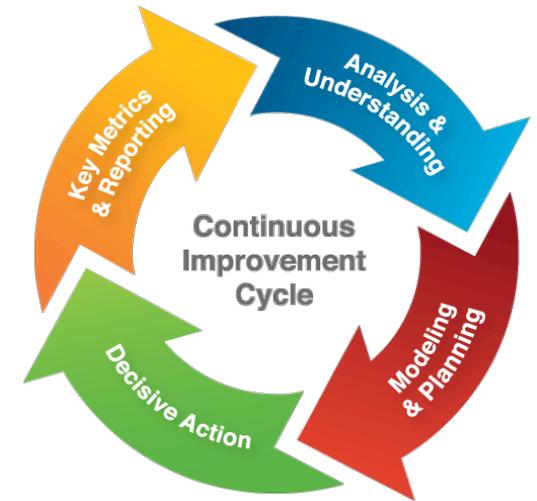


Continuous Improvement Cycle



Our plan.....

- ✓ Increases Fundraising Capacity
- ✓ Creates Strategic Engagement Opportunities
- ✓ Enhances Process, Policies & Procedures
- ✓ Improves Customer Experience
- ✓ Maximizes Talent Management
- ✓ Provides Analysis & Project Management
- ✓ Improves Communication & Collaboration



What's next:

- Programmatic Analysis & Consultation**
- Memorandum of Understanding**
- Integrated Advancement Planning Process**
 - *Priorities*
 - *Strategies*
 - *Engagement*
 - *Measurement/Reporting*
- Market Engagement Strategy Process**
- Comprehensive Unit Information Sessions**
 - “Deep Dive”**

Concluding Remarks



Advancement Update for the Ohio University Board of Trustees



J. Bryan Benchoff

**FISCAL YEAR 2016-2017
OHIO UNIVERSITY
ACADEMIC YEAR 2016-2017 TUITION, FEE AND RATE
INCREASES**

RESOLUTION 2016 --

WHEREAS, the appropriate planning and consultations within the University have been completed, resulting in recommendations for tuition, fee, and rate increases for purposes of investment in identified strategic priorities; and

WHEREAS, these recommendations are consistent with the 0% limitation on tuition, fee and rate increases for students not subject to the tuition guarantee, as set forth in Am. Sub. H.B. 64, passed by the 131st General Assembly and effective on June 30, 2015; and

WHEREAS, Revised Code Section 3345.48 states that tuition, fee and rate increases for students who are subject to the tuition guarantee shall not be greater than the sum of the 60-month rate of inflation as measured by the Consumer Price Index plus the percentage amount increase authorized by the General Assembly for the applicable fiscal year; and

WHEREAS, these recommendations are consistent with the limitations set forth in Section 3345.48 for students who are subject to the tuition guarantee;

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the fee schedules attached hereto as Exhibits A through C, effective Fall Semester 2016 unless otherwise noted.

Exhibit A

Fee	Cohort 2015-16 & Continuing Students		Cohort 2016-17 OHIO Guarantee Rates	
	Increase Request	Exhibit	Increase Request*	Exhibit
Athens Undergraduate Instructional and General Fee	0.0%	--	1.7%	B
Athens Non-resident Surcharge	0.0%	--	5.6%	B
Athens Campus Residential Housing Rates	0.0%	--	3.5%	C
Athens Campus Culinary Services Rates	0.0%	--	2.0%	C

**All Increased Effective Fall 2016*

Exhibit B

OHIO UNIVERSITY

FY 2017 Tuition Schedule - OHIO Guarantee Students

Athens Campus Undergraduate Tuition

Cohort 2016-17

(PER SEMESTER)

UNDERGRADUATE STUDENTS

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
1	494	62	556	466	1,022
2	988	124	1,112	932	2,044
3	1,482	186	1,668	1,398	3,066
4	1,976	248	2,224	1,864	4,088
5	2,470	310	2,780	2,330	5,110
6	2,964	372	3,336	2,796	6,132
7	3,458	434	3,892	3,262	7,154
8	3,952	496	4,448	3,728	8,176
9	4,446	558	5,004	4,194	9,198
10	4,940	620	5,560	4,660	10,220
11	4,940	620	5,560	4,660	10,220
12-20*	5,201	671	5,872	4,732	10,604

*Beyond 20 Hours: Resident Fee is \$276/hr. and Non-Resident Fee is \$538/hr.

Exhibit C

OHIO UNIVERSITY
**FY 2017 RESIDENCE & DINING HALL
RATE SCHEDULE**

**OHIO Guarantee
Cohort 2016-17**

ROOM RATES (SEMESTER)

Single	4,048
Renovated Single & Single Suite	4,313
Standard Double	3,296
Renovated Double	3,513
Multi-Occupancy	3,076
Renovated Multi-Occupancy	3,277
Double and Triple Suites	3,738

**OHIO Guarantee
Cohort 2016-17**

RESIDENTIAL MEAL PLANS (SEMESTER)

10 Meal Plan	1,854
14 Meal Plan	2,146
20 Meal Plan	2,292
14 Meal Plan - Flex	2,838
20 Meal Plan - Flex	3,165

**APPROVAL TO PROCEED WITH DESIGN FOR
SEIGFRED HALL ROOF AND WINDOW REPLACEMENT - CONCEPTUAL
DESIGN THROUGH DESIGN DEVELOPMENT PHASES (COMBINE
PROJECTS),
AND SOUTH GREEN COMPREHENSIVE SITE DESIGN SWEEP PHASE B
- BUDGET AND SCOPE AMENDMENT**

RESOLUTION 2016 -

WHEREAS, for Seigfred Hall Roof And Window Replacement project, the Board of Trustees previously authorized expenditures of \$180,000 and a total project budget of \$1,800,000 for the Seigfred Hall Roof project (2015-3517) and also authorized expenditures of \$90,000 and a total project budget of \$800,000 for Seigfred Hall Window Replacement project (2015-3517), and University administration seeks approval to combine the two projects resulting in authorized expenditures of \$270,000 and a total project budget of \$2,600,000 to undertake conceptual design through design development to be funded by Century Bonds 2016 (\$329,000) and State Appropriations (\$2,271,000);

WHEREAS, for the South Green Comprehensive Site Design Sweep Phase B project, the Board of Trustees previously approved a total project budget of \$1,061,000 (2015-3505) and authorized expenditures of \$150,000 (2015-3505), and University administration seeks to increase the authorized expenditures amount by \$65,000 for total authorized expenditures of \$215,000 to undertake design with the total project to be funded by Residential Housing;

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the requests described above, authorizes the receipt of appropriate bids or proposals and authorizes the President or his designee to accept and award contracts within the total project budgets identified.



OHIO
UNIVERSITY

Date: January 4, 2016

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: REQUEST FOR APPROVAL TO UNDERTAKE DESIGN:

- **Seigfred Hall Roof and Window Replacement – Conceptual Design through Design Development (Combine Projects)**
- **South Green Comprehensive Site Design Sweep Phase B – Budget and Scope Amendment**

The following design projects are in excess of \$500,000 in total project cost and are presented to the Board at this time for approval of project budgets and authorization for funds for design. A resolution is provided that addresses these projects.

Seigfred Hall Roof and Window Replacement – Conceptual Design through Design Development (Combine Projects)

1. At the October 2015 meeting, the Board of Trustees approved the Seigfred Hall Roof Replacement project with authorized expenditures of \$180,000 and total project budget of \$1,800,000 (2015-3517), and the Seigfred Hall Window Replacement project with authorized expenditures of \$90,000 and total project budget of \$800,000 (2015-3517). We seek approval to combine the two projects resulting in authorized expenditures of \$270,000 and a total combined project budget of \$2,600,000.
2. The two projects were separated because it was believed, at the time of project development, that the window design would be unique in nature. Since that time, the window project has changed to become a more traditional design. Combining the two projects and bidding as a single project will allow for better execution of the work.
3. This project is included in an approved capital plan for FY2016 identified as Deferred Maintenance, Academic/Research, Seigfred Hall, Line #13.
4. Project Budget: \$2,600,000
5. Previously Approved: \$ 0
6. This Request: \$ 270,000
7. Funding Source: \$ 329,000 – Century Bonds 2016
\$1,141,800 – State Appropriations, HB497, C30129
\$ 710,000 – State Appropriations, HB497, C30128
\$ 218,000 – State Appropriations, HB497, C30103
\$ 201,200 – State Appropriations, HB497, C30091
8. Schedule: Consultant Selection – December 2015
Conceptual Design through Design Development –
December 2015 through February 2016
Construction Start – June 2016
Work Completed – December 2016

South Green Comprehensive Site Design Sweep Phase B – Budget and Schedule Amendment

1. We seek approval to increase the authorized expenditure amount of \$150,000 by \$65,000 for a total authorized expenditure of \$215,000 and a total project budget of \$1,061,000.
2. The budget is being amended to include monies for Construction Administration. There is no change to the overall project budget and the schedule is being amended to allow proper design time.
3. This project will upgrade and expand sidewalks, recreation amenities, and lighting. The project will enhance the appearance of the South Green Residence Halls and improve access to the Front Four and buildings beyond. Additionally, this project will greatly improve the safety of pedestrian access by limiting vehicular traffic in this area by defining paths as sidewalks rather than roadways.
4. This project is included in an approved capital plan for FY2016 identified as Auxiliaries, Housing Minor Renovations, Line #3.
5. Project Budget: \$1,061,000
6. Previously Approved: \$ 150,000
 - a. Resolution 2015-3505 (August 2015 – design and bidding was approved at a cost of \$150,000).
7. This Request: \$ 65,000
8. Funding Source: Residential Housing Departmental Funds UM2007900
9. Schedule: Design Start – January 2016
Design Completed – January 2017
Construction Start – May 2017
Work Completed – August 2017

Construction Projects – Design Consent

Tab



Requested Approvals to Undertake Design

- Seigfred Hall Roof and Window Replacement – Conceptual Design through Design Development (Combine Projects)
- South Green Comprehensive Site Design Sweep Phase B – Budget and Scope Amendment



Seigfred Hall Roof and Window Replacement – Conceptual Design through Design Development (Combine Projects)

- At the October 2015 meeting, the Board of Trustees approved the Seigfred Hall Roof Replacement project with authorized expenditures of \$180,000 and total project budget of \$1,800,000 (2015-3517), and the Seigfred Hall Window Replacement project with authorized expenditures of \$90,000 and total project budget of \$800,000 (2015-3517). We seek approval to combine the two projects resulting in authorized expenditures of \$270,000 and a total combined project budget of \$2,600,000.
- The two projects were separated because it was believed, at the time of project development, that the window design would be unique in nature. Since that time, the window project has changed to become a more traditional design. Combining the two projects and bidding as a single project will allow for better execution of the work.
- This project is included in an approved capital plan for FY2016 identified as Deferred Maintenance, Academic/Research, Seigfred Hall, Line #13.
- Project Budget: \$2,600,000
- Previously Approved: \$ 0
- This Request: \$ 270,000
- Funding Source: \$ 329,000 – Century Bonds 2016
\$2,271,000 – State Appropriations



South Green Comprehensive Site Design Sweep Phase B – Budget and Scope Amendment

- We seek approval to increase the authorized expenditure amount of \$150,000 by \$65,000 for a total authorized expenditures of \$215,000 and a total project budget of \$1,061,000.
- The budget is being amended to include monies for Construction Administration. There is no change to the overall project budget and the schedule is being amended to allow proper design time. This project will upgrade and expand sidewalks, recreation amenities, and lighting. The project will enhance the appearance of the South Green Residence Halls and improve access to the Front Four and buildings beyond. Additionally, this project will greatly improve the safety of pedestrian access by limiting vehicular traffic in this area by defining paths as sidewalks rather than roadways.
- This project is included in an approved capital plan for FY2016 identified as Auxiliaries, Housing Minor Renovations, Line #3.
- Project Budget: \$1,061M
- Previously Approved: \$ 150K
 - Resolution 2015-3505 (August 2015 – design and bidding was approved at a cost of \$150K).
- This Request: \$ 65K
- Funding Source: Residential Housing Departmental Funds



**APPROVAL TO PROCEED WITH CONSTRUCTION FOR
2016 STEAM DISTRIBUTION SYSTEM REPAIRS – DESIGN AND
CONSTRUCTION PHASES,
BOYD HALL FLAT ROOF – DESIGN AND CONSTRUCTION
PHASES,
COLLEGE GREEN EXTERIOR PAINT AND WINDOW REPAIR –
BUDGET AMENDMENT,
FACTORY STREET SUBSTATION SINKHOLE PHASE I - SOIL
STABILIZATION,
GROVER CENTER E-112 EXPANSION – CONSTRUCTION PHASE,
OUL BRASEE HALL FITNESS CENTER – CONSTRUCTION PHASE
AND BUDGET AMENDMENT,
AND VAN VORHES DRIVE IMPROVEMENTS AND UNIVERSITY
TERRACE REPAIRS – CONSTRUCTION PHASE AND BUDGET
AMENDMENT**

RESOLUTION 2016 -

WHEREAS, for the 2016 Steam Distribution System Repairs project, University administration requests approval for the total project budget of \$1,500,000 and seeks authorized expenditures of \$1,500,000 to undertake design, construction and complete the project to be funded by Energy Infrastructure Project Debt;

WHEREAS, for the Boyd Hall Flat Roof project, University administration requests approval for the total project budget of \$573,000 and seeks authorized expenditures of \$573,000 to undertake design, construction and complete the project to be funded by Departmental Culinary Services;

WHEREAS, for the College Green Exterior Paint and Window Repair project, the Board of Trustees previously approved a total project budget of \$860,500 (2015-3486) and authorized expenditures of \$860,500 (2015-3486), and University administration seeks to amend the total project budget of \$860,500 by an additional \$289,500 for a new total project budget of \$1,150,000 and seeks to increase the previously authorized expenditures amount of \$860,500 by an additional \$289,500 for a total authorized expenditures of \$1,150,000 to undertake construction and complete the project to be funded by State Appropriations;

WHEREAS, for the Factory Street Substation Sinkhole Phase I - Soil Stabilization project, University administration requests approval for the total project budget of \$1,000,000 and seeks authorized expenditures of \$1,000,000 to undertake design, construction and complete the project to be funded by Emergency Projects – Century Bond;

WHEREAS, for the Grover Center E-112 Expansion project, the Board of Trustees previously approved a total project budget of \$11,000,000 (2015-3467) and authorized expenditures of \$550,000 (2015-3467), and University administration seeks to increase the authorized expenditure amount by \$10,450,000 for a total authorized expenditures of \$11,000,000 to undertake construction and complete the project to be funded by Departmental Funds;

WHEREAS, for the OUL Brasee Hall Fitness Center project, University administration requests approval for the total project budget of \$589,000 and seeks authorized expenditures of

\$589,000 to undertake design, construction and complete the project to be funded by State Appropriations (\$235,545) and Regional Higher Education (\$353,455);

WHEREAS, for the Van Vorhes Drive Improvements and University Terrace Repairs project, the Board of Trustees previously approved a total project budget of \$1,302,000 (2015-3453) and authorized expenditures of \$132,000 (2015-3453), and University administration seeks to reduce the authorized project budget amount by \$452,000 for a new total project budget of \$850,000 and seeks to increase the previously authorized expenditures amount of \$132,000 by an additional \$718,000 for a total authorized expenditures of \$850,000 to undertake construction and complete the project to be funded by State Appropriations;

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the requests described above, authorizes the receipt of appropriate bids or proposals and authorizes the President or his designee to accept and award contracts within the total project budgets identified.



OHIO
UNIVERSITY

Date: January 4, 2016

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: REQUEST FOR APPROVAL TO UNDERTAKE CONSTRUCTION:

- **2016 Steam Distribution System Repairs – Design and Construction Phases**
- **Boyd Hall Flat Roof – Design and Construction Phases**
- **College Green Exterior Paint and Window Repair – Budget Amendment**
- **Factory Street Substation Sinkhole Phase I - Soil Stabilization**
- **Grover Center E-112 Expansion – Construction Phase**
- **OUL Brasee Hall Fitness Center – Construction Phase and Budget Amendment**
- **Van Vorhes Drive Improvements and University Terrace Repairs – Construction Phase and Budget Amendment**

The following construction projects are in excess of \$500,000 in total project cost and are presented to the Board for project and/or budget amendment approval. A resolution is provided that addresses these projects.

2016 Steam Distribution System Repairs – Design and Construction Phases

1. We seek approval to undertake design through construction at a cost of \$1,500,000.
2. This project will make repairs to the campus steam distribution system. This includes evaluating and repairing system components for the high pressure system, low pressure system, condensate lines, pressure reducing valves, tunnel component supports, etc. Portions of this work will require steam outages affecting the campus, which will be coordinated as required. Specific areas/locations/needs have been identified where possible by facilities maintenance, but this effort is intended to provide a review and prioritization of immediate repairs required.
3. This project is included in the approved capital plan for FY2016 identified as Approved/In Progress, Infrastructure, Energy Infrastructure Project, Line #16.
4. Project Budget: \$1,500,000
5. Previously Approved: \$ 0
6. This Request: \$1,500,000
7. Funding Sources: EIP Debt
8. Schedule: Design Start – February 2016
Construction Start – May 2016
Campus Steam Outage – May 2016
Work Completed – December 2016

Boyd Hall Flat Roof – Design and Construction Phases

1. We seek approval to undertake design through construction at a cost of \$573,000.
2. This project will replace the existing flat roof over the culinary portion of Boyd Hall. The current roof has reached the end of its serviceable life and needs replaced.
3. This project is not included in an approved capital plan.
4. Project Budget: \$573,000
5. Previously Approved: \$ 0
6. This Request: \$573,000
7. Funding Sources: Departmental Culinary Services
8. Schedule: Design Start – January 2016
Construction Start – May 2016
Work Completed – July 2016

College Green Exterior Paint and Window Repair – Budget Amendment

1. We seek approval to amend the total project budget of \$860,500 by \$249,000 for a new total project budget and authorized expenditures of \$1,150,000 to undertake construction.
2. The budget amendment is needed because the original scope was to repair the existing windows in place. However, the building's existing windows are too damaged to repair and salvage at a reasonable cost compared to completely replacing. This project is to replace all the existing windows in Cutler, Wilson, and McGuffey. The new windows will be three times more energy efficient than the current windows and will closely match the existing windows aesthetics, maintaining the historic character of the building.
3. This project is not included in an approved capital plan.
4. Project Budget: \$1,150,000
5. Previously Approved: \$ 860,500
 - a. Resolution 2014-3397 (March 2014 – design through construction approved at a cost of \$750,000).
 - b. Resolution 2015-3486 (June 2015 – budget amendment approved at a cost of \$860,500).
6. This Request: \$ 289,500
7. Funding Sources: \$ 110,500 – Century Bonds 2016
\$ 289,500 - State Appropriations HB 497, C30136
\$ 750,000 – State Appropriations HB 497, C30097
8. Schedule: Bidding – February 2016
Construction Start – May 2016
Work Completed – September 2016

Factory Street Substation Sinkhole Phase I - Soil Stabilization

A sinkhole appeared in the switchyard for the main electric power supply to the Athens, Ohio campus on September 4, 2015. Initial research by a design firm indicates the transformers and other switch gear were installed over a former Construction and Demolition (C&D) landfill which in turn rests atop an old chicken farm.

Results of sonar testing, ground penetrating radar and core boring indicate the area of concern appears to be confined to an area just north of the temporary boilers and just south of the AEP switchgear and extends west into the section of West Green drive by Central Foods. The Central Foods facility appears to have an appropriate foundation for the existing soil conditions.

The proposed Phase I work will:

- Close permanently section of West Green Drive from Factory Street to the south edge of Central Foods
- Stabilize ground underneath what is now roadway
- Prepare for new site for installation of a new transformer

The proposed Phase II for which we will propose a funding strategy and request approval in March 2016 for \$8M-\$10M includes:

- Purchase and installation of a new transformer
- Move OU either OU1A&B or OU2A&B circuits to new transformer to minimize disruption to campus.
- Move an existing transformer to a stabilized spot next to new transformer
- Relocate PLC shed (Switch control for circuits) and switches to stable ground
- Move other circuits to this transformer
- Stabilize part of the ground in existing switch and transformer yard
- Move remaining transformer which now becomes a spare to recently stabilized ground
- Complete stabilization of transformer yard

We will then have spare transformer to support the HCOM and other project buildouts.

1. We seek approval to undertake construction at a cost of \$1,000,000.
2. This project is not included in an approved capital plan nor was it contemplated as part of the Energy Infrastructure Projects Initiative
3. Project Budget: \$1,000,000
4. Previously Approved: \$ 0
5. This Request: \$1,000,000
6. Funding Source: Emergency Projects – Century Bond
7. Schedule: Design Completed – March 2016
Construction Start – May 2016
Drainage/Roadway Repairs – May to August 2016
Electric Switches Relocation – April 2016
Work Completed – August 2016

Grover Center E-112 Expansion – Construction Phase

1. We seek approval to undertake construction at a cost of \$10,450,000.
2. This project will develop additional classroom and laboratory spaces for the College. This is needed because the Nursing Education program is expanding rapidly, thus needing both classroom and class lab space; as well as the Athletic Training and Exercise Physiology programs, which are also in need of additional research space.
3. This project is included in the approved capital plan for FY2016 identified as Academic/Research, Grover, Line #3.
4. Project Budget: \$11,000,000
5. Previously Approved: \$ 550,000
 - a. Resolution 2014-3414 (June 2014 – schematic design was approved at a cost of \$100,000).
 - b. Resolution 2015-3467 (March 2015 – design development, construction documents, and bid documents were approved at a cost of \$450,000).
6. This Request: \$10,450,000
7. Funding Source: Departmental Funding
8. Schedule: Construction Phase I & II – February 2016 – December 2016
Construction Phase III – January 2017 – April 2017
Work Completed – April 2017

OUL Brasee Hall Fitness Center – Construction Phase and Budget Amendment

1. We seek approval to undertake construction at a cost of \$589,000 (original estimate was \$489K and received internal approval in July 2014).
2. This project will add a fitness center onto the gymnasium of Brasee Hall. The current weight/fitness room has inappropriate flooring and acoustics and is remotely located two floors away from the other athletic facilities.
3. This project is not included in an approved capital plan.
4. Project Budget: \$589,000
5. Previously Approved: \$ 0
6. This Request: \$589,000
7. Funding Source: \$235,545 – State Appropriations, HB497, C30119
\$353,455 – Regional Higher Education
8. Schedule: Construction Documents Completed – May 2016
Bidding – May 2016
Construction Completed – March 2017
Work Completed – April 2017

Van Vorhes Drive Improvements and University Terrace Repairs – Construction Phase and Budget Amendment

1. We seek approval to undertake construction at a cost of \$718,000. We seek approval for a new total project budget of \$850,000 from \$1,302,000, a reduction of \$452,000. This reduction is possible because scope was refined and reduced.
2. This project will rehabilitate Van Vorhes Drive on the east side of Morton Hall to improve access and the pedestrian experience including new outdoor seating and gathering places for students and visitors. The project will raise the elevation of the roadway to near 1st floor elevation of Morton Hall. The project will create a pedestrian friendly pathway that will make the east side entrances to Morton Hall fully accessible. The pathway will be designed to handle emergency service vehicles.
3. This project is included in the approved capital plan for FY2016 identified as Deferred Maintenance, Infrastructure, Van Vorhes, Line #22.
4. Project Budget: \$850,000
5. Previously Approved: \$132,000
 - a. Resolution 2015-3453 (January 2015 – design through bidding was approved at a cost of \$132,000)
6. This Request: \$718,000
7. Funding Source: State Appropriations – HB497, C30128
8. Schedule: Construction Start – April 2016
Work Completed – August 2016

Construction Projects – Construction Consent

Tab



Requested Approvals to Undertake Construction

- 2016 Steam Distribution System Repairs – Design and Construction Phases
- Boyd Hall Flat Roof – Design and Construction Phases
- College Green Exterior Paint and Window Repair – Budget Amendment
- Factory Street Substation Sinkhole – Soil Stabilization Phase I
- Grover Center E-112 Expansion – Construction Phase
- OUL Brasee Hall Fitness Center – Construction Phase and Budget Amendment
- Van Vorhes Drive Improvements and University Terrace Repairs – Construction Phase and Budget Amendment



2016 Steam Distribution System Repairs – Design and Construction Phases

- We seek approval to undertake design through construction at a cost of \$1.5M.
- This project will make repairs to the campus steam distribution system. This includes evaluating and repairing system components for the high pressure system, low pressure system, condensate lines, pressure reducing valves, tunnel component supports, etc. Portions of this work will require steam outages affecting the campus, which will be coordinated as required. Specific areas/locations/needs have been identified where possible by facilities maintenance, but this effort is intended to provide a review and prioritization of immediate repairs required.
- This project is included in the approved capital plan for FY2016 identified as Approved/In Progress, Infrastructure, Energy Infrastructure Project, Line #16.
- Project Budget: \$1.5M
- Previously Approved: \$ 0
- This Request: \$1.5M
- Funding Source: EIP Debt



Boyd Hall Flat Roof – Design and Construction Phases

- We seek approval to undertake design and construction at a cost of \$573K.
- This project will replace the existing flat roof over the culinary portion of Boyd Hall. The current roof has reached the end of its serviceable life and needs replaced.
- This project is not included in an approved capital plan.
- Project Budget: \$573K
- Previously Approved:\$ 0
- This Request: \$573K
- Funding Source: Departmental Culinary Services



College Green Exterior Paint and Window Repair – Budget Amendment

- We seek approval to amend the total project budget of \$860,500 by \$249,000 for a new total project budget and authorized expenditures of \$1,150,000 to undertake construction.
- The budget amendment is needed because the original scope was to repair the existing windows in place. However, the building’s existing windows are too damaged to repair and salvage at a reasonable cost compared to completely replacing. This project is to replace all the existing windows in Cutler, Wilson, and McGuffey. The new windows will be three times more energy efficient than the current windows and will closely match the existing windows aesthetics, maintaining the historic character of the building.
- This project is not included in an approved capital plan.
- Project Budget: \$1,150,000
- Previously Approved: \$ 860,500
 - Resolution 2014-3397 (March 2014 – design through construction approved at a cost of \$750,000).
 - Resolution 2015-3486 (June 2015 – budget amendment approved at a cost of \$860,500).
- This Request: \$ 289,500
- Funding Source:
 - \$ 110,500 – Century Bonds 2016
 - \$ 289,500 – State Appropriations HB497, C30136
 - \$ 750,000 – State Appropriations HB497, C30097



Factory Street Substation Sinkhole Phase I - Soil Stabilization

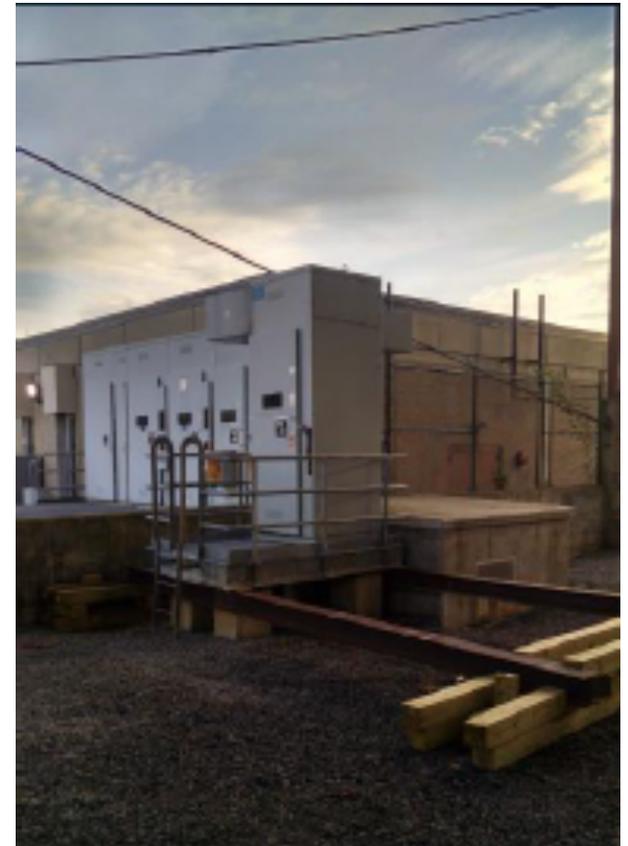
- A sinkhole appeared in the switchyard for the main electric power supply to the Athens, Ohio campus on September 4, 2015.
- Initial research by a design firm indicates the transformers and other switch gear were installed over a former Construction and Demolition (C&D) landfill which in turn rests atop an old chicken farm.
- Results of sonar testing, ground penetrating radar and core boring indicate the area of concern appears to be confined to an area just north of the temporary boilers and just south of the AEP switchgear and extends west into the section of West Green drive by Central Foods. The Central Foods facility appears to have an appropriate foundation for the existing soil conditions.



Factory Street Substation Sinkhole Phase I - Soil Stabilization



Factory Street Substation Sinkhole Phase I - Soil Stabilization



Factory Street Substation Sinkhole Phase I - Soil Stabilization

- Phase I for which we seek approval today
 - Close permanently section of West Green Drive from Factory Street to the south edge of Central Foods
 - Stabilize ground underneath what is now roadway
 - Prepare for new site for installation of a new transformer
- Phase II for which we will propose a funding strategy and request approval in March 2016 for \$8M-\$10M
 - Purchase and installation of a new transformer
 - Move OU either OU1A&B or OU2A&B circuits to new transformer to minimize disruption to campus.
 - Move an existing transformer to a stabilized spot next to new transformer
 - Relocate PLC shed (Switch control for circuits) and switches to stable ground
 - Move other circuits to this transformer
 - Stabilize part of the ground in existing switch and transformer yard
 - Move remaining transformer which now becomes a spare to recently stabilized ground
 - Complete stabilization of transformer yard
 - We will then have a spare transformer to support the HCOM and other project buildouts



Factory Street Substation Sinkhole Phase I - Soil Stabilization

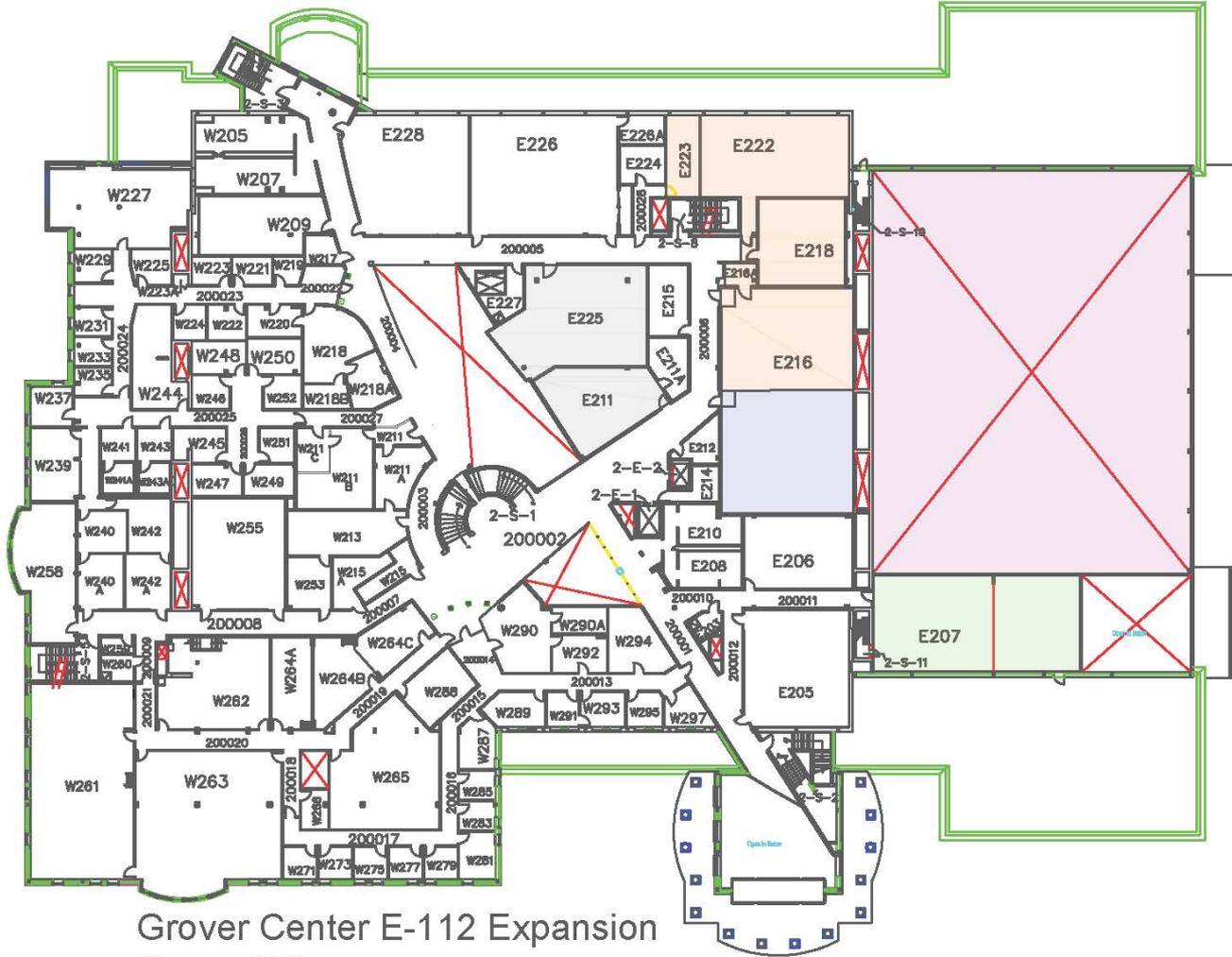
- We seek approval to undertake construction at a cost of \$1.0M.
- This project is not included in an approved capital plan nor was it contemplated as part of the Energy Infrastructure Projects Initiative.
- Project Budget: \$1.0M
- Previously Approved: \$ 0
- This Request: \$1.0M
- Funding Source: Emergency Projects – Century Bonds



College of Health Sciences Professions

- Grover Center E-112 Expansion
 - Develop additional classroom and laboratory spaces for the College to support expansion of the Nursing Education program
 - Provide additional space for the Athletic Training and Exercise Physiology programs

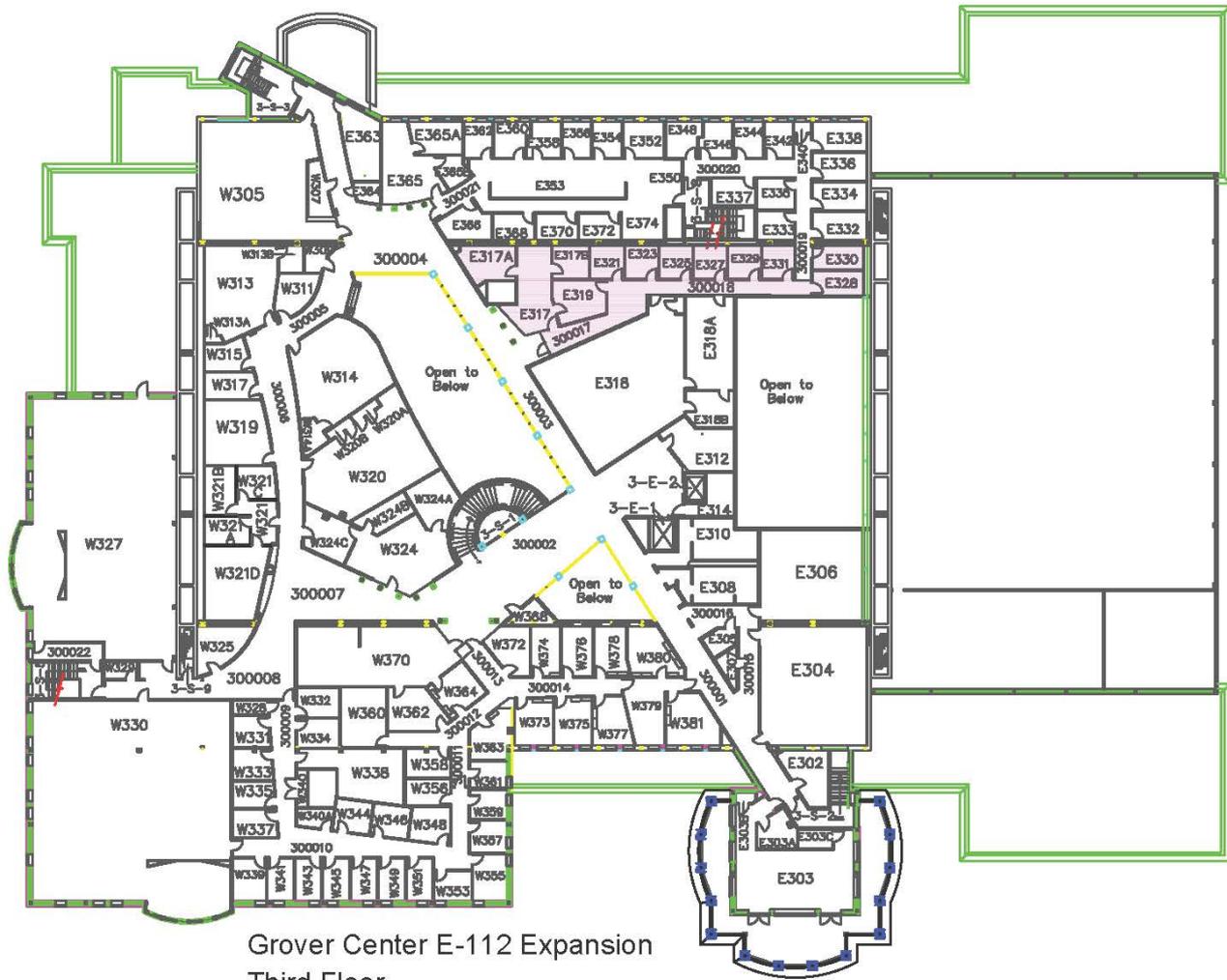




Grover Center E-112 Expansion
Second Floor

1. Former Patton College space (upper portion of gymnasium) to be developed into new Classroom and Lab space for Nursing Education - Feb, 2016 to Dec, 2016
2. Existing Multipurpose Room (part) to be renovated for Nursing Education Storage space - Feb, 2016 to Dec, 2016
3. Existing Class Lab to be renovated into new mechanical room - Feb, 2016 to April, 2017, Class Lab function to be moved to newly developed space in existing gym area.
4. Existing Multipurpose Room (part) and Classrooms E-281 and E-222 to be renovated for Nursing Education lab space - Jan, 2017 to April, 2017; E-281, a Centrally Scheduled Classroom, to be relocated to W-314, an existing Priority Classroom, which will be moved to newly-developed space in existing gym area. E-222 was a Distance Learning Classroom; those uses are now being accommodated at Tupper.
5. Existing Nursing Lab moves to newly-developed space in gym; E-225 to become part of enlarged Computer Lab (E-211) - Jan, 2017 to April, 2017.





1. Former AHSW offices in E-317 - E330 suite now occupied by Nursing Education - no renovations.

Grover Center E-112 Expansion
Third Floor



Grover Center E-112 Expansion – Construction Phase

- We seek approval to undertake construction at a cost of \$10.45M.
- This project will develop additional classroom and laboratory spaces to support expansion of the Nursing Education program and to provide additional research space for the Athletic Training and Exercise Physiology programs.
- This project is included in the approved capital plan for FY2016 identified as Academic/Research, Grover, Line #3.
- Project Budget: \$ 11.0M
- Previously Approved: \$ 550K
 - Resolution 2014-3414 (June 2014 – schematic design was approved at a cost of \$100K)
 - Resolution 2015-3467 (March 2015 – design development, construction documents, and bid documents were approved at a cost of \$450K)
- This Request: \$10.45M
- Funding Source: Departmental Funds



OUL Brasee Hall Fitness Center – Construction Phase and Budget Amendment

- We seek approval to undertake construction at a cost of \$589K (original estimate was \$489K and received internal approval in July 2014).
- This project will add a fitness center onto the gymnasium of Brasee Hall. The current weight/fitness room has inappropriate flooring and acoustics and is remotely located two floors away from the other athletic facilities.
- This project is not included in an approved capital plan.
- Project Budget: \$589K
- Previously Approved: \$ 0
- This Request: \$589K
- Funding Source: \$235,545 – State Appropriations, HB497, C30119
\$353,455 – Regional Higher Education Fund

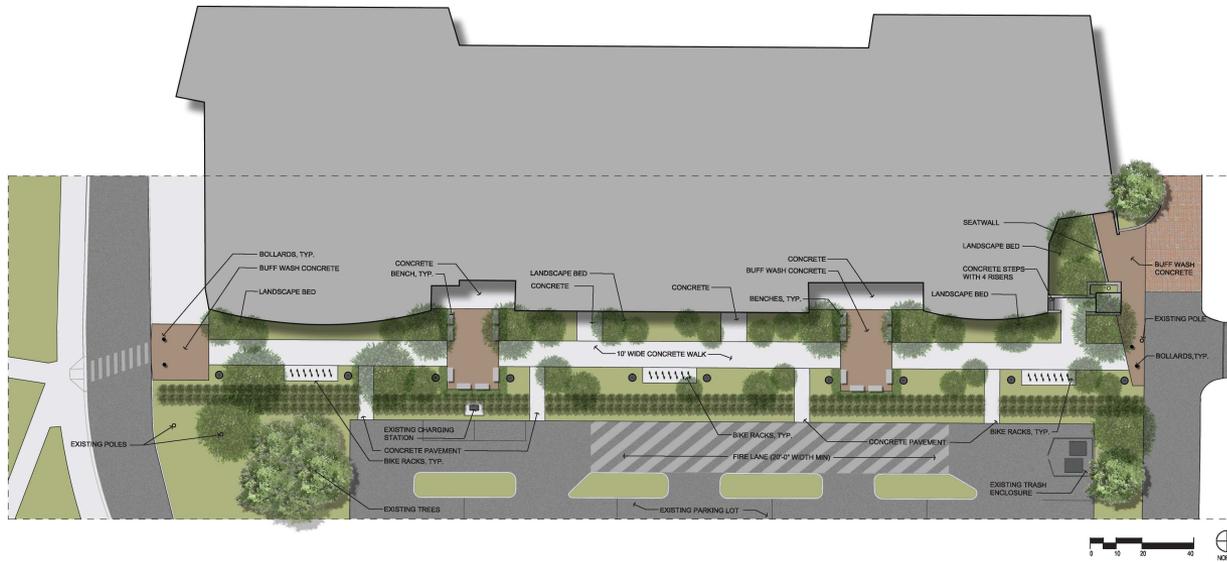


Van Vorhes Drive Improvements

- Landscape Improvements
 - New outdoor seating and gathering places for students and visitors
- ADA Compliance
 - Create a pedestrian friendly pathway that will make the east side entrances to Morton Hall fully accessible



Van Vorhes Drive Improvements



KORDA Korday/Nemeth Engineering, Inc. - Consulting Engineers
 100 Westrock Drive, Suite 205 - Columbus, OH 43215-7104
 TEL 614-487-3574 FAX 614-487-8891 WEB www.korda.com

Ohio University
 University Terrace/Van Vorhes

MKSK

DESIGNED	DRAWN	CHECKED	DATE	SCALE	SHEET NUMBER
			12/2/15	1" = 20'	



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Van Vorhes Drive Improvements and University Terrace Repairs – Construction Phase and Budget Amendment

- We seek approval to undertake design through construction at a cost of \$718K. We seek approval for a new total project budget of \$850K from \$1.302M, a reduction of \$452K. Work on University Terrace was removed from the project.
- This project will rehabilitate Van Vorhes Drive on the east side of Morton Hall to improve access and the pedestrian experience. The project will raise the elevation of the roadway to near 1st floor elevation of Morton Hall. This section of roadway will become a pedestrian only route but will be designed to handle emergency service vehicles when needed.
- This project is included in the approved capital plan for FY2016 identified as Deferred Maintenance, Infrastructure, Van Vorhes, Line #22.
- Project Budget: \$850K
- Previously Approved: \$132K
 - Resolution 2015-3453 (January 2015 – design through bidding was approved at a cost of \$132K).
- This Request: \$718K
- Funding Source: State Appropriations, HB497, C30128



**RESOLUTION TO APPROVE EASEMENT RENEWAL
TO BELMONT COUNTY**

RESOLUTION 2016-

WHEREAS, the Board of Trustees approved an easement to Belmont County to authorize the construction and maintenance of a water tower by Belmont County on University land north of existing buildings on the Eastern campus (Resolution 1988-1003);

WHEREAS, the easement from the University to Belmont County became effective in 1990 and includes a renewal option, which Belmont County has exercised;

WHEREAS, University leadership have concluded that the requested easement renewal is appropriate;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the renewal of a 25-year easement to Belmont County in connection with its water tower on the Eastern campus, for nominal consideration and subject to the County's obligation to maintain and repair the water tower.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby authorizes the President or his designee to execute the corresponding easement and other appropriate documentation in accordance with Ohio law.



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Date: January 4, 2016

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

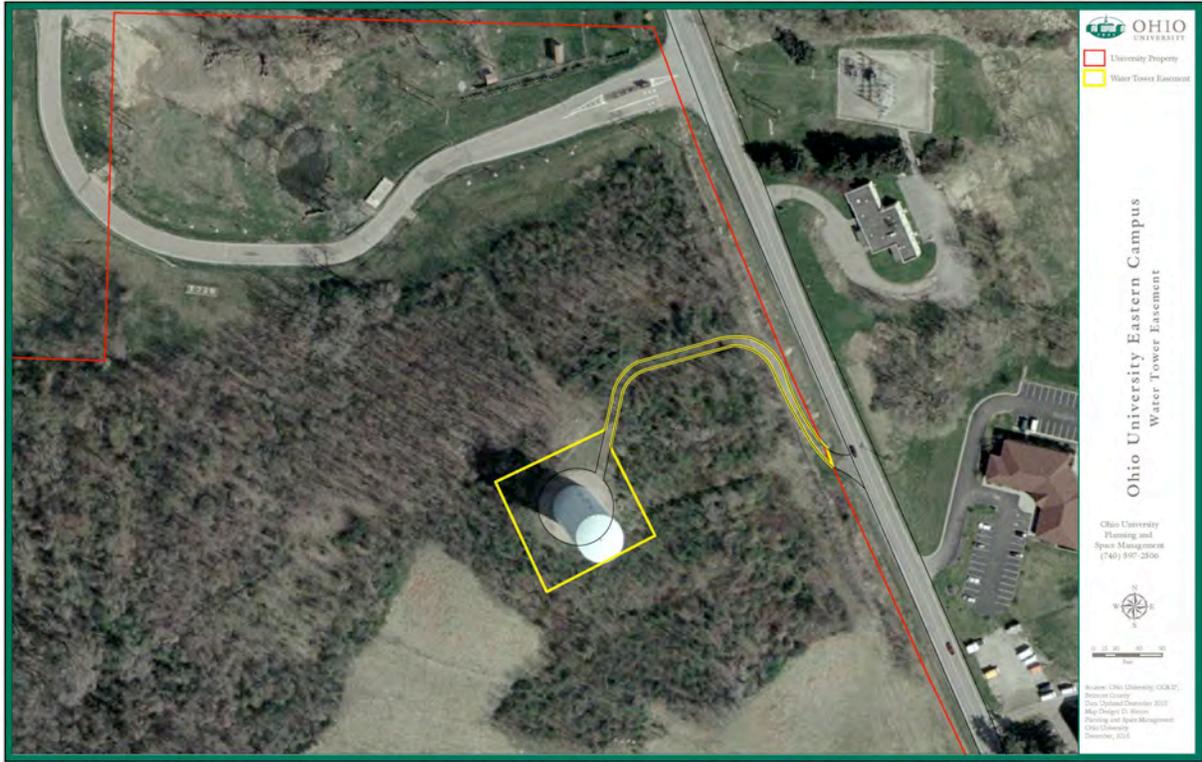
Re: REQUEST FOR RENEWAL OF AN EASEMENT:
Eastern Campus

This request is for renewal of an easement from the University to Belmont County. The County owns a water tower that sits on University land north of existing buildings on our Eastern campus.

In 1988, this Board approved Resolution 1988-1003, which authorized a 25-year easement to the County to allow the construction and maintenance of the water tower. The easement became effective in 1990 and covers both the water tower site itself and an access road, totaling approximately 12 acres. The easement was given for nominal (\$1) consideration and includes a right of first refusal, which gave the County the option to renew the easement.

The County has exercised that renewal option, and University leadership at the Eastern campus have concluded that a renewal is appropriate. Accordingly, the University proposes to renew the easement with the County for another 25 years, with the same material terms and conditions as the former easement, including a requirement that the County maintain the water tower. The University will reserve the ability to re-route the water tower access road in connection with campus development. A relevant map depicting the easement area is attached.

If you have any questions about this matter, please do not hesitate to contact me.



Real Estate Renewal of Easement Eastern Campus

Consent

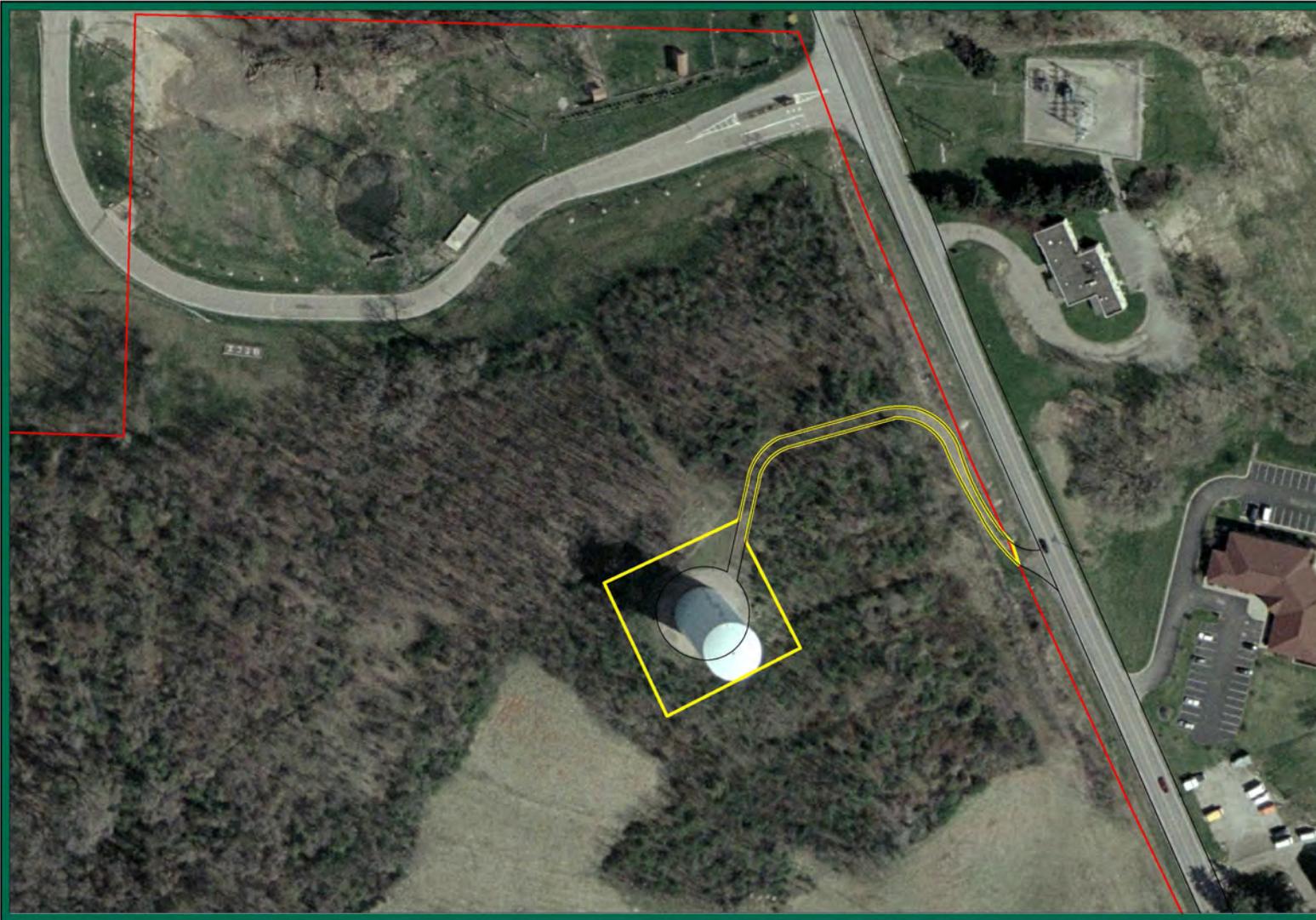
Tab



Renewal of Easement on the Eastern Campus

- In 1988, this Board approved Resolution 1988-1003, which authorized a 25-year easement to the County to allow the construction and maintenance of the water tower.
 - The easement became effective in 1990 and covers both the water tower site itself and an access road, totaling approximately 12 acres.
 - The easement was given for nominal (\$1) consideration and includes a right of first refusal, which gave the County the option to renew the easement.
- The County has exercised that renewal option, and University leadership at the Eastern campus have concluded that a renewal is appropriate.
 - The University proposes to renew the easement with the County for another 25 years, with the same material terms and conditions as the former easement, including a requirement that the County maintain the water tower.
 - The University will reserve the ability to re-route the water tower access road in connection with campus development





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University Property
Water Tower Easement

Ohio University Eastern Campus
Water Tower Easement

Ohio University
Planning and
Space Management
(740) 597-2506



0 15 30 60 90
Feet

Sources: Ohio University, OGRIT,
Belmont County
Data Updated December 2015
Map Design: D. Simon
Planning and Space Management
Ohio University
December, 2015



OHIO UNIVERSITY

**APPROVAL TO PROCEED WITH CONSTRUCTION FOR
PRESIDENTIAL STREET ACADEMIC CENTER SITE
IMPROVEMENTS – CONSTRUCTION PHASE AND BUDGET
AMENDMENT**

RESOLUTION 2015 -

WHEREAS, for the Presidential Street Academic Center Site Improvements project, the Board of Trustees previously approved a total project budget of \$1,000,000 (2015-3453) and authorized expenditures of \$200,000 (2015-3453), and University administration seeks to amend the total project budget of \$1,000,000 by an additional \$500,000 for a new total project budget of \$1,500,000 and seeks to increase the previously authorized expenditures amount of \$200,000 by an additional \$1,300,000 for a total authorized expenditures of \$1,500,000 to undertake construction and complete the project to be funded by Internal Loans;

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the requests described above, authorizes the receipt of appropriate bids or proposals and authorizes the President or his designee to accept and award contracts within the total project budgets identified.



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Date: January 4, 2016

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

**Re: REQUEST FOR APPROVAL TO UNDERTAKE CONSTRUCTION:
President Street Academic Center – Construction Phase**

The following construction project is in excess of \$500,000 in total project cost and is presented to the Board for project approval. A resolution is provided that addresses this project.

President Street Academic Center– Construction Phase

1. We seek approval to increase authorized expenditures from \$1.3M by \$.2M to \$1.5M and to amend the total project budget of \$1M by \$.5M for a new total project budget of \$1.5M.
2. Purpose is to improve the site for planned future construction. The existing structure is not viable for the planned academic needs of the College of Business. This budget amendment will fund:
 - a. additional hazardous material abatement discovered during the design process.
 - b. projected escalation of costs for 2016 construction
 - c. a scope increase to include additional protection to adjacent University and private properties.
3. This project is included in the approved CIP FY2015-2020 Academic/Research Projects Line 17 College of Business Expansion.
4. Project Budget: \$1.5M
5. Previously Approved: \$.2M (2015-3453)
6. This Request: \$1.3M
7. Funding Source: Internal Loan

College of Business Program Needs

The College of Business occupies space in the Computer Services Center (CSC) and Copeland Hall adjacent to the President Street Academic Center commonly referred to as PSAC and has identified requirements for larger, flexible, multi-purpose spaces with high ceilings for its emerging centers. The Brazil Seminar and Sogeti Leadership training programs require large spaces to support groups of 60 to 80 participants with tables to seat 5-6 people. Similar spaces are needed for the on-campus residencies for their online MBA program and to support large-group activities, meetings and events sponsored by the Center for Strategic Leadership, Sales Center and Center for Entrepreneurship.

Consistency with the Campus Master Plan Update

Ohio University is well enough along in the update process to know that this area will remain designated as an academic area of the campus to be used by the College of Business. Through the Campus Master Planning process the need for larger meeting spaces for collaboration and project activities was identified as an institutional priority.

Why PSAC will not work

The program need is for large volume spaces with high ceilings and a large open floor plan. It is difficult if not impossible to change the existing 9-foot finished ceiling heights to the 12-foot finished ceiling height. Even if certain areas of the floor slabs could be removed to make some taller spaces, the relocation of the load bearing main corridor walls is technically complex and prohibitively expensive.

Why now

Ohio University took the PSAC building off line in 2003 and chose not to demolish the building until a new use could be found or a determination made that it should come down. During that time the university has spent ~ \$15,000 per year to heat the building (~\$180,000) and also performed minimal maintenance until a recommendation could be made. The roof membrane has delaminated on the northwest and southwest corners and has completely failed. The roof failure has allowed extensive amounts of water into the building causing significant interior water damage, plant growth and the start of mold development. The windows are in poor condition with some damage and extensive leaks. We have determined the building will not support the academic mission of the college.

Stewardship of Facilities

Ohio University administration is tasked by the Board of Trustees with the stewardship of the buildings and grounds of its campuses. Over the past several years, the trustees on recommendation from the university administration have approved the renovation and re-purposing of over 300,000 square feet of space in the Schoonover Center (formerly Baker Center), McCracken Hall, Tupper Hall and Lindley Hall. Furthermore, the administration expects to bring forward in the next one to three years recommendations to renovate over 530,000 square feet of space in Ellis Hall, Morton Hall, Seigfred Hall and Alden Library. The decision to recommend to the Board of Trustees the removal of a facility from the Ohio University building inventory comes after exhausting reasonable possibilities for the re-use of the space that are consistent with the academic mission and program needs of the unit destined to occupy the space. It is in this context we are bringing forward the recommendation to remove the President Street Academic Center with about 38,000 square feet of space.

Conclusions

It is within this context that we bring forward the recommendation to raze the President Street Academic Center.

Please feel free to contact me with any questions or concerns.

President Street Academic Center

Tab



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President Street Academic Center

- College of Business Academic Needs
- University Needs
- Consistency with Campus Master Plan
- University Stewardship of Facilities
- About the President Street Academic Center (PSAC)
- Why PSAC Will Not Work
- Recommendation



College of Business Program Needs

- The College occupies space in the Computer Services Center (CSC) and Copeland Hall and has identified needs for spaces that are:
 - Larger
 - Flexible
 - Multi-purpose with high ceilings



College of Business Program Needs

- Large spaces to support groups of 60 to 80 participants with tables to seat 5-6 people
 - Brazil Seminar and Sogeti Leadership training programs
 - On-campus residencies for their online MBA program
 - Large-group activities, meetings and events sponsored by the Center for Strategic Leadership, Sales Center and Center for Entrepreneurship.



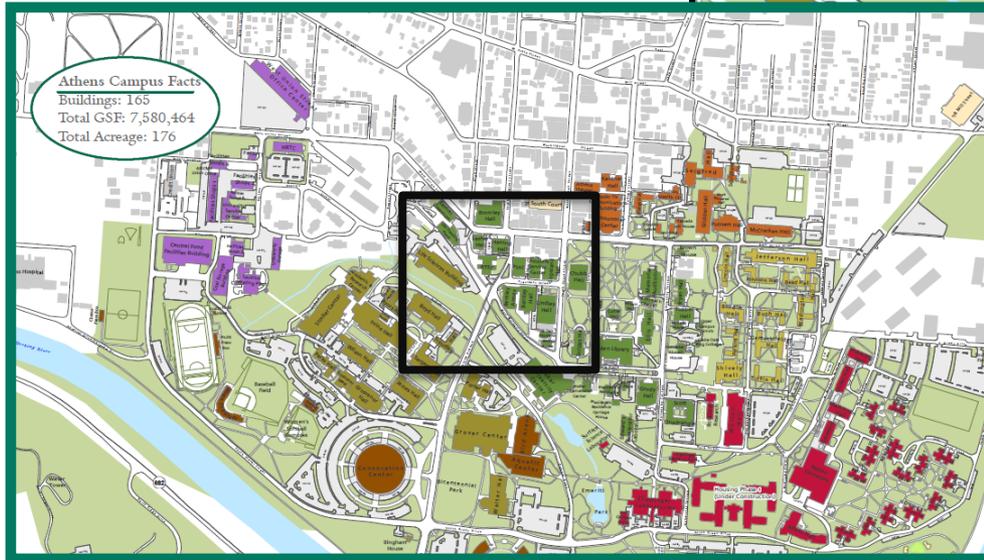
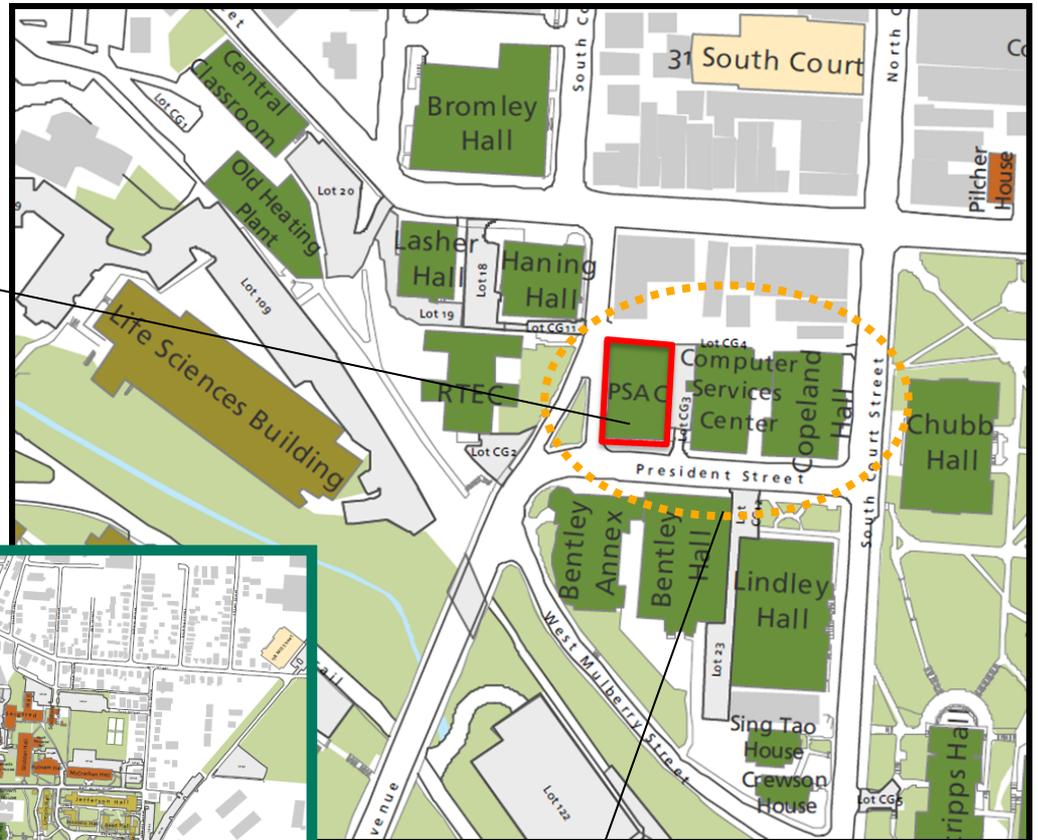
University Needs

- Large meeting spaces for
 - Collaboration
 - Project activities
- A site to encourage interdisciplinary collaboration



Location

President Street Academic Center (PSAC)



College of Business Precinct



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Consistency with Campus Master Plan

- This area will remain designated as an academic area of the campus to be used by the College of Business.



Stewardship of Facilities

- Renovated and re-purposed of over 300,000 square feet of space
 - Lindley Hall
 - McCracken Hall
 - Tupper Hall
 - Schoonover Center (Formerly Baker Center)
 - Scripps Hall



Stewardship of Facilities

- Anticipate renovating over 530,000 square feet of space in the next few years
 - Alden Library
 - Clippinger
 - Ellis Hall
 - Morton Hall
 - Seigfred Hall



About the President Street Academic Center

- Constructed in 1911
- Renovated 1947
- Contributing building to College Green Historic District
- Architect – Frank L. Packard
 - A prolific architect in Ohio, West Virginia
 - Designed some 3,400 structures – or about 109 projects annually over a 31 year career* including
 - 29 Park Place
 - Bentley Hall
 - Chubb Hall
 - Ellis Hall
 - Gordy Hall
 - Lindley Hall
 - Scripps Hall

* Columbus Business Journal May 19, 2008



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Why PSAC Will Not Work

- Academic need is for large volume spaces with high ceilings and a large open floor plan
- Difficult if not impossible to change the existing 9 foot finished ceiling heights to the minimum 12 foot finished ceiling height required
- Relocation of the load bearing main corridor walls is technically complex and prohibitively expensive

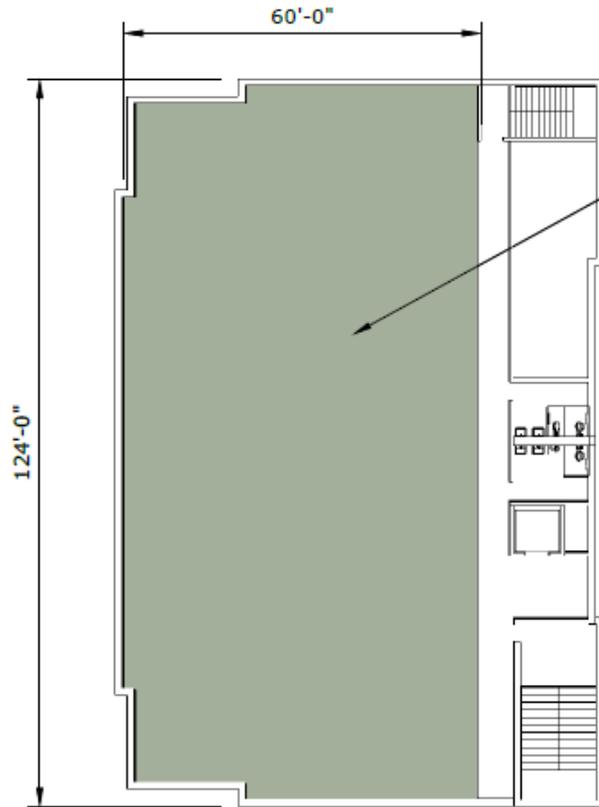


Considerations

- President Street Academic Center (PSAC) is in poor condition and presents a safety risk
- Significant investment required to bring the building to a safe, usable condition
- College of Business adjacencies
- PSAC layout does not allow for flexibility in layout to meet space needs identified

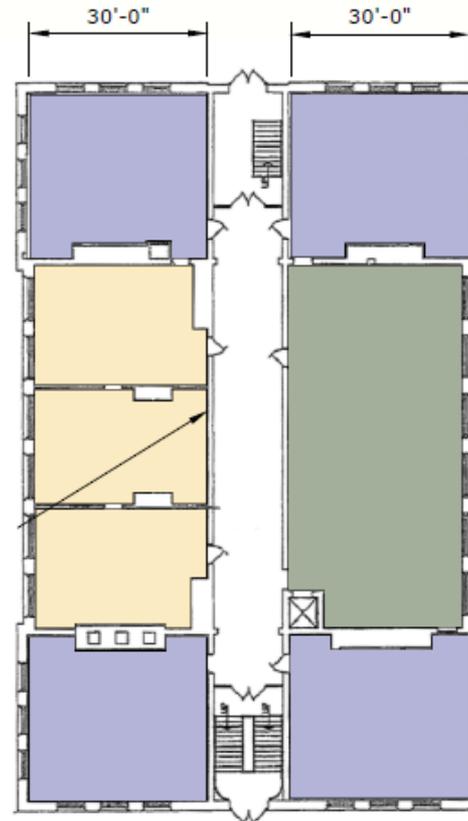


Space Type Need v. Existing



Clear Span,
no internal
structure

Internal bearing
walls and shafts,
location of stairs
prevent reconfig-
uration of space
or any large rooms.



New Building
Reconfigurable

NASF: 7,054

Existing Building
Not Reconfigurable

NASF: 6,666



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PSAC Condition Assessment

- Consultant reviewed building shell, interior finishes, mechanical systems, accessibility and hazardous material conditions
- Report indicated that all areas have extensive remediation needs



Highest and Best Use of the PSAC Site

- Space that allows for Increased Programmatic Flexibility
 - Flexible, large spaces conducive for multi-use: classroom, events, collaboration
- Greater Floor to Floor Heights
 - Allows for larger spaces to be accommodated as well as space for modern building systems: heating, cooling, etc.
- Increase Safe Circulation and Better Views
 - Corner of President and Congress pedestrian/traffic
 - New configuration could maximize sightlines and views
- College of Business Precinct
 - Utilizing the site to extend the College of Business's space needs in a manner that compliments existing space



Proposed Schedule

- 1/22/16 BoT approval to undertake construction
- 2/1/16 Advertise for construction bids
- 3/16/16 Award contract for documentation
- 4/15/16 Award construction contract
- 5/2/16 Construction start
- 8/12/16 All work completed and site restored



Recommendation

- Document architectural features of the buildings
- Continue to preserve original drawings and documents related to the building
- Raze the facility
- Restore site to green space for the interim
- College of Business to continue fundraising for new facility



Presidential Street Academic Center Site Improvements – Construction Phase and Budget Amendment

- We seek approval to increase authorized expenditures from \$1.3M by \$.2M to \$1.5M and to amend the total project budget of \$1M by \$.5M for a new total project budget of \$1.5M.
- Purpose is to improve the site for planned future construction. The existing structure is not viable for the planned academic needs of the College of Business. This budget amendment will fund:
 - additional hazardous material abatement discovered during the design process.
 - projected escalation of costs for 2016 construction
 - a scope increase to include additional protection to adjacent University and private properties.
- This project is included in the approved CIP FY2015-2020 Academic/Research Projects Line 17 College of Business Expansion.
- Project Budget: \$1.5M
- Previously Approved: \$200K (2015-3453)
- This Request: \$1.3M
- Funding Source: Internal Loan



**RESOLUTION TO APPROVE EASEMENT TO
AMERICAN ELECTRIC POWER**

RESOLUTION 2016-

WHEREAS, the University has requested that American Electric Power relocate certain electric facilities and construct appropriate new facilities in the vicinity of West Union Street and South Congress Street;

WHEREAS, the work requested by the University will facilitate possible future work in the West Union Street, Congress Street and President Street area of campus;

WHEREAS, the proposed work also will improve the area aesthetic by relocating existing overhead utilities underground;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the granting of an easement to American Electric Power or appropriate affiliate to allow the construction, relocation and maintenance of electric facilities in the vicinity of West Union Street and South Congress Street.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby authorizes the President or his designee to execute the corresponding easements and other appropriate documentation in accordance with Ohio law.



OHIO
UNIVERSITY

Date: January 4, 2016

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: REQUEST FOR APPROVAL OF AN EASEMENT:

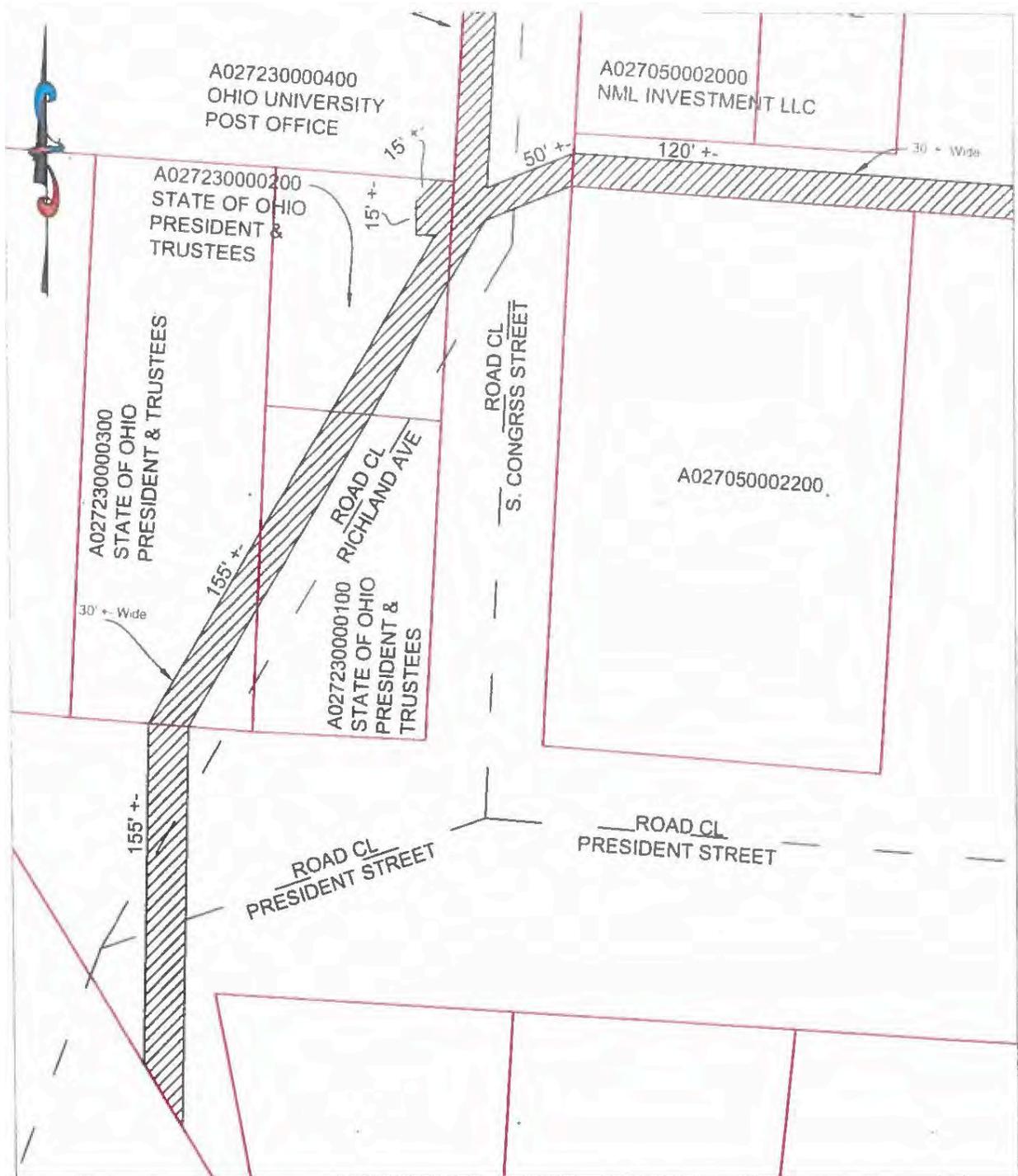
Athens Campus

This request is for an easement from the University to American Electric Power (“AEP”) or its appropriate affiliate, to permit the relocation of existing facilities and construction of new facilities near West Union Street and South Congress Street.

The University has asked AEP to relocate certain electric facilities and construct appropriate new facilities, at AEP’s cost, in the vicinity of West Union Street and South Congress Street. Much of the relocation will involve replacement of overhead wires and above-ground poles with underground duct banks. This work will facilitate possible future work in the area of campus bounded by West Union Street, Congress Street and President Street and improve the aesthetics by relocating existing overhead utilities underground.

In order to accommodate AEP’s work, the University has been asked to provide a new easement to AEP. Maps reflecting the AEP’s work and the associated easement areas are attached.

If you have any questions about this matter, please do not hesitate to contact me.



 AMERICAN ELECTRIC POWER Ohio Power	State: OHIO	
	County : ATHENS	Scale: NTS
	Township: ATHENS TWP	WR# 58345168
	Drawn by: C. LAMBERT	Date: 10/16/2015

Real Estate Easement to American Electric Power

Consent

Tab

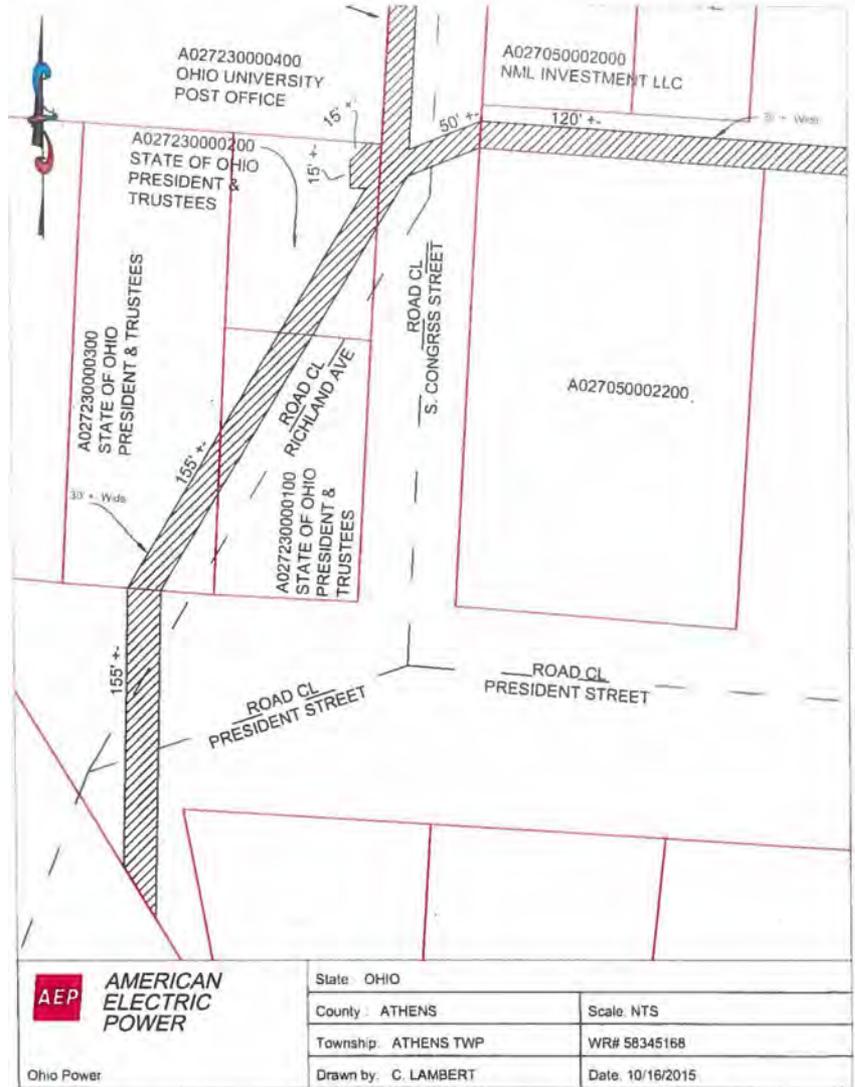


Proposed Easement to American Electric Power

- Permit the relocation of existing facilities owned by American Electric Power (AEP) or its appropriate affiliate facilities at AEP Cost
- Construction of new facilities near West Union Street and South Congress Street at AEP cost
- Will facilitate possible future work in the area of campus bounded by West Union Street, Congress Street and President Street
- Improve the area's aesthetics by relocating existing overhead utilities underground



Move Overhead Wires Underground and Remove Poles



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Interoffice Communication

Date: January 4, 2016

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: Financial Update

Please find attached for your review the following information regarding **forecasted** financial results for the current fiscal year ending June 30, 2016. Consistent with the format developed and presented in prior meetings, the financial information presented is aligned with our transition to RCM and all funds budgeting/reporting.

The current Forecast for FY16 includes:

- \$3.6M Operating Deficit as compared with the FY16 Budgeted Deficit of \$7.1M. This is representative of the planning unit commitment to close the budgeted deficit by the end of the fiscal year, combined with the planned use of prior year accumulated reserves to fund Strategic Initiatives, including the first year of the Innovation Funding for projects, per the principle that funds will be spent only after reserves are accumulated.
- A forecasted reduction in Endowment Value of \$17.1M after consideration for new gifts to the endowment of \$9.6M, Investment Income of \$0.1M, and Endowment Distributions of \$26.7M
- We are forecasting to spend \$154M of Capital spending in FY16 which includes funding from Century Bond, State Funding, Planning Units, and Internal Bank (Debt and Working Capital), a portion of which was funded in prior years (which is why current year net is negative).
- An \$8.3M loan from the Century Bond Program against working capital after consideration for \$6.8M of Internal Loan payments from Operations, loss on investments of \$1.1M, and external bond interest payments of \$14 million. Forecasted use of \$40 million of principal for EIP and deferred maintenance projects.
- A reduction in Working Capital of \$45.9 million primarily associated with planned expenditures against the Capital Plan.
- A forecasted increase in Net Assets of \$8.9 million for the fiscal year on a fully consolidated, GAAP adjusted basis.

Statement of Activities

Following are the forecasted consolidated financial results for the University and Foundation with the following detail:

- Primary revenue, expenditure, and transfer categories
- Operating results detailed by:
 - Athens campus colleges and schools (HCOM has been consolidated)
 - Regional campuses
 - Auxiliaries
 - Academic Support Units
 - Investment returns for endowment and working capital reserves

This presentation includes all funds (inclusive of gifts, investment income and endowment distributions).

We have incorporated the following:

- An all funds approach. Endowment distributions are included and then adjusted to reflect the actual respective realized and unrealized gains, dividends and income (Endowment Column);
- Spending against the University Capital Plan (Capital & Century Bond Columns);
- Adjustments required for conformance with generally accepted accounting principles (GAAP) which will allow for crosswalk to the external statements presented to the Board of Trustees each year (Financial Statement Adjustments Column). Other items included in these adjustments are:
 - Elimination of capital expenditures and addition of depreciation
 - Debt amortization costs

The supporting narrative explains forecasted variances from the operating budget approved by the Board in June 2015.

Forecast for fiscal year 2016 as compared to fiscal year 2016 budget and fiscal year 2015 actual results

Organized by respective column headers and spreadsheet format

OPERATING UNITS Detail and Subtotal – this is the results of operations of our operating units of the university detailed by our Athens Academic Units, Regional Campuses, Auxiliaries, and Academic Support activities.

Revenues (As compared with FY16 BOT approved Budget)

State Appropriations (\$162M): *No change FY16 forecast over FY16 budget:*

- The Ohio Department of Higher Education (formerly known as the Ohio Board of Regents) made changes to their funding model for FY16 to address perceived inequities in the allocations. An increase of \$2.9 million was budgeted for FY16 as compared with FY15 actuals. We are forecasted to be on target to budget.

Net Undergraduate Tuition & Educational Fees (\$241.6M): *-3%, \$6.5 million less than FY16 budget*

- Tuitions are forecasted at \$2.8M less than budget due to a decline in credit hour production at the Regional Campuses (more part-time students) and a larger than projected decrease in the ELIP/OPIE programs in the College of Arts and Sciences
- UG Financial Aid is \$2M higher than budget as the budget excluded the impact of the second year of the Signature Financial Aid strategy as well as an increase in financial aid at Regional Campuses of \$1.7 M due to the impact of College Credit Plus (partially offset by increased Grants);

Net Graduate Tuition & Educational Fees (\$70.8M): 2%, \$1.6 million more than FY16 budget

- Graduate Tuitions are forecasted at \$1.4M higher than budget (and \$6.3M higher than prior year) and is primarily associated with growth in the College of Arts and Sciences, College of Business and HCOM Dublin.
- Graduate Financial aid is \$0.2M less than budget overall; HCOM is projecting a reduction in grant-funded financial aid of \$.5 million.

Room & Board (\$95.3M): 2%, \$1.5 million FY16 more than FY16 budget

- Total residential housing-room and culinary services-board revenues are forecast to be \$53.8 million and \$41.9 million, exceeding budget .5% and 3.1%, respectively.
- Due to the record freshman enrollment residential housing had 250 additional residents in Fall 2015-16 as compared to Fall 2014-15. The two year Housing Residency Requirement requires students to reside on campus for two full years and carry an associated meal plan.

Grants and Contracts (47.4M): 6%, \$2.8 million more than FY16 budget

- The uncertainty of this revenue line item may have caused academic units to budget conservatively. There is a forecasted increase of \$2.8 million to budget based on YTD activity and discussions with the Grants office; however, FY16 Grants and Contract revenue is forecasted to be down \$0.2 million from FY15 actuals.

Facilities and Administrative (F&A) Cost Recovery (\$6.7M): -7%, \$500K less than FY16 budget

- This is the indirect expense recovery on Grants and Contracts. F&A revenue was budgeted to increase as the portfolio of Grants and Contracts was expected to include a higher rate of recovery than prior year. Although our federal awards have a negotiated rate of recovery (50.5% for research) many non-federal awards do not include recovery of the full rate so despite the forecasted increase of grant revenue over budget, the corresponding indirect cost recovery is forecasted to be less.

Gifts (\$10.5M): -22%, \$3 million less than the FY16 budget.

- This represents the portion of fundraising that is expendable (versus endowed). With the closing of The Promise Lives Campaign at June 30, 2015, significant efforts were made to accelerate pledge commitments and payments. Consequently, FY15 gifts were higher than budget and FY16 is less. The FY16 expendable gift revenue for operations is forecasted to be \$5.8 million less than FY15 actuals.

Endowment Distributions (\$26.7M): No Change FY16 forecast over FY16 budget.

- Endowment Distributions represent the income brought into operations derived from our endowment spending policy, or distribution. Our current spending policy is 6%, inclusive of the 2% administrative fee. Endowment distributions are calculated on the 36-month trailing average ending the December prior to the budget year; and new gifts are not eligible for distribution unless they are received by this date; consequently, actuals should consistently equal budget unless there is Board approval for additional spending. There is an 18%, or \$4.1 million increase, as compared with prior year reflecting the positive investment performance over the 36 months ended December 31, 2014, the period included in the FY16 spending formula calculation.
- This category is eliminated in the Endowment column as we record actual earnings on investments versus distributions taken.

Investment Income to Operations (investment income is also in the Endowment, Century Bond, and Internal Bank columns) (\$6.4M): No Change FY16 forecast over FY16 budget.

- A portion of the investment income on working capital is brought into operations to support the strategic priorities identified in the \$100M Investment Pool. This amount is budgeted at \$4.5

million. Any residual investment income from working capital is recorded in the Internal Bank column.

- Also included in this line are \$1.6M of forecasted earnings on Foundation working capital which are included as a part of the all-funds view and are available for the support of Advancement operations.

Other External Sales (\$44.9M): 19%, \$7.1 million more than FY16 budget:

- The primary increases to actuals over budget are from Sales & Services revenue (conference fees, retail sales, ticket sales) and Other sources of income (pouring rights, AGO finance charges, NCAA revenue).
- Royalty revenue is projected to decline \$5M as compared to FY15 due to the expiration of the SOMAVERT patent that was monetized in FY11. Since the \$27M monetization, the University has recognized offsetting royalty revenue and expense. Royalty expense will also decline \$5M as compared to FY15.
- Revenue increases in Other External Sales are typically offset by incremental expenses, primarily in “operating expenses”; consequently units have not historically placed focus on budgeting the specific revenue/expenses as they offset. This will be a focus of future budget efforts.

Expenses & Transfers

Salaries, Wages, & Other Payroll (\$348.9M): -0.9%, \$3.2 million less than FY16 budget:

- Budgeted increases in this line are the result of faculty and staff raise pools, the Faculty Compensation initiative, and the Compensation Equity pool for staff compression/inversion. Due to uncertainties and timing related due to the State Budget, Staff Equity adjustments were delayed until January 1, 2016 that resulted in \$.5M of the variance. The remainder is related to faculty and staff vacancies. FY16 expenditures are forecast to exceed FY15 actuals by 6% & \$18.5 million.

Benefits (\$115.2M): -3%, \$4.1 million less than FY16 budget:

- Overall this category was budgeted at 11.8% & \$12.6 million higher than FY15 actuals. FY16 expenditures are forecast to exceed FY15 actuals by 8% & \$8.5 million
- FY16 Benefits expense as a percentage of Salaries and Wages are forecasted to be 33% as compared to FY15 of 32.3% and FY16 budget of 33.9%.
- A portion of benefits expense correlates directly with increases in salaries/wages (retirement, unemployment, Medicare tax). For every \$1 of salaries there is a corresponding \$0.16 of benefit expense. Healthcare cost increases, for which we are self-insured, are the result of additional headcount and actual health experience of our insured lives. Our healthcare projection indicates a \$2.7M surplus to budget, driven by an increase in the number of benefit eligible employees we internally allocate to planning units on a “per employee” basis. While our number of benefit eligible employees have increased, our total healthcare self-insured costs are projected to be in-line with our benefit pool budget, thus our FY16 projections are about breakeven.

Operating Expenses (\$186.5M): 4%, \$7.8 million more than FY16 budget:

- Operating expenditures are forecast to exceed budget by \$7.8 million dollars. *Although an increase over the budget, this is actually a decrease of \$4.6 million over prior year.* This includes variances across a broad spectrum of expenses, inclusive of professional services, supplies, travel and entertainment, maintenance, operations and utilities, cost of goods sold, bad debt, insurance and communications.
- A significant portion of the operating expense variations can be attributed to the changes in revenues Other External Sales.
- The large decrease in Academic Support from FY15 actual to FY16 forecast is attributable to the decrease in royalty payments discussed above in the Other External Sales section.

Capitalized Costs (\$7.3M): *No change FY16 forecast over FY16 budget:*

- There is no trended timing of capital purchases; consequently we are carrying the forecast at budget at this point in time.

Internal Loan – Principal & Interest (\$39.3M): *1%, \$.5 million increase FY16 forecast over FY16 budget:*

- This category includes payments made by the operating units for debt service and was budgeted to reflect loans identified for capital projects under the Capital Improvement Plan.
- Academic Units internal loans are forecasted to be \$.9M higher than budget with the addition of two loans: CSC Renovation (\$.7M P&I) in COB which the department is intending to pay in full if gift money is received; and Corrosion Center Loan (\$.2M P&I) in Engineering; which is offset by a \$.4M decrease in Auxiliaries due to restructuring of loans with internal bank model.

Internal Sales (\$21.8M): *-2%, \$.5 million less than FY16 budget:*

- Represents intercompany revenues from the sale of goods or services to other University departments. Examples include, telephone costs, catering, printing, and services provided by Facilities Management not covered in general maintenance.
- Internal sales are recorded as “contra” expense, or an amount offsetting other expenses in the units that are selling the goods/services. The units buying the goods/services have the offsetting expense included in Operating expenses; consequently reductions in sales is offset by reductions in expense and is primarily budget neutral.

Internal Allocations & Transfers (\$6M) - equal to budget

- Represents internal funding allocations between units. The subtotal for the operating units will typically net to zero. FY15 includes the transfer of \$700K from endowment corpus into operations to fulfill the respective donor obligations regarding use, as well as an offsetting \$200K transfer from operations for same under different agreement.
- The \$6M budgeted and forecasted represents budgeted funding allocations for various initiatives (e.g. Innovation Funding) which when allocated will be spent in the appropriate planning unit (with offsetting transfer to fund), consequently this row will end the year with a zero balance.

Indirect Cost Allocations:

- Represents a series of internal indirect cost allocations to recover infrastructure and administrative costs associated with non-college expenditures (e.g., Facilities, Finance, and OIT). Allocations are made through the RCM model using various allocators (e.g., headcount, square footage, etc.). The subtotal for the operating units should always net to zero.

Subvention Allocation:

- This is the fee assessed to academic units in the RCM model based on operating revenues which is utilized to balance operating results across academic units and provide resources for strategic initiatives. The subtotal for the operating units should always net to zero. Changes of actuals relative to the budget represent investment allocations provided to academic units.

ENDOWMENT/LOAN – This column is eliminating the endowment distributions that are recorded as revenue in the Operating Units and adding the actual investment results for the year. New gifts to the endowment and transfers from operations to quasi endowment are also added in this column. The column totals reflect the change in the net asset balances for our endowment funds and the small amount of Loan funds that the University manages.

Gifts (\$9.6M): *-29% \$3.9M less than FY16 budget:*

- FY16 gifts to endowment are forecasted to be down \$5.3 million, 36% from FY15 actuals.
- This represents the portion of fundraising that is endowed (versus expendable). With the closing of The Promise Lives Campaign at June 30, 2015, significant efforts were made to accelerate pledge commitments and payments. Consequently, FY15 gifts were higher than budget and FY16

is less. The FY16 permanently restricted gifts to the endowment is forecasted to be \$5.3 million less than FY15 actuals.

Investment Income:

- Investment income is comprised of interest, dividends, realized gains (losses), and unrealized gains (losses). In the Endowment column the investment income stems from the University and Foundation endowment assets invested in a long-term, broadly-diversified portfolio (LT Pool). This represents the appreciation (depreciation) of our asset pool. The actual return of our diversified pool through June 30, 2015 was **-1.11% and the forecasted FY16 return is 0.2% net of fees**. The forecasted return is calculated by assuming the target return of the LT Pool (7.6%) for the remaining months in the fiscal year applied against the value of the LT Pool on November 30, 2015 which included a calculated -3.94% return for the first 5 months.
- The current forecasted investment income from the endowment in the LT Pool is -\$0.1M net of fees for the year as compared with the budgeted amount of \$38.6M which was based on the portfolio target return.

Transfers to (from) Quasi Endowments:

- Represents the transfer from operations for quasi endowments. The forecasted transfer of \$1.2M represents the projected University match resulting from the Scholarship Matching Program.

CAPITAL – This column is reporting the majority of our plant activity for the fiscal year. It records the capitalized facility projects, as well as the respective operating costs for the fiscal year. Funds brought in from reserves or project period set-asides and external grant funds are included as revenues/transfers to reflect a bottom line change in net asset use/draw on bond funding for the year.

State Appropriations-Capital: -20% \$4.6 million less than FY16 budget:

- The State of Ohio's biennial Capital Budget, enacted in 2014 for fiscal years 2015 and 2016, provides appropriations for the repair, reconstruction and construction of capital assets. Revenue is recognized as funds are spent (versus when appropriated). This amount is forecasted to be \$18.7 million for FY16. The decrease from budget is primarily associated with the timing of projects completed during the year. The remainder of the state projects will be completed in future years.

Transfers to/from Capital Projects - \$14M less than budget as the funds to be utilized were actually transferred from the Century Bonds in the prior fiscal year.

CENTURY BOND – This column reflects activity associated with the Century Bond/Deferred Maintenance Program. This presentation includes:

Investment Income:

- Represents earnings on the unspent portion of the \$250 million century bond proceeds. Funds were received in late November, 2014 and are invested in accordance with the Investment Policy approved by the University and Foundation Boards. From inception through June 30, the century bond long-term pool returned 1.62%. **The forecasted return on the century bond long-term pool is -0.8% which** is calculated by assuming the target return of the LT component of the Century Bond Pool (7.3%) for the remaining months in the fiscal year applied against the value of the LT portion of the Century Bond Pool on November 30, 2015 which included a calculated -4.78% return net of fees for the first 5 month.

Internal Loan Principal & Interest:

- Reflects the principal and interest payments into the Century Bond program for outstanding loans. For FY16 this includes payments on the first and second \$10 million of deferred maintenance funding and the first and second \$30M loans for the Energy Infrastructure Program (EIP). The second \$30M EIP installment may be reduced depending on the timing of spending the first \$30M installment.

Debt Service - Interest

- Interest payments due on the \$250 million century bond external debt. The annual debt service (interest only) is \$14 million.

Transfers to (from) Capital Projects

- Reflects the transfer of funding from the Century Bond Pool to the respective Capital project funding. The \$40 million includes the second two internal loans from the Century Bond Pool:
 - FY 16 \$10M Deferred Maintenance
 - Second \$30M of EIP funding (of expected \$90M)
- The transfers are \$14M less than budget as these funds were actually transferred in the prior fiscal year to Capital projects

INTERNAL BANK – With the implementation of the Internal Bank model, we are separately accounting and reporting for that portion of our net assets which represent university working capital (excludes endowment funding and bond funding). These funds include accumulated fund balances in the operating units as well as central reserves from operations and any investment appreciation on those funds.

Investment Income:

- Estimated investment income on the working capital funds. A portion of these funds (approx. \$100M) are invested alongside the endowment in LT Pool. As of June 30, 2015 the remainder (approx. \$217M) are invested in the liquidity and cash pools. The LT Pool achieved a return of -1.11% for the fiscal year 2015. The liquidity pool achieved a return of 2.19% for the fiscal year 2015. ***The FY16 forecasted investment return for the LT Pool and liquidity pools are .2% and 3.2%, respectively.***
- The University's investment income is comprised of interest, dividends, realized gains (losses), and unrealized gains (losses). Investment income stems from two primary sources. First, the university's endowment assets, as well as a portion of its working capital, are invested in a long-term, broadly-diversified portfolio (LT Pool). ***The return on this LT Pool for FY15 was -1.11%. The forecasted return for FY16 is .2%.*** Additionally, a portion of the university's working capital is invested in a pool of investment-grade fixed income securities (liquidity pool). ***The FY15 return on the "liquidity pool" was 2.19%, outperforming the Barclays U.S. Aggregate Bond Index, which returned 1.86% for the same period. The forecasted liquidity pool return for FY16 is 3.2%.***
- Includes \$5M forecasted return on working capital which is offset by transfer to Operations of \$4.5M to fund \$100M Investment Pool Strategy and \$1.6M Advancement funding that was to be funded by Foundation Working Capital earnings netting a -\$1.4M forecasted return (loss) on working capital investments, (\$1.6M loss on Foundation).

Operating Expenses –\$200K in collection fees against student loans.

Internal Loan – Principal & Interest:

- Internal loan payments from our operating units will be collected by the Internal Bank and used to make the external debt service payments. This includes both dollars lent to specific departments/projects from debt funded projects as well as loans of working capital dollars.
- With the creation of the Internal Bank, we are in the process of transitioning all debt funded projects to internal loans utilizing a blended variable rate inclusive of management costs. We will

continue to build out and refine this column as we update the Comprehensive Master Plan which will inform revisions and refinements to the Six Year Capital Improvement Plan (CIP).

Debt Service – Principal / Debt Service – Interest:

- Actual (and accrued) debt service payments, principal and interest, against university outstanding debt, exclusive of that reported in the Century Bond column.

Transfers to (from) Capital Projects

- Reflects the projected transfers of funding from the Internal Bank to the respective Capital project funding.

COMPONENT UNITS - Techgrowth Ohio, UMA, OUF Subs - Entries recorded as a part of the required consolidation including eliminating entries.

This is a new section of the report that will discretely present the impact of our consolidated component units. Historically these were recorded at year-end and did not have separate visibility. We are moving to record these operations on a quarterly basis and will present the respective impacts in this section.

FINANCIAL STATEMENT ADJUSTMENTS - Entries recorded as a part of the required adjustment to move from fund accounting to Generally Accepted Accounting Principles (GAAP) format

Operating Expenses

- FY 15 was the first year of required implementation of the new GASB 68 – Share of Unfunded Pension Liability accounting standard. This required Governments providing defined benefit pensions to recognize their proportionate share of the actuarially determined amount of unfunded pension benefit obligation as a liability for the first time. For Ohio University this includes our participation in the STRS (State Teachers Retirement System) and the OPERS (Ohio Public Employees Retirement System).
- The unfunded pension liability will change each year resulting from the following:
 - Changes in plan assumptions about economic and demographic factors;
 - Differences between actual and expected experience;
 - Differences between actual and expected investment earnings.
- The current year impact from these factors is forecast to be the same as the prior year a net \$6.1 million (OPERS -\$2M; STRS -\$4M) reduction in liability and increase to net results. This is represented as a credit to pension expense in Benefits.
- The Forecast represents \$900K projected bad expense on Perkins Loans

Capitalized Costs:

- Reflects the capitalization of facilities placed in service and construction in progress to assets on the balance sheet that are then brought into expense as they are depreciated over their useful life.

Depreciation:

- Recorded depreciation for all capital assets. Depreciation is forecast to increase \$4.4 million from FY15 to FY16. This category will continue to increase in future years as the university executes against its Capital Improvement Plan (CIP) approved by the BOT.

Debt Service - Principal:

- Principal payments against external debt are eliminated as it is recorded as a decrease to long-term debt on the Statement of Net Position (a balance sheet entry that doesn't really flow through the Statement of Activities).

Debt Service - Interest:

- Amortization of bond premium and discounts which were inadvertently excluded from the budget.

Statement of Net Position (Balance Sheet)

We are in the process of transitioning from an annual closing process to a quarterly closing process. This will include preparation of Financial Statements on a quarterly process. Attached you will find the Comparative Statement of Net Position (Balance Sheet) for the period ended September 30, 2015.

Following is an explanation of changes as compared with the last fiscal year end (June 30, 2015):

Cash and Cash Equivalents – \$67.6 million increase

- Cyclically June is a low cash month. September cash balances reflect the impact of the majority of Fall tuition receipts.
- \$10M Century Bond intercompany receivable was settled during the first quarter.

Restricted Cash & Cash Equivalents - \$5.5 million decrease

- Residual funds from the 2012 bond series (\$1.4 million decrease) & 2013 (\$3.7 million decrease) bond issuances that were used for the capital plan (see capital assets below)
- Construction escrow deposits decreased \$.2 million

Investments - \$27.8 million decrease

- The Century Bond long term pool decreased \$7.8 million & the Century Bond short term pool decreased \$9.8 million – these were used for the capital plan (see capital assets below).
- The Long term endowment pool decreased \$9.2 million. As of 9/30/15 the balance would have reflected a 5.1% loss for the FYTD through 8/31/15

Capital Assets-net of depreciation – \$21.4 million increase

- Increases for Construction in Progress of \$29.7 million include: \$7.7 million for the new residence halls, \$4.1 million for McCracken Hall, \$2.0 million for Scripps/Schoonover Center for Communication, & \$1.5 million for the Convocation center.
- There were also purchases of \$1.2 million in machinery, equipment and library books.
- These are offset by accumulated depreciation increases of \$9.5 million

Accounts Receivable, Prepaids, and Other Assets - \$49.6 million increase

- Caused by an increase in accounts receivable of \$6.2 million due mostly to the timing of the Fall semester tuition billing.
- This is offset by an increase in the prepaid scholarships which are up \$44.6 million. Since it is the beginning of the Fall semester scholarship expense is booked to a prepaid and allocated over the remaining months of the semester.
- Also in this category is inventory which has increased \$.7 million.

Deferred Outflows of Resources-Deferred charge on refunding - \$0.4 M decrease

- This is related to the amortization of the refinancing of prior bonds.

Accounts Payable & Accrued Liabilities & Other - \$10.5 million decrease

- Accrued interest increased \$6.6 million. This increase is due to the timing of the Interest payments that are due June 1 & Dec 1.

- Vendor accounts payable decreased \$19.3 million including a Capital projects accounts payable decrease of \$10.2 million. This is due to the increased capital activity over the summer months as compared to the Fall.
- Accrued payroll related to the payments to faculty over 12 months but earned during 9 months caused a decrease of \$7.6 million.
- Accrued payroll & benefits & withholdings related to the timing of the hourly pay schedule increased \$4.9 million
- Deposits increased \$6.1 million. This category includes student health insurance deposits as well as agency scholarship deposits.

Unearned Revenue - \$131.5 million increase

- This is Fall tuition revenue that was not earned as of 9/30/15 and had to be deferred. This amount will be recognized as revenue equally over the Fall term.

Net Pension Liability - No Change

- This totals \$349.1 related to the adoption of GASB 68 for the unfunded pension liability. This will not change until year end when we receive information from the State retirement systems.

Bonds and Notes Payable-net of discount and premium - \$.3 million decrease

- There were no principal payments made in the first quarter of FY16. The only change in this category is the net amortization of the bond premium and discount.

Century Bond / Internal Bank Update

The final portion of our financial update includes excerpts from the Century Bond Dashboard that provides metrics related to the Century Bond program, the respective investment returns and pool balances, and use of proceeds.

With negative market returns over the past calendar year, University working capital has been utilized to cashflow the bond interest payments in excess of existing internal loan payments. These advances are recorded as intercompany payables due from the Century Bond program from future earnings.

All funds from the FY 15 and the FY16 tranches of deferred maintenance loans (\$10M / year for a total of \$20M) have been allocated to deferred maintenance projects and are included in the respective annual CIP plans as approved by the Board. The Energy Infrastructure Projects (EIP) which are being funded with the CB proceeds are well underway and the first \$60M of internal loans has been issued and the respective principal and interest payments are included in the University operating budget.

FINANCIAL UPDATE

Tab



OHIO
UNIVERSITY

FY16 Forecasted Financial Results

(in millions)	Athens Colleges & Schools			Regional Campuses			Auxiliaries			Academic Support			Operating Unit Subtotals	Operating Unit Subtotals	Operating Unit Subtotals	Variance FY16 Forecast over FY16 Budget	% Change	Variance FY16 Forecast over FY15 Actual	% Change
	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast				
State Appropriations	136.1	139.5	139.6	17.9	18.2	18.2	-	-	-	5.1	4.3	4.2	159.1	162.0	162.0	-	-	2.9	2%
State Appropriations-Capital	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Undergraduate Tuition & Educational Fees	251.4	256.1	253.7	39.2	39.2	37.6	-	-	-	7.3	7.5	8.7	297.9	302.8	300.0	(2.8)	-1%	2.1	1%
Undergraduate Financial Aid	(45.7)	(46.7)	(46.1)	(5.4)	(5.4)	(7.3)	(7.5)	(9.4)	(9.9)	7.2	6.8	4.9	(51.4)	(54.7)	(58.4)	(3.7)	7%	(7.0)	14%
Net Undergraduate Tuition & Fees	205.7	209.4	207.6	33.8	33.8	30.3	(7.5)	(9.4)	(9.9)	14.5	14.3	13.6	246.5	248.1	241.6	(6.5)	-3%	(4.9)	-2.0%
Graduate Tuition & Educational Fees	92.3	98.0	99.2	0.5	0.5	0.5	-	-	-	1.2	0.4	0.6	94.0	98.9	100.3	1.4	1%	6.3	7%
Graduate Financial Aid	(28.9)	(28.7)	(28.5)	(0.1)	(0.2)	(0.2)	-	-	-	(0.9)	(0.8)	(0.8)	(29.9)	(29.7)	(29.5)	0.2	-1%	0.4	-1%
Net Graduate Tuition & Fees	63.4	69.3	70.7	0.4	0.3	0.3	-	-	-	0.3	(0.4)	(0.2)	64.1	69.2	70.8	1.6	2%	6.7	10%
Room & Board	-	-	-	-	-	-	90.0	93.8	95.3	-	-	-	90.0	93.8	95.3	1.5	2%	5.3	6%
Grants and Contracts	42.0	40.6	42.5	1.1	1.0	1.2	0.1	0.1	0.1	4.4	2.9	3.6	47.6	44.6	47.4	2.8	6%	(0.2)	-0.4%
Facilities & Admin Costs Recovery	6.6	6.1	6.6	-	-	-	-	-	-	0.1	1.1	0.1	6.7	7.2	6.7	(0.5)	-7%	-	-
Gifts	6.1	4.5	5.3	0.4	0.2	0.2	3.0	1.7	1.5	6.8	7.1	3.5	16.3	13.5	10.5	(3.0)	-22%	(5.8)	-36%
Endowment Distributions	10.8	12.6	12.6	0.4	0.5	0.5	0.1	0.1	0.1	11.3	13.5	13.5	22.6	26.7	26.7	-	-	4.1	18%
Investment Income	0.1	0.3	0.3	-	-	-	-	-	-	4.5	6.1	6.1	4.6	6.4	6.4	-	-	1.8	39%
Other External Sales	6.6	4.2	4.5	1.1	1.1	1.1	16.9	15.2	16.8	29.1	17.3	22.5	53.7	37.8	44.9	7.1	19%	(8.8)	-16%
Total Revenues	\$477.4	\$ 486.5	\$489.7	\$ 55.1	\$ 55.1	\$ 51.8	\$102.6	\$101.5	\$103.9	\$ 76.1	\$ 66.2	\$ 66.8	\$ 711.2	\$ 709.3	\$ 712.2	\$ 2.9	0%	\$ 1.0	0%
Salaries, Wages & Other Payroll	185.1	200.1	197.4	35.1	35.2	35.2	23.8	25.1	25.9	86.4	91.7	90.4	330.4	352.1	348.9	(3.2)	-0.9%	18.5	6%
Benefits	52.7	59.4	58.2	11.0	11.4	11.3	9.4	11.6	12.0	33.6	36.9	33.7	106.7	119.3	115.2	(4.1)	-3%	8.5	8%
Operating Expenses	63.1	66.2	66.3	9.1	7.9	8.3	34.4	34.6	36.1	84.5	70.0	75.8	191.1	178.7	186.5	7.8	4%	(4.6)	-2%
Capitalized Costs	7.5	4.6	4.6	0.8	0.2	0.2	1.7	0.8	0.8	2.2	1.7	1.7	12.2	7.3	7.3	-	-	(4.9)	-40%
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Loan - Principal & Interest	2.1	1.9	2.8	0.3	0.3	0.3	4.7	8.7	8.3	20.3	27.9	27.9	27.4	38.8	39.3	0.5	1%	11.9	43%
Debt Service - Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Sales	(2.2)	(2.0)	(2.1)	-	(0.1)	(0.1)	(6.9)	(6.5)	(6.7)	(13.1)	(13.7)	(12.9)	(22.2)	(22.3)	(21.8)	0.5	-2%	0.4	-2%
Total Direct Expenses	\$308.3	\$ 330.2	\$327.2	\$ 56.3	\$ 54.9	\$ 55.2	\$ 67.1	\$ 74.3	\$ 76.4	\$ 213.9	\$ 214.5	\$ 216.6	\$ 645.6	\$ 673.9	\$ 675.4	\$ 1.5	0.2%	\$ 29.8	5%
Internal Allocations & Transfers	(3.7)	(3.7)	(3.7)	0.9	0.6	0.6	6.5	6.9	6.9	(4.2)	2.3	2.3	(0.5)	6.0	6.0	(0.0)	-1%	6.5	-1290%
Indirect Costs Allocations	140.8	143.2	143.2	13.4	14.8	14.8	(7.1)	(7.6)	(7.8)	(147.1)	(150.4)	(150.2)	-	-	-	-	-	-	-
Depreciation Allocation	-	8.1	8.1	-	-	-	-	-	-	-	(8.1)	(8.1)	-	-	-	-	-	-	-
Subvention Allocation	13.0	12.9	12.8	(11.2)	(13.3)	(13.3)	-	-	-	(1.8)	0.5	0.5	-	(0.0)	-	0.0	-100%	-	-
Total Allocations & Transfers	\$150.1	\$ 160.5	\$160.4	\$ 3.1	\$ 2.1	\$ 2.1	\$ (0.6)	\$ (0.7)	\$ (0.9)	\$ (153.1)	\$ (155.7)	\$ (155.5)	\$ (0.5)	\$ 6.0	\$ 6.0	\$ (0.0)	-1%	\$ 6.5	-1290%
Total Expenses & Transfers	\$458.4	\$ 490.7	\$487.6	\$ 59.4	\$ 57.0	\$ 57.3	\$ 66.5	\$ 73.6	\$ 75.5	\$ 60.8	\$ 58.8	\$ 61.1	\$ 645.1	\$ 679.9	\$ 681.4	\$ 1.4	0%	\$ 36.3	6%
Subtotal Results	\$ 19.0	\$ (4.2)	\$ 2.1	\$ (4.3)	\$ (1.9)	\$ (5.5)	\$ 36.1	\$ 27.9	\$ 28.4	\$ 15.3	\$ 7.4	\$ 5.8	\$ 66.1	\$ 29.4	\$ 30.9	\$ 1.5	5%	\$ (35.2)	-53%
Transfers to (from) Operations	-	(5.3)	-	-	-	-	-	-	-	-	7.2	-	-	1.9	-	(1.9)	-100%	-	-
Transfers to (from) Quasi Endowments	6.1	-	-	-	-	-	-	-	-	1.1	1.2	1.2	7.2	1.2	1.2	-	-	(6.0)	-83%
Transfers to (from) Capital Projects	8.2	1.1	1.1	(0.6)	-	-	27.2	26.6	26.6	24.2	5.6	5.6	59.0	33.3	33.3	-	-	(25.7)	-44%
Net Results	\$ 4.7	\$ (0.0)	\$ 1.0	\$ (3.7)	\$ (1.9)	\$ (5.5)	\$ 8.9	\$ 1.3	\$ 1.8	\$ (10.0)	\$ (6.6)	\$ (1.0)	\$ (0.1)	\$ (7.1)	\$ (3.6)	\$ 3.4	-48%	\$ (3.5)	3505%



FY16 Forecasted Financial Results

(in millions)	Endowment/Loan			Capital			Century Bond			Internal Bank			Non-Operating Unit Subtotals	Non-Operating Unit Subtotals	Non-Operating Unit Subtotals	Variance FY16 Forecast over FY16 Budget	% Change	Variance FY16 Forecast over FY15 Actual	% Change
	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast				
State Appropriations	-	-	-	-	-	-	-	-	-	2.1	2.1	2.1	2.1	2.1	2.1	-	-	-	-
State Appropriations-Capital	-	-	-	11.9	23.3	18.7	-	-	-	-	-	-	-	-	-	(4.6)	-20%	6.8	57%
Undergraduate Tuition & Educational Fees	0.2	-	-	-	-	-	-	-	-	-	-	-	0.2	-	-	-	-	(0.2)	-100%
Undergraduate Financial Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Undergraduate Tuition & Fees	0.2	-	-	-	-	-	-	-	-	-	-	-	0.2	-	-	-	-	(0.2)	-100%
Graduate Tuition & Educational Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduate Financial Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Graduate Tuition & Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Room & Board	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants and Contracts	-	-	-	0.3	-	-	-	-	-	-	-	-	-	-	-	-	-	(0.3)	-100%
Facilities & Admin Costs Recovery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gifts	14.9	13.5	9.6	-	-	-	-	-	-	-	-	-	14.9	13.5	9.6	(3.9)	-29%	(5.3)	-36%
Endowment Distributions	(22.6)	(26.7)	(26.7)	-	-	-	-	-	-	-	-	-	(22.6)	(26.7)	(26.7)	-	-	(4.1)	18%
Investment Income	(6.0)	38.6	(0.1)	-	-	-	0.7	12.0	(1.1)	(2.3)	11.4	(1.4)	(7.6)	62.0	(2.6)	(64.6)	-104%	5.0	-66%
Other External Sales	(0.1)	-	-	0.5	-	-	-	-	-	0.2	0.2	0.2	0.6	0.2	0.2	-	-	(0.4)	-67%
Total Revenues	\$(13.6)	\$25.4	\$(17.2)	\$12.7	\$23.3	\$18.7	\$0.7	\$12.0	\$(1.1)	\$0.0	\$13.7	\$0.9	\$(0.2)	\$74.4	\$1.3	\$(73.1)	-98%	\$1.5	-750%
Salaries, Wages & Other Payroll	-	-	-	0.3	-	-	-	-	-	-	-	-	0.3	-	-	-	-	(0.3)	-100%
Benefits	-	-	-	0.1	-	-	-	-	-	-	-	-	0.1	-	-	-	-	(0.1)	-100%
Operating Expenses	-	-	-	7.5	5.0	7.5	0.5	-	-	0.2	-	0.2	8.2	5.0	7.7	2.7	54%	(0.5)	-6%
Capitalized Costs	-	-	-	159.8	146.9	146.9	2.2	-	-	-	-	-	162.0	146.9	146.9	-	-	(15.1)	-9%
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Loan - Principal & Interest	-	-	-	1.2	-	-	(3.4)	(6.8)	(6.8)	(25.2)	(32.0)	(32.5)	(27.4)	(38.8)	(39.3)	(0.5)	1%	(11.9)	43%
Debt Service - Principal	-	-	-	-	-	-	-	-	-	16.8	17.1	17.1	16.8	17.1	17.1	-	-	0.3	2%
Debt Service - Interest	-	-	-	-	-	-	8.8	14.0	14.0	13.2	12.2	12.0	22.0	26.2	26.0	(0.2)	-1%	4.0	18%
Internal Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Direct Expenses	\$-	\$-	\$-	\$168.9	\$151.9	\$154.4	\$8.1	\$7.2	\$7.2	\$5.0	\$(2.7)	\$(3.2)	\$182.0	\$156.4	\$158.4	\$2.0	1%	\$(23.6)	-13%
Internal Allocations & Transfers	0.5	-	-	-	-	-	-	-	-	-	-	-	0.5	-	-	-	-	(0.5)	-100%
Indirect Costs Allocations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subvention Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Allocations & Transfers	\$0.5	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$0.5	\$-	\$-	\$-	\$-	\$(0.5)	-100%
Total Expenses & Transfers	\$0.5	\$-	\$-	\$168.9	\$151.9	\$154.4	\$8.1	\$7.2	\$7.2	\$5.0	\$(2.7)	\$(3.2)	\$182.5	\$156.4	\$158.4	\$2.0	1%	\$(24.1)	-13%
Subtotal Results	\$(14.1)	\$25.4	\$(17.2)	\$(156.2)	\$(128.6)	\$(135.7)	\$(7.4)	\$4.8	\$(8.3)	\$(5.0)	\$16.4	\$4.1	\$(182.7)	\$(82.0)	\$(157.1)	\$(75.1)	92%	\$25.6	-14%
Transfers to (from) Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers to (from) Quasi Endowments	(7.2)	(1.2)	(1.2)	-	-	-	-	-	-	-	-	-	(7.2)	(1.2)	(1.2)	-	-	6.0	-83%
Transfers to (from) Capital Projects	-	-	-	(180.1)	(137.6)	(123.3)	40.0	54.3	40.0	81.1	50.0	50.0	(59.0)	(33.3)	(33.3)	-	-	25.7	-44%
Net Results	\$(6.9)	\$26.6	\$(16.0)	\$23.9	\$9.0	\$(12.4)	\$(47.4)	\$(49.5)	\$(48.3)	\$(86.1)	\$(33.6)	\$(45.9)	\$(116.5)	\$(47.5)	\$(122.6)	\$(75.1)	158%	\$(6.1)	5%



FY16 Forecasted Financial Results

(in millions)	Component Units Techgrowth Ohio, UMA, & OUF Subs			Financial Statement Adjustments			GAAP Adjusted Totals			Variance FY16 Forecast over FY16 Budget	% Change	Variance FY16 Forecast over FY15 Actual	% Change
	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast	FY15 Actual	FY16 Budget	FY16 Forecast				
State Appropriations		-	-	-	-	-	161.2	164.1	164.1	-	-	2.9	2%
State Appropriations-Capital		-	-	-	-	-	11.9	23.3	18.7	(4.6)	-20%	6.8	57%
Undergraduate Tuition & Educational Fees				-	-	-	298.1	302.8	300.0	(2.8)	-1%	1.9	1%
Undergraduate Financial Aid				-	-	-	(51.4)	(54.7)	(58.4)	(3.7)	7%	(7.0)	14%
Net Undergraduate Tuition & Fees		-	-	-	-	-	246.7	248.1	241.6	(6.5)	-3%	(5.1)	-2.1%
Graduate Tuition & Educational Fees				-	-	-	94.0	98.9	100.3	1.4	1%	6.3	7%
Graduate Financial Aid				-	-	-	(29.9)	(29.7)	(29.5)	0.2	-1%	0.4	-1%
Net Graduate Tuition & Fees		-	-	-	-	-	64.1	69.2	70.8	1.6	2%	6.7	10%
Room & Board				-	-	-	90.0	93.8	95.3	1.5	2%	5.3	6%
Grants and Contracts				-	-	-	47.9	44.6	47.4	2.8	6%	(0.5)	-1%
Facilities & Admin Costs Recovery				-	-	-	6.7	7.2	6.7	(0.5)	-7%	-	-
Gifts				-	-	-	31.2	27.0	20.1	(6.9)	-26%	(11.1)	-36%
Endowment Distributions		-	-	-	-	-	-	-	-	-	-	-	-
Investment Income				-	-	-	(3.0)	68.4	3.8	(64.6)	-94%	6.8	-227%
Other External Sales	1.1			-	-	-	55.4	38.0	45.1	7.1	19%	(10.3)	-19%
Total Revenues	\$ 1.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 712.1	\$ 783.7	\$ 713.5	\$ (70.2)	-9%	\$ 1.4	0%
Salaries, Wages & Other Payroll				-	-	-	330.7	352.1	348.9	(3.2)	-1%	18.2	6%
Benefits				(6.1)	-	(6.1)	100.7	119.3	109.1	(10.2)	-9%	8.4	8%
Operating Expenses				0.9	-	0.9	200.2	183.7	195.1	11.4	6%	(5.1)	-3%
Capitalized Costs				(176.8)	(154.1)	(154.2)	(2.6)	0.1	(0.0)	(0.1)	-100%	2.6	-100%
Depreciation				37.9	43.6	42.3	37.9	43.6	42.3	(1.3)	-3%	4.4	12%
Internal Loan - Principal & Interest				-	-	-	-	-	-	-	-	-	-
Debt Service - Principal				(16.8)	(17.1)	(17.1)	-	-	-	-	-	-	-
Debt Service - Interest				(1.2)	-	(0.9)	20.8	26.2	25.1	(1.1)	-4%	4.3	21%
Internal Sales				-	-	-	(22.2)	(22.3)	(21.8)	0.5	-2%	0.4	-2%
Total Direct Expenses	\$ -	\$ -	\$ -	\$ (162.1)	\$ (127.6)	\$ (135.1)	\$ 665.5	\$ 702.7	\$ 698.7	\$ (4.0)	-0.6%	\$ 33.2	5%
Internal Allocations & Transfers				-	-	-	-	6.0	6.0	(0.0)	-1%	6.0	#DIV/0!
Indirect Costs Allocations				-	-	-	-	-	-	-	-	-	-
Depreciation Allocation				-	-	-	-	-	-	-	-	-	-
Subvention Allocation				-	-	-	-	(0.0)	-	0.0	-100%	-	-
Total Allocations & Transfers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6.0	\$ 6.0	\$ (0.0)	-1%	\$ 6.0	#DIV/0!
Total Expenses & Transfers	\$ -	\$ -	\$ -	\$ (162.1)	\$ (127.6)	\$ (135.1)	\$ 665.5	\$ 708.7	\$ 704.7	\$ (4.1)	-1%	\$ 39.2	6%
Subtotal Results	\$ 1.1	\$ -	\$ -	\$ 162.1	\$ 127.6	\$ 135.1	\$ 46.6	\$ 75.0	\$ 8.9	\$ (66.1)	-88%	\$ (37.7)	-81%
Transfers to (from) Operations				-	-	-	-	1.9	-	(1.9)	-100%	-	-
Transfers to (from) Quasi Endowments				-	-	-	-	-	-	-	-	-	-
Transfers to (from) Capital Projects				-	-	-	-	-	-	-	-	-	-
Net Results	\$ 1.1	\$ -	\$ -	\$ 162.1	\$ 127.6	\$ 135.1	\$ 46.6	\$ 73.1	\$ 8.9	\$ (64.2)	-88%	\$ (37.7)	-81%



Statement of Net Position (Balance Sheet)

(in millions \$)	Ohio University			Variance Sept. 30, 2015 over June 30, 2015
	June 30, 2014	June 30, 2015	Sept. 30, 2015	
Cash & Cash Equivalents	103.0	67.3	134.9	67.6
Restricted Cash & Cash Equivalents	100.6	14.3	8.8	(5.5)
Investments	328.9	581.6	553.8	(27.8)
Capital Assets-net of depreciation	765.8	909.4	930.8	21.4
Accounts Receivable, Prepaids and Other Assets	85.2	88.9	138.5	49.6
Total Assets	\$ 1,383.5	\$ 1,661.5	\$ 1,766.8	\$ 105.3
Deferred Outflows of Resources-Deferred charge on refunding	3.1	2.7	2.3	(0.4)
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 1,386.6	\$ 1,664.2	\$ 1,769.1	\$ 104.9
Accounts Payable & Accrued Liabilities & Other	106.7	108.0	97.5	(10.5)
Unearned Revenue	34.9	33.8	165.3	131.5
Net Pension Liability	-	349.1	349.1	-
Bonds and Notes Payable-net of discount and premium	332.9	562.6	562.3	(0.3)
Total Liabilities	\$ 474.5	\$ 1,053.5	\$ 1,174.2	\$ 120.7
Deferred Inflows of Resources-GASB 68 Unfunded Pension	-	16.0	16.0	-
TOTAL LIABILITIES AND DEFERRED INFLOWS OF RESOURCES	\$ 474.5	\$ 1,069.5	\$ 1,190.2	\$ 120.7
Restricted - Expendable & Nonexpendable	62.0	56.8	52.5	(4.3)
Unrestricted & Net Investment in Capital Assets	850.1	537.9	526.4	(11.5)
Total Net Position	\$ 912.1	\$ 594.7	\$ 578.9	\$ (15.8)
TOTAL LIABILITIES DEFERRED INFLOWS OF RESOURCES AND NET POSITION	\$ 1,386.6	\$ 1,664.2	\$ 1,769.1	\$ 104.9



CENTURY BOND AND INTERNAL BANK UPDATE

Tab



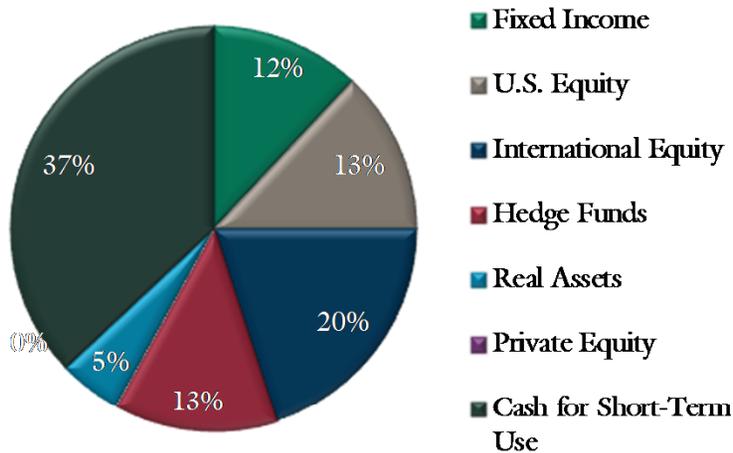
OHIO
UNIVERSITY

Century Bond Investment Pool

As of November 30, 2015

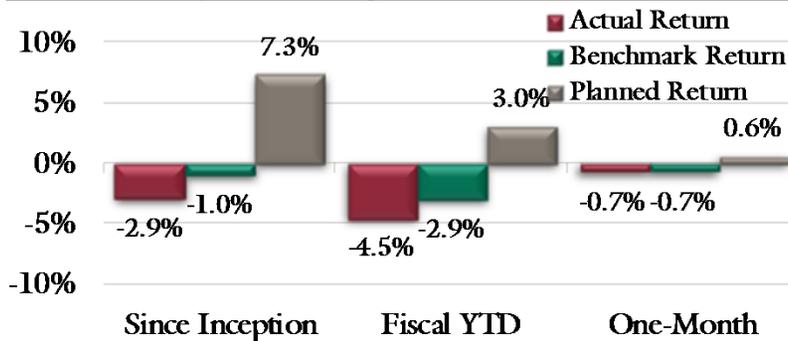
Asset Allocation

Century Bond Investment Pool



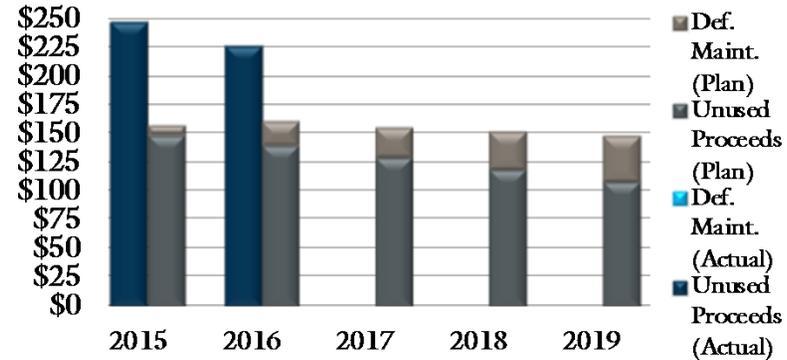
Performance

Century Bond Long-Term Investment Pool



Market Values

Century Bond Investment Pool



- \$97 million of the proceeds from the Century Bond were set aside for the initial 3-4 year program needs and are invested in highly liquid securities that mirror allowable investments of the University's tax-exempt debt proceeds. In December 2015, we reviewed investment options/recommendations for the short-term proceeds with Capital Cities and will invest the remaining unspent proceeds of approximately \$82M in Baird Ultra-Short Term and Short-term Bonds.
- \$150 million of proceeds from the Century Bond (the portion of the proceeds that were designated to be invested in a long-term diversified strategy under the management of the OUF) are being invested in accordance with the approved schedule and asset allocation model. As of March 31, 2015 these proceeds have been fully invested.



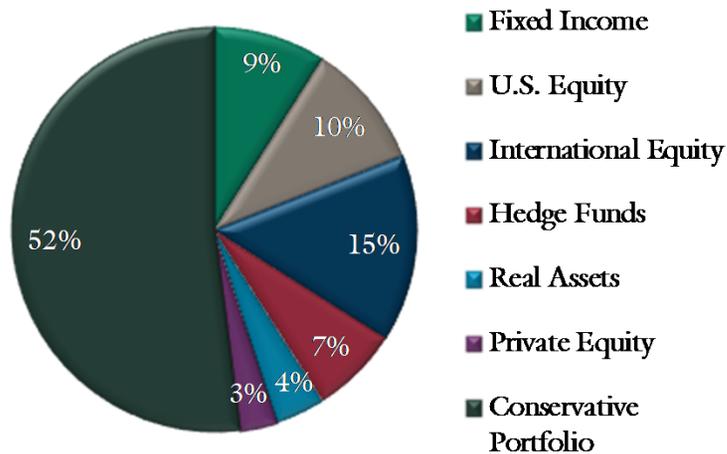
November 30, 2015 Asset Allocation with Investment Policy Targets and Ranges

Asset Class	Market Value (in millions)	Current	Active Target	Long-Term Target	Range	
					Min	Max
Cash	\$ 9.7	6.7%	4.6%	0.0%	0.0%	20.0%
Core Fixed Income	8.4	5.8%	6.1%	9.0%	3.0%	12.0%
Opportunistic Fixed Income	4.8	3.3%	3.5%	3.0%	0.0%	8.0%
TIPS	4.9	3.4%	3.3%	5.0%	2.0%	8.0%
Subtotal - Fixed Income	\$ 27.8	19.3%	17.5%	17.0%	12.0%	36.0%
U.S. Large Cap Index	28.0	19.4%	18.6%	17.0%	8.0%	30.0%
U.S. Small Cap	1.9	1.3%	1.3%	3.0%	0.0%	10.0%
International Equity - Developed	31.2	21.7%	22.7%	16.0%	8.0%	26.0%
International Equity - Emerging Markets	13.0	9.0%	10.0%	4.0%	0.0%	10.0%
Subtotal - Global Equity	\$ 74.1	51.4%	52.6%	40.0%	28.0%	60.0%
Equity Hedge Funds	22.5	15.6%	15.0%	12.0%	0.0%	20.0%
Fixed Income Hedge Funds	7.4	5.1%	5.0%	3.0%	0.0%	8.0%
Commodities	10.4	7.2%	8.5%	4.0%	0.0%	10.0%
Real Estate	1.6	1.1%	1.3%	4.0%	0.0%	10.0%
Private Equity	0.3	0.2%	0.1%	20.0%	0.0%	30.0%
Special Opportunities	-	0.0%	0.0%	0.0%	0.0%	5.0%
Subtotal - Alternatives	\$ 42.2	29.3%	29.9%	43.0%	22.0%	65.0%
Subtotal - Long-Term Assets	\$ 144.1	100.0%	100.0%	100.0%		
Cash for Short-Term Use	\$ 83.7	Approximately \$2M spent in Oct/Nov 2015 not transferred to Ops				
Total Assets	\$ 227.8					

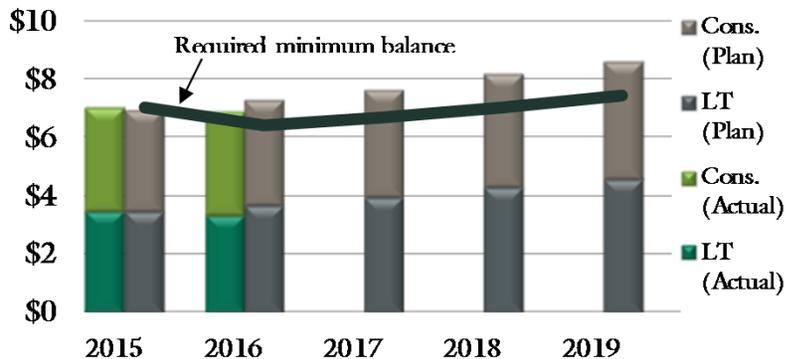


Century Bond \$7M Debt Reserve Pool As of November 30, 2015

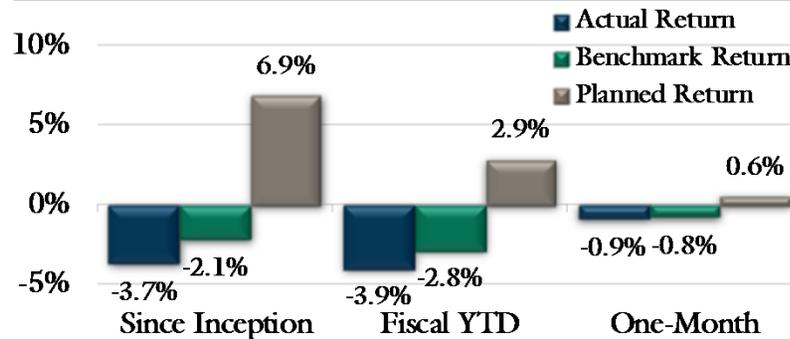
Asset Allocation Debt Reserve Investment Pool



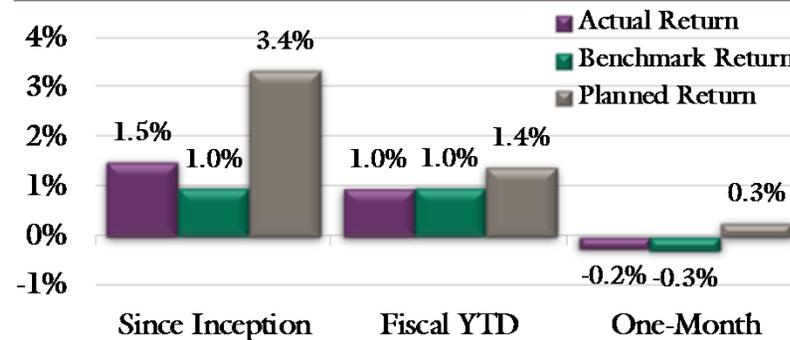
Market Values Debt Reserve Investment Pool



Performance Century Bond Reserve Diversified Portfolio



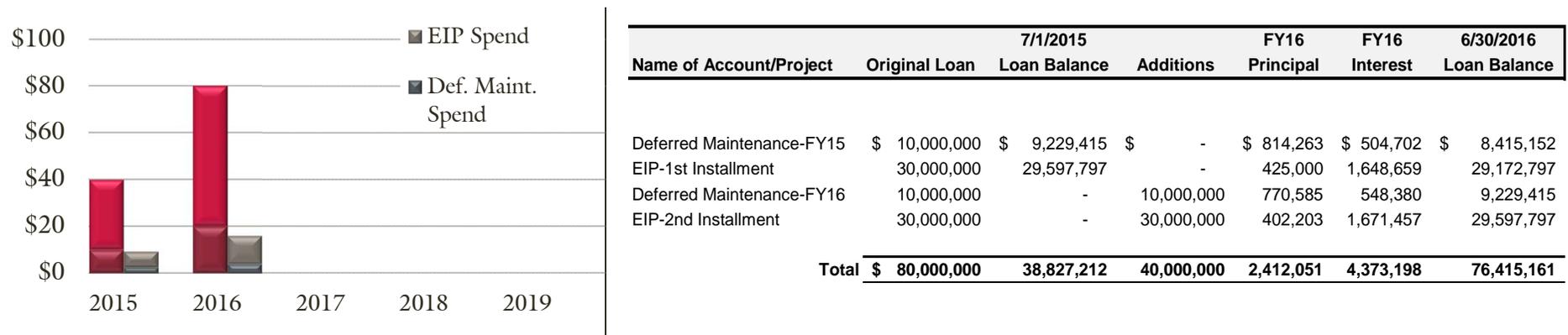
Century Bond Reserve Conservative Portfolio



- Funds were transferred from University working capital to establish the \$7 million Century Bond debt reserve fund per the Guiding Principles.



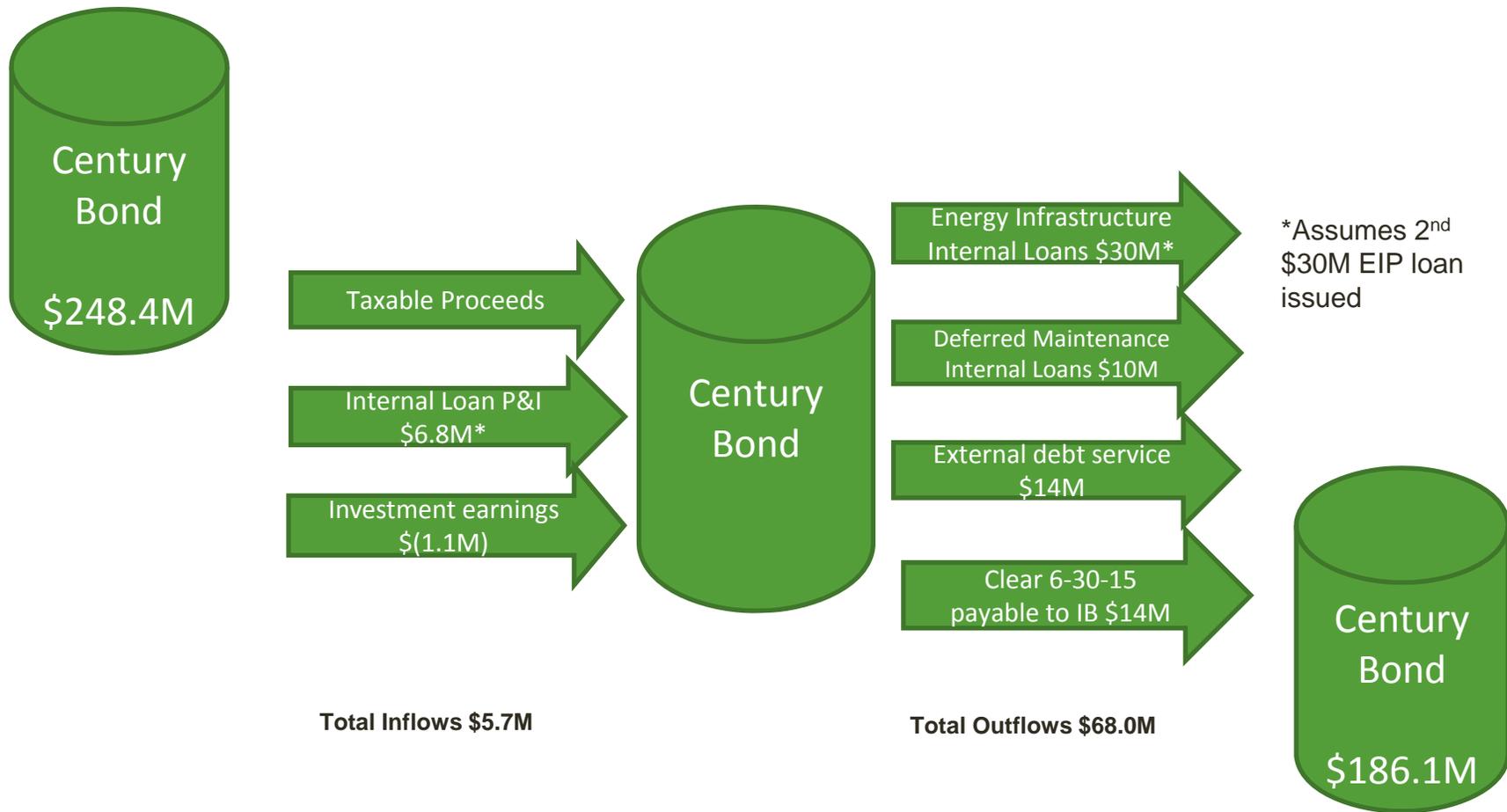
Century Bond Cumulative Internal Loans and Spend



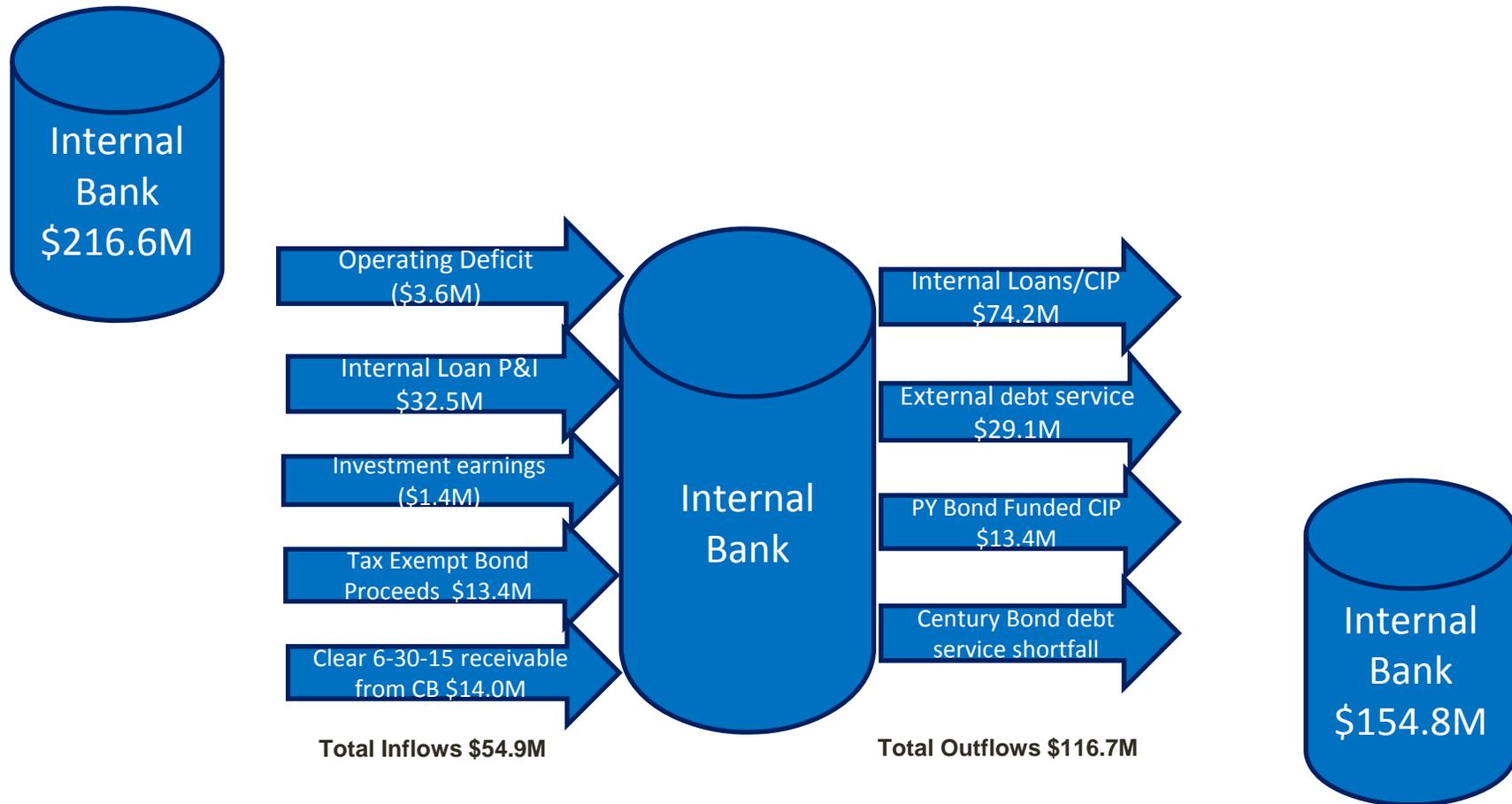
- We continue to develop our deferred maintenance strategy that includes both major projects included as part of the university CIP and general deferred maintenance across the remainder of our physical plant. As we complete our Facility Condition Assessments we will have better estimates of our deferred maintenance backlog to create metrics with which to measure progress and develop benchmarks.
- The first \$7.6M and second \$7.0M Century Bond debt service payments (interest only) were due and paid on Jun 1 and Dec 1, respectively. Since there are no investment earnings to date to cover the debt service payments, the Internal Loan investment pool of \$10.2 million (FY15 \$3.4M; FY16 \$6.8M) will be utilized and the University's working capital will fund the remaining short-fall. The next debt service payment of \$7.0M is due Jun 1. It is expected that the Century Bond will reimburse the University's working capital with future earnings and Internal Loan investments. The annual debt service is \$14 million.



Century Bond Bank FY16 Forecasted Cash Flows



Internal Bank: FY16 Forecasted Cash Flows





OHIO UNIVERSITY

Internal Audit

1 Ohio University
WUSOC 275
Athens OH 45701.2979

Date: January 4, 2016

To: The President and Board of Trustees

From: Jeffrey Davis, Chief Audit Executive

Re: **Audit Committee Meeting**

Internal Audit will present an update on office activities at the January 21, 2016 Audit Committee meeting. The status of the FY16 audit plan, the upcoming external assessment of the office, the recommendation status reporting process, construction auditing, and the NCAA Agreed Upon Procedures review will be addressed.

I will be pleased to answer any questions.

Audit Committee

Trustee Victor Goodman

Audit Committee Chair

January 21, 2016

Chief Audit Executive Report

Jeff Davis, CPA

Agenda

- FY16 Audit Plan Status
- External Assessment Update
- Recommendation Status Reporting Process
- Construction Auditing Update
- NCAA Agreed Upon Procedures

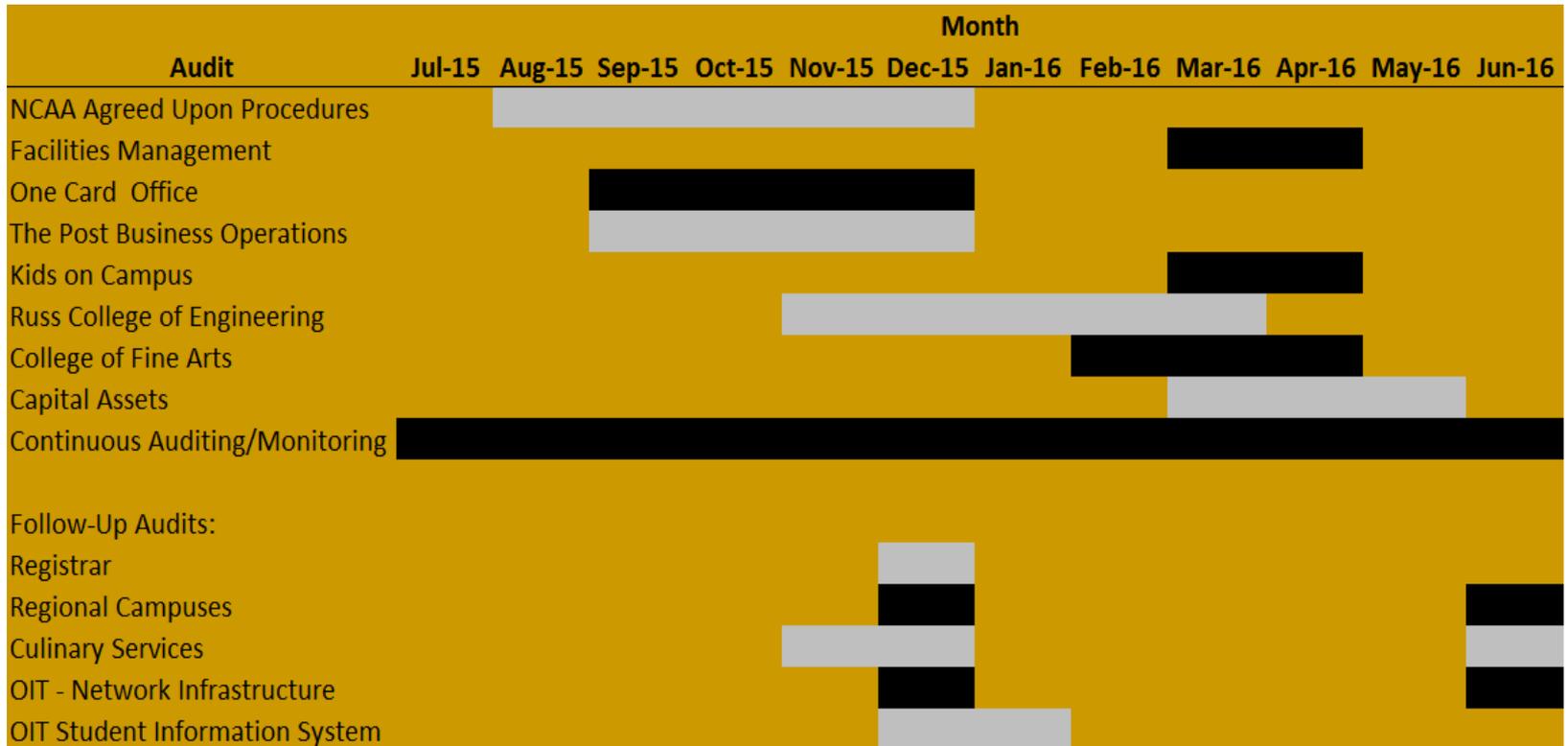
FY16 Audit Plan Status

Audit	Auditor	Status	Report Date
Student Affairs - The Post Business Operations	Ennis	In Progress	
External Audit Support – NCAA Agreed Upon Procedures	Boyle/Saunier/Jago	Completed	12/21/15
One Card Office	Boyle/Saunier/Tong	Completed	Draft 12/17/15
Russ College of Engineering and Technology	Boyle/Tong	In Progress	
College of Fine Arts	Ennis/Tong	Planned	
Kids on Campus	Jago/Saunier	Planned	
Facilities Management	Boyle	Planned	
Capital Assets (Equipment)	All	Planned	
Continuous Auditing/Monitoring	Jago/Saunier	In Progress	

FY16 Audit Plan Status (con't)

Follow-Up Audit	Auditor	Status
Registrar	Boyle	In Progress
Regional Campuses	Ennis/Tong	In Progress
Culinary Services	Ennis/Boyle	In Progress
OIT – Network Infrastructure	Tong	In Progress
OIT – Student Information System	Tong	In Progress

FY16 Audit Schedule



External Assessment Update

External Assessment

- The standards of the Institute of Internal Auditors states that “External assessments (QAR) must be conducted at least every five years by a qualified, independent assessor or assessment team from outside the organization”
 - The most recent QAR was in April, 2011
- Options for the next QAR were reviewed by the Chief Audit Executive with valuable input from the Audit Committee

External Assessment (con't)

- The Institute of Internal Auditors (IIA), a private firm and the Association of College and University Auditors were all considered
- The IIA was selected and offers an excellent opportunity to receive feedback on the operations of Ohio University's Internal Audit Office.
- The IIA has performed “more than 600 quality assessments for virtually every industry and various levels of government”

External Assessment (con't)

- The assessor assigned for the engagement is Mr. George Shimo, CPA
- Mr. Shimo is the former Director of Internal Audit at the New York State Office of the State Comptroller
- Mr. Shimo has participated in approximately 65 quality assessments for both private and public entities
 - Higher education assessments include Northwestern University, The University of Kentucky and Miami University

External Assessment (con't)

The Assessment will include the following:

- Review of policies and procedures and departmental processes for implementation of IIA standards
- Assessment of the structure and characteristics of IA activity
- Evaluation of the risk analysis and engagement planning processes
- Evaluation of staff professional proficiency through an in-depth look at staff knowledge and skills, continuing education, recruitment policies and processes, and general human resource management

External Assessment (con't)

- Evaluation of the adequacy of information technology auditing and consulting services provided by IA, and the use of technology within the IA activity itself
- Review of a sample of individual engagements including a detailed review of the engagement management, working papers, reports, and implementation follow-up for a representative sample of audit and consulting engagements

External Assessment (con't)

- Determine the perception of internal auditing through IA client surveys and staff surveys
- Review the self-assessment for completeness and coverage
- Conduct on-site interviews with the President, the individual that the CAE reports to administratively, the CFO, the Chair of the Audit Committee, the external audit partner, the CAE and the self-assessment team
- Conclude by providing an opinion as to whether the IA activity complies

External Assessment (con't)

Engagement Deliverables:

- Results of a survey of client and staff satisfaction
- Guidance in interpreting Global Audit Information Network (GAIN) data
- On-site portion of review scheduled for March 14-16
- Final Report expected by April 20, 2016
- Fee for the review is \$11,000 plus travel expenses estimated to be \$2,050

Recommendation Status Reporting Process

Recommendation Status (con't)

- IA has developed a new process for the reporting of the status of recommendations issued to the Audit Committee
- A report of all recommendations and their status will be reported prior to each committee meeting
- The intent of the report is to keep the Audit Committee informed of the status of recommendations and improve communications/coordination between IA and management regarding the status of outstanding recommendations

Recommendation Status (con't)

- The audit, the issue, audit report date, management's expected completion date, responsible individual and a brief description of the current status will be included
- Recommendations will be reported as:
 - Corrective Action Completed
 - Progress Has Been Made; Further Follow-Up Necessary
 - Evaluation Pending
 - No Action Taken by Management

Construction Auditing Update

Construction Auditing Update

- Final closeout audit of Phase I Housing is scheduled for January 2016 (Baker Tilly)
- McCracken Hall construction audit has been approved and is underway (Baker Tilly)
- Jefferson Hall construction audit has been approved (Baker Tilly)
- Performance Contract audit ongoing (CBIZ)

NCAA Agreed Upon Procedures

NCAA AUP

- NCAA Agreed Upon Procedures (AUP) review
 - This work is part of the external audit and IA completes the work for Plante Moran
- Revised procedures for FY15
 - Additional revenue (7) and expense (12) categories required audit testing
 - IA contributed approximately 400 hours to this project
- Memo issued by IA to address areas with opportunities noted for improvement during the AUP review

Conclusion

- Questions?