

WEDNESDAY, MAY 15, 2024
ACADEMIC AFFAIRS AND STUDENT LIFE COMMITTEE MEETING

Jeff M.S. Kaplan, chair
Elizabeth A. Harsh, vice chair
Elizabeth P. Kessler
Reginald A. Wilkinson
Michael F. Kiggin
Pierre Bigby
Bradley R. Kastan
Joshua H.B. Kerner
Hiroyuki Fujita (*ex officio*)

Location: Sanders Grand Lounge, Longaberger Alumni House
2200 Olentangy River Rd., Columbus, Ohio 43210

Time: 2:30-4:30pm

Public Session

ITEMS FOR DISCUSSION

1. *Provost's Report – Dr. Karla Zadnik* 2:30-2:50pm
2. *Senior Vice President for Student Life's Report – Dr. Melissa Shivers* 2:50-3:10pm

ITEMS FOR ACTION

3. Approval of February 2024 Committee Meeting Minutes – Mr. Jeff Kaplan
4. Approval to Establish a Professional Master's in Applied Aeronautics – Dr. Karla Zadnik
5. Approval of the 2024-2026 Completion Plan – Dr. Karla Zadnik
6. Amendments to the *Rules of the University Faculty* – Dr. Karla Zadnik
7. Faculty Personnel Actions – Dr. Karla Zadnik
8. Degrees and Certificates – Dr. Karla Zadnik
9. Honorary Degrees – Dr. Karla Zadnik

Executive Session

3:15-4:30pm



Provost's Report

Karla Zadnik, Interim Executive Vice President and Provost

May 2024



THE OHIO STATE UNIVERSITY

Celebrating faculty



Alumni Award for Distinguished Teaching



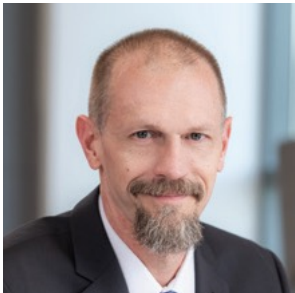
Katrina Lee

John C. Elam/Vorys Sater
Professor in Law
Moritz College of Law



Frances Sivakoff

Assistant Professor
College of Arts and Sciences



Joe Raczkowski

Assistant Professor of
Professional Practice
College of Food, Agricultural, and
Environmental Sciences



Mary Sterenberg

Assistant Professor of Practice
College of Arts and Sciences



Zachary Woods

Assistant Professor of Practice
College of Pharmacy

Provost's Award for Distinguished Teaching by a Lecturer



Julia M. Applegate

Senior Lecturer
College of Arts and Sciences



Dawn M. Starr

Senior Lecturer
College of Arts and Sciences



Angela L. Collene

Senior Lecturer
College of Education and Human Ecology



Amy M. Tibbals

Senior Lecturer
College of Arts and Sciences

President and Provost's Award for Distinguished Faculty Service



Eric Bielefeld
Professor and Chair
College of Arts and Sciences



Christopher Jaroniec
College of Arts and Sciences
Distinguished Professor



Elizabeth Hewitt
Professor
College of Arts and Sciences

Distinguished University Professor



Judit Puskas

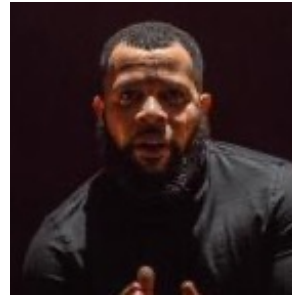
College of Food,
Agricultural, and
Environmental Sciences
Distinguished Professor
CFAES Wooster Campus

2024 Guggenheim Fellows



Abby Zbikowski

Associate Professor, Dance
College of Arts and Sciences



Ryan Johnson

Post-MFA Scholar, Dance
College of Arts and Sciences



Gina Osterloh

Associate Professor, Art
College of Arts and Sciences

Artist Laureates

- Nyama McCarthy-Brown (Dance), 2023-24
- Kevin McClatchy (Theatre, Film, and Media Arts), 2024-25



Ohio State's ninth Truman Scholar

Anitvir Taunque

- Third-year biomedical science major



Honoring Fulbright/ Fulbright-Hays recipients

Over the last two award cycles, Ohio State has produced:

- 24 Fulbright U.S. students and scholars
- 8 Fulbright specialists
- 8 Fulbright-Hays doctoral research abroad recipients
- 1 Fulbright-Hays faculty research abroad recipient



Enrollment updates



Student academic success

Progress Toward Goals From 2022-24 Completion Plan

- Increased Columbus campus first-year retention and four-year graduation rates
- Improved retention and graduation rates for regional campus students and transfer students
- Strengthened strategies and systems through financial aid, advising, enrichment and more to advance persistence toward degree

	2021	2023
Columbus NFYS: All		
First-Year Retention	94.0%	94.2%
Four-Year Graduation	70.8%	71.1%
Six-Year Graduation	88.0%	87.7%

Regional NFYS: All		
First-Year Retention	70.8%	74.6%
Four-Year Graduation	25.3%	26.5%
Six-Year Graduation	44.7%	48.6%

Completion Plan Update

Updated Completion Goals for 2024-26 Cycle

1. Increase NFYS Columbus first-year retention rates to 95%.
2. Maintain NFYS Columbus four-year graduation rates at 71% and increase six-year graduation rates to 90%.
3. Reduce equity gaps in retention and graduation rates across student groups.
4. Continue to enhance and build college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

U.S. News & World Report rankings

Selected highlights of top Ohio State graduate program/specialty national rankings:

- **Dispute resolution (Law): #1**
- **Pharmacy: #4**
- **Nursing (master's program): #4**
- **Educational Administration (EHE): #6**
- **Physical Therapy (Medicine): #8**
- **Audiology (Arts and Sciences): #9**
- **Working Professional MBA (Business): #10**
- **Occupational Therapy (Medicine): #11**
- **Social Work: #12**
- **Public Affairs (Glenn College): #16**
- **Health Policy & Management (Public Health): #17**

College of Dentistry: Oral and Maxillofacial Imaging Clinic



Theatre, Film, and Media Arts Building



James F. Patterson Land-Grant University Lecture

Donde Plowman

Chancellor

University of Tennessee,
Knoxville



Supporting STEAM initiatives

- State Science Olympiad (April 27)
- COSI Science Festival (May 1-4)
- State Science Day (May 11)



STEM Labs at Ohio State Mansfield

- State-of-the-art equipment for students to train for careers in STEM and advanced manufacturing
- Growing partnership with 179th Cyberspace Wing of the Ohio National Guard



Engineering and Education Manufacturing Center

Ohio State Lima

- Housed within Ford's former training center at the Lima Engine Plant



Roads Scholar Day

Newark, Ohio

- Welcomed faculty, administrators and community partners
- Discussed opportunities for collaborations
- Campus tour and visits to local attractions



Regional Campuses Host Eclipse Visitors

More than 1,000 visitors at
Ohio State Marion,
representing more than 20
U.S. states



Thank you





Office of Student Life

Year-end Review

Melissa S. Shivers, PhD
Senior Vice President for Student Life



THE OHIO STATE UNIVERSITY
OFFICE OF STUDENT LIFE



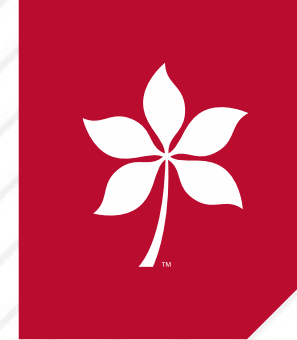
Off-Campus Housing Network



Buck-i-SERV



Suicide Prevention Program



Monda Student Resource Center



Student Advocacy Center



Parent and Family Relations



What it Means to Be a Buckeye



Buckeye Leadership Fellows



Scarlet and Great





Thank You!





SUMMARY OF ACTIONS TAKEN

February 21, 2024 – Academic Affairs and Student Life Committee Meeting

Members Present:

Jeff M.S. Kaplan
Elizabeth A. Harsh
Elizabeth P. Kessler

Reginald A. Wilkinson
Pierre Bigby
Bradley R. Kastan

Joshua H.B. Kerner
Susan E. Cole
Hiroyuki Fujita (ex officio)

Members Present via Zoom: Michael F. Kiggin

Members Absent: N/A

PUBLIC SESSION

The Academic Affairs and Student Life Committee of The Ohio State University Board of Trustees convened on Wednesday, February 21, 2024, in person at the Longaberger Alumni House on the Columbus campus and virtually over Zoom. Committee Chair Jeff Kaplan called the meeting to order at 2:26 p.m.

Items for Discussion

1. Provost’s Report: Dr. Karla Zadnik, interim executive vice president and provost, kicked off the committee’s public session with her first Provost’s Report. She discussed the role of Academic Affairs in supporting and celebrating faculty while providing updates on student academic initiatives, including General Education and the Military Community Advocates program; community engaged scholarship; enrollment; new *U.S. News & World Report* rankings for online programs; and regional campuses.

(See Attachment X for background information, page XX)

2. Senior Vice President for Student Life’s Report: Dr. Melissa Shivers, senior vice president for student life, presented an update on the Office of Student Life’s strategies for engagement on regional campuses. This included an overview of student engagement opportunities and highlights of collaboration across campuses. The update also included perspectives of regional campus students and staff.

(See Attachment X for background information, page XX)

3. Eugene D. Smith Leadership Institute Overview and Student-Athlete Presentation: Athletic Director Gene Smith shared an update on The Eugene D. Smith Leadership Institute. The institute is an integrative program, providing leadership, character and career development for all Ohio State student-athletes to best prepare them for life after graduation. He was joined by MaKena Lynch, assistant athletic director for student-athlete development, and Kacy King, executive director of Student-Athlete Support Services Office (SASSO). Jadon Roberson, senior on the men’s gymnastics team and saxophonist, and Kamryn Babb, Ohio State alumnus and former football player, shared their positive experiences with Bucks Go Pro 1.0 and NextGen Program.

(See Attachment X for background information, page XX)



4. Brandon Lester, senior associate general counsel and associate secretary for the Board of Trustees, gave an update on the Salmon P. Chase Center for Civics, Culture, and Society. Mr. Lester recalled steps taken to create this center. Starting November 2023, the OSU Board of Trustees created a seven-member academic council of eminent scholar across the nation, with the expertise needed to set up the center. That group was approved by the Ohio Senate through the advice and consent process in December 2023. Starting in January 2024 the group met several times, sharing their ideas on what qualities make up an executive director who can start to lead the effort. The process of finalizing a position statement to post for candidates to start to apply is coming to a close. Once that happens the academic council will begin the interview process. Next, a series of recommended finalists will be presented to President Carter, who will then make a decision and submit it to this Board for approval. Once selected, the director will have tenure or tenure eligibility and be responsible for setting up this unit with at least 15 faculty members. As a group they will develop curriculum and oversee it as part of the university process as well as create a variety of innovative and creative solutions to attract students and other faculty. This will take place over the next couple of months with the goal of having it set up by the next academic year.

Items for Action

5. Approval of Minutes: No changes were requested to the November 15, 2023, meeting minutes; therefore, a formal vote was not required, and the minutes were considered approved.
6. Resolution No. 2024-82, Amendments to the Rules of the University Faculty:

Synopsis: Approval of the following amendments to the *Rules of the University Faculty* is proposed.

WHEREAS the University Senate, pursuant to rule 3335-1-09 of the Administrative Code, is authorized to recommend through the President to the Board of Trustees the adoption of amendments to the *Rules of the University Faculty* as approved by the University Senate; and

WHEREAS Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law; and

WHEREAS in 2023, Ohio State updated its practice to align with enacted section 3345.024 of the Revised Code which requires each state institution of higher education to adopt a policy providing students with religious accommodations; and

WHEREAS the existence of state and federal laws and university policy governing attendance policies in classrooms is not clearly articulated in the current rule; and

WHEREAS proposed revision to rule 3335-9-21 provides clarity to areas of ambiguity; and

WHEREAS the proposed revision to rule 3335-9-21 of the *Rules of the University Faculty* was approved by the University Senate on November 30, 2023:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the adoption of the attached amendments to the *Rules of the University Faculty* as recommended by the University Senate.

(See Appendix X for background information, page XX)



7. Resolution No. 2024-83, Faculty Personnel Actions:

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the August 17, 2023, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: FELIX CHANG*
Title: Professor (Robert J. Watkins/Procter & Gamble Professorship)
College: Law
Term: August 15, 2024, through August 14, 2028

Name: MARCELO DAPINO
Title: Professor (Honda R&D Americas Designated Professorship)
College: Engineering
Term: September 1, 2023, through August 31, 2024

Name: L. CAMILLE HÉBERT
Title: Acting Dean
College: Michael E. Moritz College of Law
Term: February 1, 2024, until Dean returns, or a new Dean is hired

Name: JENNIFER JOHNSON
Title: Professor (Henry L. Cox Endowed Professorship)
College: Arts and Sciences
Term: September 1, 2023, through August 31, 2028

Name: BLAISE KIMMEL
Title: Assistant Professor (Umit S. Ozkan Professorship in Chemical and Biomolecular Engineering)
College: Engineering
Term: January 1, 2024, through December 31, 2027

Name: CHING-CHANG KO
Title: Professor (Vig/Williams Endowed Chair in Orthodontics)
College: Dentistry
Term: January 27, 2020-January 26, 2025

Name: HEATHER PAYNE*
Title: Professor (Carter C. Kissell Professorship in Law)
College: Law
Term: August 15, 2024, through August 14, 2028

Name: D. BLAKE STRINGER
Title: Professor (The NetJets Designated Chair of Aviation Modernization)
College: Engineering
Term: January 1, 2024, through December 31, 2027

Name: SUSAN TSAI*
Title: Professor (Dr. Arthur G. and Mildred C. James - Richard J. Solove Chair in Surgical Oncology)
College: Medicine
Term: January 1, 2024, through June 30, 2028



THE OHIO STATE UNIVERSITY

Name: JEFFREY WALLINE
Title: Acting Dean
College: Optometry
Term: January 1, 2024, until Dr. Zadnik returns to the role

Name: GUO-LIANG WANG
Title: Professor (Professorship in Plant Protection)
College: Food, Agricultural, and Environmental Sciences

Name: KARLA ZADNIK
Title: Interim Executive Vice President and Provost
College: Office of Academic Affairs
Term: January 1, 2024, until a new Provost is appointed

Name: JANET BOX-STEFFENSMEIER
Title: Professor (Vernal G. Riffe Professorship in Government and Politics)
College: Arts and Sciences
Term: July 1, 2024, through June 30, 2029

Name: RUSSELL FAZIO
Title: Professor (The Harold E. Burt Chair in Psychology)
College: Arts and Sciences
Term: August 15, 2023, through June 30, 2028

Name: MARIA IGNATIEVA
Title: Professor (Martha W. Farmer Endowed Professorship in Theatre)
College: Lima
Term: July 1, 2023, through May 31, 2025

Name: JODY PATTERSON
Title: Associate Professor (Roy Lichtenstein Foundation Endowed Chair of Art History)
College: Arts and Sciences
Term: July 1, 2024, through June 30, 2029

Name: CARMEN WINANT
Title: Associate Professor (Roy Lichtenstein Chair of Studio Art)
College: Arts and Sciences
Term: August 16, 2023, through August 15, 2024

Name: KAY WOLF
Title: Senior Vice Provost
Office: Academic Affairs
Term: February 1, 2024, through May 31, 2024

Name: JANET BOX-STEFFENSMEIER
Title: Professor (Vernal G. Riffe Professorship in Government and Politics)
College: Arts and Sciences
Term: July 1, 2024, through June 30, 2029

*New Hire

(See Attachment X for background information, page XX)



8. Resolution No. 2024-84, Honorary Degree:

Synopsis: Approval of the honorary degree listed below is proposed.

WHEREAS the Committee on Honorary Degrees of the University Senate, pursuant to rule 3335-5-48.8 of the Administrative Code, has approved for recommendation to the Board of Trustees the awarding of the honorary degree as listed below:

Elizabeth Lwanga-King Doctor of Public Service, *honoris causa*

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the awarding of the above honorary degree.

(See Attachment X for background information, page XX)

9. Resolution No. 2024-85, Degrees and Certificates:

Synopsis: Approval of Degrees and Certificates for spring term 2024 is proposed.

WHEREAS pursuant to paragraph (E) of rule 3335-1-06 of the Administrative Code, the Board has authority for the issuance of degrees and certificates; and

WHEREAS the faculties of the colleges and schools shall transmit, in accordance with rule 3335-9-29 of the Administrative Code, for approval by the Board of Trustees, the names of persons who have completed degree and certificate requirements:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on May 5, 2024, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

Action: Upon the motion of Mr. Kaplan, seconded by Mrs. Harsh, the committee adopted the foregoing resolutions by voice vote with the following members present and voting: Mr. Kaplan, Mrs. Harsh, Ms. Kessler, Dr. Wilkinson, Mr. Kiggin, Mr. Bigby, Mr. Kastan, Mr. Kerner, Dr. Cole and Dr. Fujita.

EXECUTIVE SESSION

It was moved by Mr. Kaplan, and seconded by Mr. Bigby, that the committee recess into executive session to discuss business-sensitive trade secrets required to be kept confidential by federal and state statutes; to consult with legal counsel regarding pending or imminent litigation; and to discuss personnel matters involving the appointment, employment and compensation of public officials, which are required to be kept confidential under Ohio law.

A roll-call vote was taken, and the committee voted to go into executive session with the following members present and voting: Mr. Kaplan, Mrs. Harsh, Ms. Kessler, Dr. Wilkinson, Mr. Kiggin, Mr. Bigby, Mr. Kastan, Mr. Kerner, Dr. Cole and Dr. Fujita.

The committee entered executive session at 3:52 p.m., and the meeting adjourned at 4:36 p.m.

APPROVAL TO ESTABLISH A PROFESSIONAL MASTER OF APPLIED AERONAUTICS

IN THE COLLEGE OF ENGINEERING

Synopsis: Approval to establish a Professional Master of Applied Aeronautics in the College of Engineering is proposed.

WHEREAS a market survey report conducted in April 2023 identified a growing nationwide demand for skilled employees in the aeronautics and aerospace fields; and

WHEREAS the proposed program's primary goals are to support and supply highly skilled individuals in the aerospace workforce in Ohio and across the nation; and

WHEREAS the primary target audiences for this program are working professionals and those who recently earned bachelor's degrees in aerospace, mechanical engineering or related fields; and

WHEREAS the program will be offered fully online so students can complete coursework while being employed; and

WHEREAS the program would consist of 30 credit hours in a curriculum that provides a formalized structure to gain a deeper respect and understanding of key integrated elements of advanced topics in air breathing propulsion, aerodynamics, performance and flight mechanics applied for both manned and unmanned aircraft; and

WHEREAS the College of Engineering and the Department of Mechanical and Aerospace Engineering will offer this program in partnership with the Aerospace Research Center; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on February 7, 2024; and

WHEREAS the University Senate approved this proposal on March 28, 2024:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Professional Master of Applied Aeronautics degree program in the College of Engineering.

PROFESSIONAL MASTER OF APPLIED AERONAUTICS

Mode of Delivery: Fully Online

**Department of Mechanical and Aerospace Engineering
and College of Engineering**
in partnership with the
Aerospace Research Center

BASIC CHARACTERISTICS OF THE EDUCATIONAL PROGRAM

1. Brief description of the disciplinary purpose and significance of proposed degree.

We are seeking approval for a graduate program to award students a Professional Master's degree in Applied Aeronautics. The program's primary goals are to support and supply highly-skilled individuals in the aerospace workforce in Ohio and across the nation. Graduates will be trained in well-established and emerging areas of aeronautics and meet the rapidly growing demand for well-trained professionals. A primary focus of the proposed degree program is the training of professionals in the workforce who seek to become experts in aeronautics. This program is designed as a professional master's degree, as opposed to a research-oriented degree, in that it focuses on imparting aeronautics knowledge and skill sets relevant to existing and emerging positions in the workforce. The training is heavily tilted towards application of these skills and knowledge to solving problems encountered at the workplace on a daily basis. With the provided training, the graduates will be ready and better trained for employment in various aerospace industry and government divisions, especially in Ohio.

The program will be offered fully online, which will lay the foundation of growth into national and global markets without being geographically constrained. The application nature of the subject is carefully adapted to the online learning modalities and supplemented with experimental platforms that are globally available. The graduates of the program will be trained by experts of The Ohio State University. Equipped with both theoretical as well as practical skillsets, the graduates will have opportunities to rapidly transition to high-skill aerospace engineering positions and become leaders in their organizations.

2. Definition of the focus of the program.

The focus of the program will be to educate and train students and working professionals in the area of aeronautics, with the flexibility of selecting courses within three focus areas that are aligned with the prominent research areas of the affiliated faculty at the Aerospace Research Center: aircraft design and performance, propulsion and power, and fluid dynamics. The curricular tracks are designed consistently with the program's mission of educating and training students with skills necessary in the workforce. The tracks of the program reflect the workplace needs of aeronautics expertise and allow the participants to be trained in discipline-specific topics that match their interests and backgrounds.

3. Rationale for degree name.

The ***Professional Master of Applied Aeronautics*** has been chosen for this program as it reflects the program's objective of educating students with a deeper level of the fundamentals in aeronautics areas

with cutting-edge knowledge in design, analysis, and testing in order to better prepare them in the workforce.

4. Duration of the program.

a. Total credit hours.

A minimum of 30 semester credit hours will be required to earn the Professional Master of Applied Aeronautics degree. Per the market landscape scan conducted in April 2023, this minimum number is on-par with other online master's degrees in aeronautics or related fields. The program is structured to build in-depth knowledge with both theoretical and application-oriented courses. The application of aeronautics principles to problems encountered in various workplace scenarios is central to the design of all courses.

The Professional Master of Applied Aeronautics degree requirement is the completion of the requirements of three (3) core courses and one (1) engineering analysis elective for 12-credit hours of coursework, and 15-credit hours of technical elective coursework selected from three aeronautics topics that align with the prominent research areas at the Aerospace Research Center. In addition, students will be required to take a 3-credit hour course to complete a capstone project associated with one of the three aeronautic topic areas. The capstone project is designed to have students apply their gained knowledge and skills to solve larger scale aeronautics problems.

b. Normal or typical length of time for students to complete the program.

The curriculum is designed to be completed in one year or three semesters. However, the curriculum has been designed to accommodate students taking courses at a slower pace (e.g., 6-credit hours per semester for five semesters), specifically catering to the needs of students who are already in the workforce.

5. Admission timing.

Pending final approval in autumn of 2024, we are anticipating that the program admit 10-20 student in its initial offering, with average expected enrollment of 40-50 students each academic year. Students will only be admitted during autumn and spring terms.

6. Primary target audience for the program and admission requirements.

There are two primary target audiences for this program: (1) professionals employed in the workforce and (2) individuals who recently received their Bachelor's of Science degrees in aerospace or mechanical engineering or related fields. Since the program is offered fully online, students can complete the courses while being employed full or part time and can spread the course load over two years by reducing the load per semester.

The Professional Master of Applied Aeronautics will complement the department's Masters of Science degree programs and will grow overall enrollment by expanding student target audiences to include working professionals. The department's current Master of Science degree programs broadly cover all aerospace and mechanical engineering topics, and are focused generally in theory and research; whereas the professional master degree program focuses on engineering practice specifically within applied aeronautics. We do not expect the professional master degree program to negatively influence enrollment in the Masters of Science degree programs.

Students accepted to the professional master degree program would be expected to hold a Bachelor's of Science degree in aerospace or mechanical engineering or a related field. Students with Bachelor's

of Science degrees in other degrees will be accommodated if they provide evidence of in-workforce experience and training in relevant topics.

Recruitment and processing of applications will be managed through the Professional and Distance Education Programs office and adhere to an application process with the following qualifications:

- A cover letter, on letter head if applicable, providing a personal statement of why the applicant is applying to the program
- A professional resume, 2-page maximum
- An official transcript with proof of completed Bachelor's Degree (or higher) in any of the areas related to the program, or a Bachelor's degree supplemented with proof of completion of professional training and experience in related areas
- Two letters of recommendations
- All international applicants whose native language is not English will be required to take the Test of English as a Foreign Language and have an official score report sent directly to the Associate Dean for Graduate Studies from Educational Testing Service.

Evaluation of applicants for admission to the program will be managed by the Professional Master of Applied Aeronautics Graduate Studies Committee. The committee will adhere to the principles of individualized holistic review.

7. Special efforts to enroll and retain underrepresented groups.

We plan to coordinate our efforts in recruitment, admission, and retention of underrepresented groups with the Department's and College of Engineering's ongoing and emerging initiatives. A key part of our efforts will include collaborations with employers to reduce the financial burden on underrepresented minority students through scholarships and employee contributions.

INSTITUTIONAL PLANNING FOR THE PROGRAM

1. What are the physical facilities, equipment and staff needed to support the program?

The Professional Master of Applied Aeronautics program will be housed in The Ohio State University Department of Mechanical and Aerospace Engineering in the College of Engineering. The program is being proposed by the Department of Mechanical and Aerospace Engineering in partnership with the Aerospace Research Center. The program will be executed in collaboration with the Professional and Distance Education Program in the College of Engineering.

The Professional Master of Applied Aeronautics degree will be administered by the College of Engineering through the Professional and Distance Education Programs Office. The Professional Master of Applied Aeronautics Graduate Studies Committee will be established within the department to coordinate the oversight of the program.

a) Graduate Studies Committee

A Professional Master of Applied Aeronautics Faculty Director will act as the chair of the Graduate Studies Committee. The committee will be responsible for all curricular oversight, assessment of the degree, and the evaluation of applicants for admission to the degree. The committee will consist of the following voting members: the Faculty Director, the Associate Chair for Graduate Programs of the Department of Mechanical and Aerospace Engineering, one representative from the Department of Mechanical and Aerospace Engineering, and one representative from the Aerospace Research Center. The committee will include the College of Engineering Director of Professional and Distance Education Programs, as a non-voting member.

b) Office of Technology and Digital Trust (OTDI)

The proposed program will be developed in partnership with the Office of Technology and Digital Trust.

c) Administration

The Director of Professional and Distance Education Programs in the College of Engineering and staff will be responsible for the overall administration and day-to-day operations of the degree.

2. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Per the market survey report conducted in April 2023, there is a growing nationwide demand for skilled employees in the aeronautics and aerospace fields, with Ohio clearly recognized as a hotspot for current and future growth. Ohio has seen the fourth highest number of unique job postings for aerospace engineers, aerospace engineering and operations technologists and technicians, materials engineers, and mechanical engineers, with Ohio's average number of job postings exceeding the national average. General Electric, National Aeronautics and Space Administration, Wright-Patterson Air Force Base, and Honeywell are the top aeronautics employers in Ohio, while OSU is also recognized as a top supplier to Boeing and Airbus.

Based on 2021 U.S. Department of Education and National Center for Education Statistics, when looking at the landscape of master's degrees around applied aeronautics, 115 institutions reported 3,614 master's degree completions in 2021. Thirty-two of the 115 institutions reporting completions had programs that were classified as "distance offered". A distance offered program is defined as a "program for which all the required coursework is able to be completed via distance education courses." It is worth noting that although only 28% of the institutions classified their programs as "distance offered" they accounted for 49% of all completions in 2021. There are no distance offered programs reported in aeronautics or similar fields provided by Ohio institutions.

The Ohio State University's plan to launch the program online aligns with the competitive market. Master's degrees completions in aeronautics and similar fields have steadily increased from 2017 to 2021. There was a 7% increase in the number of total completions, from 3,370 (both distance and non-distances) in 2017 to 3,614 in 2021. The number of institutions competing in this space has also increased by 6% from 2017 to 2021. The absence of distance offered programs in applied aeronautics within Ohio, provides Ohio State University an opportunity to secure enrollments due to a strong national brand in a state that is recognize as a hotspot for current and future growth.

The curriculum offered provides considerable alignment with top in-demand regional and national skills with unique capability compared to competitor programs. Furthermore, the proposed Professional Masters of Applied Aeronautics are supported by a majority faculty that are in the Department of Mechanical and Aerospace Engineering and associated with the Aerospace Research Center. The combined faculty have extensive background across the applied aeronautics discipline, strong ties with Ohio industries, and the experience to provide a high quality sustainable program, along with full support from the department, college and center, and aerospace industries.

STATEWIDE ALTERNATIVES

1. What programs are available in other institutions and how do they differ from the program being proposed?

According to the market survey report conducted in April 2023, the competitor scan indicates that all

distance offered aeronautics-related programs provide traditional Masters of Science degrees. The institution reporting the most online master's degree completions was Embry-Riddle Aeronautical University with 385 completions in 2021 from various Masters of Science programs, which corresponded to a 21.7% share of the distance-degree completion market. Other institutions that provide distance offered Masters of Science programs include, but not limited to: Purdue University, University of Illinois Urbana-Champaign, University of Colorado Boulder, Kansas State University, and University of Southern California. There are no distance offered programs reported in Ohio for this field. The majority of distance offered programs require 30 credit hours with a 1 to 2 year average time for completion.

The Professional Master of Applied Aeronautics is a fully online professional master's program that is consistent to other university requirements with 30 credit hours and a projected 1 to 2 year average for completion. However, the professional masters is specifically targeted towards working professionals with curriculum that emphasize engineering practice and the further development of cross-cutting industry-specific skills. The Masters of Science generally has an emphasis on research and theory. The application focus of the professional master's program curriculum culminates with a capstone project, which students directly apply their developed skills and knowledge towards industry-based projects supportive of their career goals.

The market landscape scan and survey report demonstrates an opportunity for Ohio State to make a significant contribution and impact for working professionals in Ohio and across the nation. The Professional Master of Applied Aeronautics degree will be the first fully online program in the technical area throughout the state of Ohio, and the first professional masters in aeronautics and similar fields throughout the nation.

2. Address appropriateness of specific locale for the new program.

While the program has a nation-wide access through its online structure, our primary target is the state of Ohio with its high number of rich employment opportunities in aeronautics. Regional employer demand trends suggest strong need for program graduates. Furthermore, the professional relationships between Ohio State University and Ohio aerospace industries, provides sustainable opportunity to support the growth of the workforce.

At a national level, employer demand trends also suggest strong need for program graduates. The program's unique opportunity to provide an application-focused professional masters compared to other nationwide institutions indicates favorable student and industry support at a national level.

3. Address opportunities for inter-institutional collaboration.

Inter-institutional collaborations are possible across the state. Potential collaborators include, but are not limited to: University of Cincinnati, University of Dayton, Wright State University, and Air Force Institute of Technology. Further collaborations can include joint workforce education activities, open houses bringing together students and employers, and technical content development.

GROWTH OF THE PROGRAM

1. What future growth do you anticipate over several years, and how do you plan to manage this growth? When do you expect the program to be self-sufficient?

We expect to start this program with 10-20 students in its initial offering. The steady-state enrollment is expected to be around 40-50 students per year. Students are only admitted to the program during the autumn and spring terms. The program is expected to be self-sufficient during its second year at the latest.

The program can handle larger class sizes due to the flexibility online programs provide. However, additional support in teaching (e.g., additional graduate teaching associates and/or instructors) may be needed as the class sizes grow. Such growth is included in the projected budget plans.

To maximize the success of each enrolled student, graduate, and future student, the program will maintain an active self-assessment process. This will include: annual recording of application and admission data; student academic performance indices; student evaluations of instruction (course satisfaction), semester-based student performance evaluations (reviewed by the program director and a committee of program faculty); annual evaluations of the program by faculty members; annual student evaluations of the program; exit surveys; time-to-degree tracking; and career recording of alumni. These assessment data will be collected by the Director of Professional and Distance Education Programs and staff annually and provided for review by the Graduate Studies Committee and used to continually refine the program. These data will also serve as support of applications seeking program funding.

CURRICULUM AND INSTRUCTIONAL DESIGN

1. Curricular content.

Course #	Title	Credits
Required courses for degree (15 credits)		
<i>Core courses (9 credits)</i>		
AE 5751	Advanced Air Breathing Propulsion	3
AE 6560	Advanced Aerodynamics	3
AE 7721	Advanced Flight Mechanics	3
<i>Engineering analysis electives (3 credits)</i>		
AE 6518	Applied Engineering Analytical Methods	3
ME 6507	Intermediate Numerical Methods	3
<i>Capstone project (3 credits)</i>		
AE 8900	Aerospace Engineering Experiential Learning Masters Project	3
Elective courses for degree (15 credits)		
<i>Performance and design</i>		
AE 5612	Aircraft Performance and Flight Test Engineering	3
AE 5620	Stability and Control of Flight Vehicles	3
AE 6645	Introduction to Structural Dynamics and Aeroelasticity of Aerospace Vehicles	3
AE 7616	Optimal Design for Flight Vehicles	3
<i>Propulsion and power</i>		
AE 5752	Advanced Space Propulsion	3
ME 7527	Jet Propulsion	3
ME 7255	Turbomachinery Dynamics	3
ME 7384	Principles of Electrification for Vehicle Propulsion Systems	3

<i>Fluid dynamics and heat transfer</i>		
AE 5775	Hypersonic Flows	3
ME 6501	Gas Dynamics	3
ME 6510	Intermediate Heat Transfer	3
AE 7875	Introduction to Turbulence	3
<i>Complementary and cross-cutting</i>		
AE 5624	Estimation Theory for Aerospace Systems	3
ME 7250	Vibration of Discrete Systems	3
ME 7383	Energy Conversion and Storage Sys. for Electrified Propulsion	3
AE 6193	Individual Studies in Aerospace Engineering	
AE 8193	Individual Studies in Aerospace Engineering	

All courses will be delivered online. The faculty have first-hand experience in preparing instructional material, and the experience of many aspects of instruction associated with traditional in-person application-focused learning, such as laboratory sections and experiments. In computer-based practical work, course design for online teaching is well-established. These experiences, combined with the Program of Distanced Education Program's support, positions the program development on an accelerated successful track.

The courses offered in the Professional Master of Applied Aeronautics program are offered through the Department of Mechanical and Aerospace Engineering. There are three (3) courses already prepared for online instruction (ME 6510, ME 7383, and ME 7384), and three (3) new courses being proposed in support of the program (AE 6518, AE 5624, and AE 8900). All other courses are commonly offered in the department with in-person instruction by the faculty, and online sections for the courses are in the process of being prepared. All courses will be developed for asynchronous access by students. When taught exclusively asynchronously, both lectures as well as practical assignments will be paced closely by instructors. Students will have goals to achieve and have access to instructors through online office hours.

There are 13 courses scheduled by the College of Engineering to be prepared for asynchronous online instruction during the 2024 calendar year, prior to the start of the program, which include five (5) core courses and 10 technical elective courses. The remaining eight (8) courses, one (1) core and seven (7) electives, are scheduled to be prepared for asynchronous online instruction during the 2025 calendar year.

2. What are the requirements students must fulfill to complete the program successfully?

The requirements for degree completion are as follows:

- 30 semester credit hours
- Completion of the requirements from the above list of core and elective courses
- Completion of an independent capstone project in applied aeronautics

3. Description of a required culminating, or integrated learning, experience.

The Professional Master in Applied Aeronautics program achieves a balance of theoretical and hands-on learning experiences throughout the duration of study. The required courses for each track involve significant practical experiences, which prepare the students for the workforce requirements and demands. The knowledge attained throughout the study leads to a final capstone project. The capstone

project course will focus on track-specific open-ended projects, and be administered by the course coordinator and various faculty focusing on different aspects of aeronautics.

INSTITUTIONAL STAFFING, FACULTY, AND STUDENT SUPPORT

1. Faculty.

The courses offered in this program will be taught by the faculty currently employed at The Ohio State University. The proposed program includes a number of courses that have already been offered multiple times. These courses are expected to be taught mainly by tenure-track, clinical-track, and research-track faculty that are directly involved with the Aerospace Research Center. A total of 15 faculty members will be involved in the program. No new faculty lines will be needed to maintain the program going forward.

2. Administration and Support.

a) Faculty Director

The Professional Master of Applied Aeronautics Faculty Director will be selected by the Graduate Studies Committee. The Faculty Director will have graduate faculty status with the Graduate School.

b) Administrative Staff

The Director of Professional and Distance Education Programs who reports to the Dean of the College of Engineering, will act as the Professional Master of Applied Aeronautics Administrative Director. The existing staff including an Assistant Director and Program Coordinator for Degrees will manage the day-to-day operations, processing of applications and coordination with the Graduate Studies Committee and provide student advising and support. The marketing specialist will provide program marketing of the degree.

c) Graduate Studies Committee

All voting members of the Graduate Studies Committee will have graduate faculty status with the Graduate School. The committee will handle all tasks normally associated with a graduate studies committee (admissions, new courses, monitory progress of students, etc.).

ADDITIONAL PROPOSAL SECTIONS

FOR ENTRY LEVEL GRADUATE PROGRAMS, PROFESSIONAL GRADUATE PROGRAMS, AND PROFESSIONAL SCIENCE MASTERS

PROFESSIONAL GRADUATE DEGREE PROGRAMS

- a. *What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter(s) of recommendation, and personal statements of purpose, are relevant 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 Professional Master of Applied Aeronautics program is a professional master's program. While a Bachelor's of Science degree is required for admission, the expectation is to focus on the relevance of the applicants' professional experience and professional goals. This information will be clearly communicated to the applicants. Moreover, a significant share of the program's attendees will be

recruited from the workforce directly. Therefore, professional experiences, positions they hold in the industry, and any existing professional certificates will be included in their admission assessment. A combination of applicants' professional experiences, academic credentials, statements of purpose, and letters of recommendation will be used in a holistic evaluation process to assess their suitability to the program composition and their future career prospects.

- b. 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. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements for competencies and hours of experience.**

Not applicable.

- c. Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.**

The proposed professional degree program has both theoretical as well as practice-oriented components. The expertise required to run both aspects are already prerequisites for tenure-track and clinical-track, and research-track faculty employed at The Ohio State University.

- d. 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?**

While the graduates of the Professional Master of Applied Aeronautics program will be well-prepared for accreditation programs, accreditation is not an explicit or immediate goal of the program.

- e. How are theory and practice integrated within the curriculum?**

The courses are designed to integrate both theoretically-based instruction as well as engineering-practice experiences. The program includes a final capstone project where the curriculum topics are used to solve an open-ended, industry-focused problems.

- f. 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?**

Our market research revealed that 30 credit hours of work is typical for master's degree programs focusing on related topics. This number is generally not influenced by any mandated professional experiences.

- g. Describe how the required culminating academic experience will contribute to the enhancement of the student's professional preparation.**

The culminating academic experience will allow the students to view aeronautics topics from a wider vantage point. In practice, professionals employed in aerospace positions have a narrow field of expertise, which is known to inhibit their ability to assess multi-faceted nature of complex aeronautics problems. The Professional Master of Applied Aeronautics program provides the breadth required to appreciate, identify, and act on the aforementioned complexity and the interdependence of multiple problem instances in the workplace. The depth conveyed prepares the students to tackle these complex problems at an expert level. Graduates of the Professional Master of Applied Aeronautics program, will

be ready for employment with larger number of prospects, preparing them for future professional growth and advancement opportunities.

APPROVAL OF THE 2024-2026 COMPLETION PLAN

Synopsis: Approval of the 2024-2026 Completion Plan is proposed.

WHEREAS Ohio Revised Code 3345.81 requires the Board of Trustees of each Ohio institution of higher education every two years to adopt a strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS the university has made substantial investments in strategies designed to further improve its already-strong retention and graduation rates; and

WHEREAS strategies include expanding financial aid, creating at-scale supports for first-year students, implementing enrichment opportunities for second-year students, building a coordinated care model of advising, enhancing teaching improvement efforts, and more; and

WHEREAS these efforts have resulted in strong rates of retention and graduation on the Columbus campus and consistently improving outcomes across the regional and CFAES Wooster campuses; and

WHEREAS updated completion goals will continue to focus on improving retention and graduation rates for all campuses and all types of undergraduate students; and

WHEREAS The Ohio State University Board of Trustees approved the 2022-2024 completion plan on May 18, 2022; and

WHEREAS the university has updated the completion plan through 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the 2024-2026 Completion Plan.



Completion Plan – April 2024

Prepared by the Student Success Research Lab (SSRL@osu.edu)



THE OHIO STATE
UNIVERSITY

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Executive Summary

The Ohio State University is a comprehensive public university founded in 1870. It consists of a selective-admission campus in Columbus; four open-access regional campuses in Lima, Mansfield, Marion, and Newark; and the open-access Agricultural Technical Institute, housed on the College of Food, Agricultural, and Environmental Sciences (CFAES) Wooster campus. *U.S. News & World Report* has ranked Ohio State as one of the nation's top public institutions for more than 10 years.

Over the past decade, the university has made substantial investments in strategies designed to further improve its already-strong retention and graduation rates, including: dramatically expanding the provision of need-based financial aid; creating at-scale data-driven supports for first-year students; implementing at-scale enrichment opportunities for second-year students; building a data-driven “coordinated care” model of advising; coordinating, highlighting, and scaling teaching improvement efforts across the university; focusing more strongly on the success of identified groups of traditionally underserved students, which include first-generation, Pell-eligible, campus-change, and community college transfer students; and creating infrastructures to promote evidence-based practices for student success. These efforts have resulted in very strong rates of retention and graduation at the Columbus campus (94.2% first-year retention and 87.7% six-year graduation) as well as consistently improving outcomes across the regional and CFAES Wooster campuses (74.2% first-year retention to the university and 46.6% six-year graduation from the university).

This report first provides an **Overview** of the university's mission and profile, barriers to persistence and completion faced by the student population we serve, progress toward our goals since the 2022 Completion Plan, and our updated completion goals for 2024-2026. The report then lays out the university's **Current and Ongoing Completion Strategies and Activities**, including new strategies launched since June 2022. Next, the report summarizes **Planned Strategies**, which include major initiatives planned for launch in 2024-2025. Finally, the report describes how the university is responding to the state's **Workforce Development Priorities**.

University Mission and Profile

Mission

Ohio State is a comprehensive public university founded in 1870. Its largest campus, covering 1,714 acres, is in Columbus. With a statewide presence that includes regional campuses in Marion, Newark, Lima and Mansfield, as well as the College of Food, Agricultural, and Environmental Sciences (CFAES) Wooster campus housing the Agricultural Technical Institute (ATI),¹ the university covers a total of 14,783 acres. As the state's leading university focused on teaching and research, Ohio State combines a responsibility for the advancement and dissemination of knowledge with a land-grant heritage of public service. It offers an extensive range of academic programs in the liberal arts, sciences, and the professions, and provides accessible, high-quality undergraduate, graduate, and professional education for academically qualified students who can benefit from a scholarly environment in which research inspires and informs teaching.

The Ohio State community derives great strength from bringing together people from different backgrounds and learning from their experiences. Academic freedom is defended within a community of civility, tolerance, and mutual respect. In the area of teaching and learning, the goal is to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.

Profile

The university's total Autumn 2023 enrollment² included 65,405 undergraduate, graduate and professional students, with 60,046 on the Columbus campus. Across campuses, the student body was a balanced mix of male and female (52.3% female); 72.3% were residents of Ohio and 9.0% were international students; 60.7% were (non-international) white/non-Hispanic; 27.1% were (non-international) students from minority racial/ethnic backgrounds, including 9.0% who identified as Asian, 8.0% who identified as African American/Black, 5.7% who identified as Hispanic, and 4.4% who identified as multi-racial; finally, 3.1% did not report a race/ethnicity. The student body included 500 students who were active duty military or veterans, with an additional 382 in the Reserve Officers' Training Corps (ROTC).

¹ ATI is the associate-degree-granting unit of The Ohio State University College of Food, Agricultural, and Environmental Sciences.

² All data from 2023 Office of Strategic Enrollment Management reports; see Appendix for details.

Profile (cont.)

Among Columbus campus students in Autumn 2023, 45,728 were undergraduates, and their average age was 21 (with 94% under age 25). Most new students entering the Columbus campus were new first-year students (or “NFYS”) with no prior college experience outside of high school dual enrollment (7,983 students). These students’ average ACT score was 30.4, with 96% in the top quartile of their graduating class and 68% in the top 10%. Most (82%) arrived with accepted credit: 67% arrived with test credit (such as Advanced Placement, International Baccalaureate, College-Level Examination Program, or language proficiency), and 45% arrived with dual enrollment credit. Overall, 31% of NFYS earned 30 or more college credits while still in high school. In addition to NFYS, the Columbus campus also welcomed 1,827 new transfer students from other two- and four-year colleges, as well as 1,124 “campus-change” students who moved from Ohio State’s regional campuses or CFAES Wooster campus to the Columbus campus.

Ohio State’s regional and CFAES Wooster campuses have an open enrollment policy and serve many students who prefer to start their college experience at a smaller university campus. Several degrees can be completed on these campuses (including both associate and bachelor’s degrees), but most bachelor’s degrees require students to change to the Columbus campus to complete advanced coursework. Ohio residents who apply but are not admitted to the Columbus campus have the option to start at a regional campus and are eligible to change to Columbus after the successful completion of 30 credit hours (one year of full-time study). In Autumn 2023, Ohio State’s regional and CFAES Wooster campus enrollment was 5,350, of which 2,569 were new first-year students. These learners were more likely than Columbus students to be nontraditional: 16.4% were part time, 84.2% were 18 to 24 years old, and the majority commuted to campus. Regional and CFAES Wooster NFYS students were also more likely to be Pell-eligible³ (37.8%, compared to 18.0% on the Columbus campus). The average ACT score for these students was 22.3, and 49.0% needed remediation in math or English or both (compared to 3.5% on the Columbus campus).⁴

For the most recent academic year, Ohio State awarded 17,537 degrees, including 904 associate degrees through the regional and CFAES Wooster campuses, 11,477 bachelor’s degrees, 425 certificates, 2,947 master’s degrees, 930 doctoral degrees and 854 advanced professional degrees. The average time to a bachelor’s degree was 4.04 years.

Ohio State has earned national recognition for the quality of its programs and teaching. *U.S. News & World Report* has ranked Ohio State as one of the nation’s top public institutions for more than a decade; for 2024, Ohio State was ranked 17th among public universities nationwide, and it was recognized in the categories of Best Value Schools, Best Undergraduate Teaching, Most Innovative Schools, Best Colleges for Veterans, and Top Performers on Social Mobility.

³ Students eligible for Pell Grants meet federal guidelines for low and moderate incomes. Pell eligibility is used to measure financial need in student populations.

⁴ Although the Columbus campus has been deemed remediation-free by the Ohio Department of Higher Education (ODHE), acting according to Section 3345- 061(H) of the Ohio Revised Code, the Columbus campus still has students who are in need of extra support through remedial intervention, particularly in math and English composition. Of the 7,983 NFYS entering Columbus in Autumn 2023, 280 students were recommended for remediation through the university placement exams administered during orientation (all of whom were referred for remediation in math only).

Barriers to Persistence and Completion

The Autumn 2023 report showed high rates of retention and graduation for Columbus NFYS students, with a first-year retention rate of 94.2% and a six-year graduation rate of 87.7%. Success rates were lower on the regional and CFAES Wooster campuses, with a first-year retention rate of 74.2% and a six-year graduation rate of 46.6% (including retention and graduation from any campus of the university).

Student groups with lower rates of retention and graduation include Pell-eligible, first-generation, traditionally underrepresented racial/ethnic group,⁵ and transfer/campus-change students. Male students also experience extended time-to-degree compared to female students. The most recent success metrics for these students are included below.

For Pell-eligible Columbus NFYS, first-year retention was 91.8% and six-year graduation was 80.8%; parallel rates on the regional and CFAES Wooster campuses were 68.4% and 38.8%. For first-generation Columbus NFYS, first-year retention was 91.7% and six-year graduation was 79.8%; parallel rates on the regional and CFAES Wooster campuses were 67.6% and 37.9%. For Columbus NFYS who identify with a traditionally underrepresented racial/ethnic group, first-year retention was 91.5% and six-year graduation was 82.8%; parallel rates on the regional and CFAES Wooster campuses were 67.2% and 37.9%.

Success rates for transfer and campus-change students are calculated based on student “rank” (credit accrual at the point of entry into the Columbus campus). For example, students who transfer with fewer than 30 credits are Rank 1, and those who transfer with more than 90 credits are Rank 4. Transfer and campus-change students typically enter Columbus at Rank 2 or 3, and the pattern of outcomes among Rank 2 transfer students are representative of the broader group. According to Autumn 2023 reports, among Rank 2 transfer students, 74.6% graduated within four years and 79.4% graduated within six years.

Although male students on the Columbus campus were retained at a similar rate to female students (with a 93.4% first-year retention rate for men and 94.8% for women), they had substantially lower four-year graduation rates (with a 65.7% four-year graduation rate for men and 76.3% for women). However, the gap narrowed at six-year graduation (with an 85.1% six-year graduation rate for men and a 90.2% rate for women). The four-year graduation rate for men may be influenced by the high proportion of men in engineering, a degree that tends to take longer to complete because of its accreditation requirements.

⁵ Non-international Hispanic, Black/African-American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, or Two or More Races (if one or more race/ethnicity is from the previous list).

Progress Towards Goals from 2022-2024 Completion Plan

When setting its goals for the 2022 Completion Plan, the university focused on stabilizing and further improving student retention and completion rates as we emerged from the COVID-19 pandemic. Below, progress for each 2022 goal is provided.

Goal 1: Increase NFYS Columbus first-year retention rates to 95%

Progress: NFYS Columbus first-year retention improved from 94.0% in 2021 to 94.2% in 2023.

Goal 2: Increase NFYS Columbus four-year graduation rates to 71% and six-year graduation rates to 90%.

Progress: The four-year graduation rate on Columbus campus improved from 70.8% in 2021 to 71.1% in 2023; however, the six-year graduation rate slightly dropped from 88.0% in 2021 to 87.7% in 2023.

Goal 3: Improve retention and graduation rates for the university's regional campuses, as well as for traditionally underserved populations on the Columbus campus, including first-generation, Pell-eligible, transfer/campus-change, and African American/Black students.

Progress: As the table on the following page shows, retention and graduation rates improved for regional campus students and transfer students, remained relatively stable for Columbus campus first-generation students, and slightly decreased for Pell-eligible and African American/Black students.

Goal 4: Continue to enhance and build college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

Progress: Ohio State is strengthening existing strategies and has launched new strategies related to this goal, as detailed later in the report.

Retention/Graduation Rates*

Columbus NFYS: All	2021	2023
First-Year Retention	94.0%	94.2%
Four-Year Graduation	70.8%	71.1%
Six-Year Graduation	88.0%	87.7%

Regional NFYS: All	2021	2023
First-Year Retention	70.8%	74.6%
Four-Year Graduation	25.3%	26.5%
Six-Year Graduation	44.7%	48.6%

Columbus NFYS: First-Generation	2021	2023
First-Year Retention	89.5%	91.7%
Four-Year Graduation	61.0%	61.1%
Six-Year Graduation	80.8%	79.8%

Columbus NFYS: Pell-Eligible	2021	2023
First-Year Retention	92.2%	91.8%
Four-Year Graduation	61.8%	60.1%
Six-Year Graduation	81.5%	80.8%

Columbus NFYS: African American/Black	2021	2023
First-Year Retention	92.7%	90.9%
Four-Year Graduation	57.3%	54.9%
Six-Year Graduation	79.2%	78.7%

Transfer Rank 2	2021	2023
First-Year Retention	88.3%	88.6%
Four-Year Graduation	73.5%	74.6%
Six-Year Graduation	76.1%	79.4%

* First-year retention rates are based on 2020 and 2022 entrants. Four-year graduation rates are based on 2017 and 2019 entrants. Six-year graduation rates are based on 2015 and 2017 entrants. Regional retention and graduation rates exclude CFAES Wooster entrants and include students who campus-change to the Columbus campus to complete their degree.

Updated Completion Goals

For the 2024-2026 cycle, we will continue to focus on improving retention and graduation rates for all campuses and all types of undergraduate students.

Goal 1: Increase NFYS Columbus first-year retention rates to 95%.

Goal 2: Maintain NFYS Columbus four-year graduation rates at 71% and increase six-year graduation rates to 90%.

Goal 3: Reduce equity gaps in retention and graduation rates across student groups.⁶

Goal 4: Continue to enhance and build college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

⁶ As discussed in more detail on page 6, student groups with lower rates of retention and graduation include: Pell-eligible, first-generation, traditionally underrepresented racial/ethnic group, regional campus, and transfer/campus-change students.

Current and Ongoing Completion Strategies and Activities

The university's completion strategies are implemented in partnership among the Office of Strategic Enrollment Management, the Office of Undergraduate Education, the Office of Student Life, the Office of Diversity and Inclusion (ODI), the Drake Institute for Teaching and Learning, the Office of Technology and Digital Innovation (OTDI), University Libraries, and the university's academic colleges and campuses. Below, the university's ongoing completion activities are organized by function, with most representing a collaboration across multiple units. Such collaborations are coordinated through key strategic initiatives and infrastructures (such as the rollout of the new framework for General Education, discussed later in this report).

Undergraduate Admissions

Undergraduate Admissions provides robust outreach to historically underrepresented students, including first-generation, rural, and low-income students through proactive outreach, partnerships, and individual engagement. Campus partners in the colleges and admissions staff conduct outreach through phone call and email campaigns to build individual relationships with prospective students. Working closely with community-based organizations (such as I Know I Can, the Cincinnati Youth Collaborative, College Now Greater Cleveland, KIPP Columbus, Strive for College, and Chicago Scholars), admissions staff members also work with high school counselors throughout the state, especially in urban and rural areas, to educate counselors on the Ohio State admissions process. Undergraduate Admissions also manages the unique Buckeye Student Leadership Academy, a special program for high-achieving rising seniors from Ohio high schools who are underrepresented; the program gives these prospective students the opportunity to learn more about themselves and others, and how to make the college experience work for them.

Undergraduate Admissions also supports key ODI programs through event and program collaboration, recruitment and yield messaging, and a strategic workgroup. This partnership supports cogent institutional messaging to underserved communities regarding the opportunities, benefits, and experiences The Ohio State University provides. After admission, Undergraduate Admissions provides travel grants for targeted populations of admitted students to help defray the cost of coming to campus for admitted student programs. Specialized programming to help build community for underrepresented students takes place during admitted student visits on campus. Several alumni clubs and societies also reach out to connect with admitted students.

Need-Based Financial Aid and Debt Reduction

To reduce financial barriers to student success and completion, Ohio State invests deeply in institutional **need-based aid** for in-state students. In Autumn 2018, the university launched the Buckeye Opportunity Program on the Columbus campus, which supports students from Ohio who qualify for a Federal Pell Grant; each recipient receives enough student financial aid to cover the full cost of undergraduate tuition and mandatory fees. The program was expanded to all campuses in 2019, and in 2023 an adjustment was made to allow regional and CFAES Wooster campus students to qualify beginning in their first semester of enrollment. In addition, the President's Affordability Grant Program provides need-based aid to low- and middle-income in-state students at any campus.

While low-income in-state students can attend Ohio State tuition-free, housing and other living expenses impose a significant financial burden and may result in mounting loan debt. To address this need, the university's pilot **Scarlet & Gray Advantage** program creates a pathway for students to graduate debt-free in four years through a partnership that involves family contributions in addition to financial, academic, and extracurricular support. Participants have access to coaching and mentoring regarding finances, education, and careers; paid summer work experiences (including internships, co-ops, and research experiences); and a financial package that covers the cost of tuition, room and board, books, travel, and day-to-day living expenses. The first cohort of 125 new in-state students in 2022-2023 represented 45 Ohio counties, with 60% being the first in their families to attend college. The typical participant received around \$8,000 to fill their financial need gap, which allowed all participants to avoid student loans. The first-year pilot assessment also showed improvements in students' engagement in Federal Work-Study, sense of belonging, and ability to identify and navigate financial aid and career services support. During 2023-2024, the first cohort was folded into the STEP program (discussed in more detail later in the report), which allowed each student to connect with a faculty mentor and further expand their support network. At the same time, the program welcomed a second cohort of 150 new in-state students.

Orientation and First-Year Experience

A comprehensive orientation for NFYS, transfer students, and special populations (for example, veterans) is important for students and their families so they can begin to focus on college and start the transition to life as an Ohio State student. On the Columbus campus, in addition to managing logistical tasks such as placement testing, course scheduling, and financial aid consultation, first-year student orientation sessions contribute to retention by ensuring that students:

- Learn about resources and expectations both inside and outside of the classroom.
- Engage with their Peer Leader, who provides support during orientation and throughout the first year.
- Meet with academic advisors to learn about academic areas of study and to schedule classes for their first term of enrollment.

Orientation and First-Year Experience (cont.)

After arriving at Ohio State, all new first-year students participate in university first-year experience programs designed to help them become acclimated to campus, connect with resources and the university community, and to start to think of Ohio State as their second home. On the Columbus campus, every new first-year student is assigned a specific Peer Leader, an upper-class student who leads the new student's two-day summer orientation, maintains connections with that student through the entirety of the first year, and helps provide or coordinate more intensive or sustained support for students who need it most.

Across all campuses, every new first-year student enrolls in the **University Survey course**, a one-credit-hour course in which students are encouraged to set goals, complete two- and four-year curricular plans, and delineate courses that must be taken sequentially to complete their degree on time. The course is designed as an extended introduction to the university. It covers majors and colleges, how to schedule classes, intentional degree planning, how to conduct other Ohio State business, and using resources such as the library system and other academic and personal services. As part of Survey course requirements, students attend first-year success series sessions, which reinforce content provided in the Survey course and focus on helping students overcome common challenges during the transition to college.

Through a data-informed approach and network of referrals from peer leaders, advisors, and others who work closely with students, first-year students may also be invited to participate in programs such as Kessler Scholars or SpringForward. The **Kessler Scholars** program offers a coordinated care network of support for Columbus campus students who are the first in their families to attend college, including an online summer program, post-orientation support, academic monitoring, success coaching, and organized social mixers. Ohio State's Kessler Scholars are a part of the more extensive Kessler collaborative, which includes 16 universities nationwide. **SpringForward** provides academic, social, and financial support for first-year students struggling to find their best path to collegiate success during their first year at Ohio State. The program uses a three-tiered approach to help students: enrollment in an academic skills and strategies course during the first year; participation in the Summer Enrichment Program during the summer before their second year; and ongoing academic and financial monitoring, support, and engagement through graduation.

Learning Communities

Learning Communities create opportunities for new first-year students with similar goals or interests to engage and build a sense of community and professional connections, with the support and guidance of a dedicated staff member. For example, the Newark campus offers six learning communities, including one for students who are the first in their families to attend college. On the Columbus campus, many learning communities are embedded into on-campus residential life; these Living-Learning Communities offer an integrated and holistic approach to student support and enhanced experience.

Learning Communities (cont.)

The Columbus campus offers a wide variety of Living-Learning Communities, including 15 programs coordinated with Student Life⁷ and 16 affiliated with the university Honors and Scholars Center.⁸ Students in a particular Living-Learning Community live together on a residence hall floor with common major, career, and/or personal interests. Through partnerships with a variety of academic departments, faculty, and staff, students have exclusive access to activities that tie directly into their academic success at Ohio State. Each Living-Learning Community is unique in the goals and events offered, but all have a direct connection to the classroom experience, intentional events and opportunities for participants, and dedicated staff members to ensure the success of the students within the community.

Diversity and Inclusion

Ohio State's Office of Diversity and Inclusion (ODI) advances the university's commitment to educational access and a culture of inclusion where all students, faculty, and staff can thrive. Toward these goals, ODI oversees a wide range of programs including scholarships, mentoring and retention programs, and engaged learning experiences. ODI has long provided need-based scholarships (such as the Young Scholars Program, which promotes access for students from Ohio's largest school districts) and merit-based programs (such as the Morrill Scholarship, awarded to academically talented students whose achievements reflect and advance the university's goals of inclusive excellence). ODI offers several early arrival programs that foster a community of support and promote a successful transition to college for entering students, including the Bell National Resource Center on the African American Male, the Latine Early Arrival Program, and two programs for students in STEM disciplines (the STEM Emerging Leader Fellows and Ohio LSAMP programs), which connect students with academic and social support in their disciplines. To strengthen student success, ODI provides success coaching, career services, education abroad, and internship opportunities. ODI's Scholarship and Supplemental Academic Services encourages growth, success, and excellence through tutoring and supplemental instruction, and financial services.

ODI supports parenting students through the ACCESS program and CCAMPIS childcare grants. Recognizing that there are multiple pathways to Ohio State, ODI provides services for students who transfer from Columbus State and Ohio State regional campuses, and in 2024 ODI launched services for students who are former foster youth. The Women's Place also serves as the administrative home for the Critical Difference Scholarship Program, which provides grants to students seeking advanced education who experienced a disruption in their studies due to unforeseen obstacles; most of the students receiving this grant are over the age of 25, but it also serves other student populations including veterans and parents.

⁷ Examples include: Exploration, Future Health Professionals, Global Business, International House, Pharmacy, and SUSTAINS.

⁸ Examples include: Arts, Biological Sciences, Sport and Wellness, Entrepreneurship and Innovation, International Affairs, Law and Society, and STEM Exploration and Engagement.

Second-Year Engagement

Ohio State's Second-year Transformational Experience Program (STEP) is integrated into the experience of second-year students across all campuses, with 2,845 students participating during the 2023-2024 academic year. STEP faculty mentors are assigned up to 15 students, whom they meet with regularly throughout the academic year. During the spring semester, each student works closely with their STEP faculty member to create a written proposal for a STEP Signature Project, which falls into one of six categories: undergraduate research, education abroad, service-learning, leadership, internship, or creative and artistic endeavors. Students who complete all STEP requirements are eligible to receive a fellowship of up to \$2,000 to use toward a STEP Signature Project they might otherwise not be able to do.

STEP is designed to focus on students' success and development and allows them the opportunity to participate in activities that are pointed to their individual interests and academic needs. Through their interaction with faculty, students develop tools for life and build essential network connections; through individual development modules, students develop in terms of career planning, global citizenry, and financial wellness; and through the Signature Project, students have the opportunity to plan, execute, and reflect on a unique and enriching project. Overall, the STEP experience integrates academic achievement, self-awareness, and the development of life and leadership skills among the university's second-year students.

Advising Community

Ohio State's academic advisors are embedded within each academic college or regional campus, supported by a central advising office that provides frameworks, training, and tools for the advising community. One key tool is OnCourse, a student- success platform that integrates predictive analytics to support advising. Advisors use OnCourse to schedule appointments, document meetings, add notes in the student record, or reach out to students regarding progress, special events and other opportunities. Students can easily self-schedule appointments in OnCourse; 93% of undergraduates had an advising appointment in OnCourse during 2022-2023, for a total of over 114,000 advising appointments. The platform seamlessly integrates scheduling of remote appointments, which were essential during the COVID-19 pandemic and have remained a highly popular option for students.

Advisors also use OnCourse predictive analytics and reporting features to assist with targeted student outreach. In 2020, the OnCourse team piloted a small-scale "early alert" progress report system that nudged faculty early in the semester to indicate whether students were achieving at a level consistent with success in the course. Following the success of the pilot, the system was scaled up over time. Today, the system allows all support staff and advisors to align outreach to students in a "coordinated care" model, and it helps encourage students to work with staff and faculty to improve their grades. In academic year 2022-2023, over 17,000 undergraduate students received progress reports; when instructors indicated a concern about student progress in the course, outreach and support to students reduced course failure rates from 18% to 4%.

Advising Community (cont.)

The central Advising office invests heavily in training advisors and support staff to use advising frameworks and tools with an eye to retention and graduation. The office also provides support for key advising-related initiatives such as the rollout of the new General Education program in 2022-2023, for which the office developed FAQs, degree templates, petition processes, and other resources. Finally, the Advising office helps coordinate efforts to identify and reach out to students who may be eligible for associate or bachelor's degrees.⁹

Teaching and Learning

The university's Michael V. Drake Institute for Teaching and Learning works with multiple campus partners to advance at-scale professional learning, evidence-based instructional strategies, and research and policy that elevate the work of all who teach at Ohio State. Key partners include the Office of Technology and Digital Innovation (OTDI), University Libraries, Undergraduate Education, and the Center for the Study and Teaching of Writing (CSTW). Each partner provides student-facing resources that are integrated into many of the student supports already discussed. For example, University Libraries provides programming related to library resources and information literacy as part of New Student Orientation, University Survey, First Year Success Series, STEP, and the Young Scholars Program. Overall, these partners work together with support and coordination from the Drake Institute to strengthen the quality of instruction within and outside physical and virtual classrooms. This section reviews four key areas of teaching and learning at Ohio State: instructor professional development, General Education redesign, textbook affordability, and online education.

First, in terms of **instructor development**, the Drake Institute designs, coordinates, delivers, and scales teaching improvement efforts across all campuses of the university. To provide a foundation for quality teaching, the institute offers Teaching@OhioState, a five-module online introduction to evidence-based pedagogy. Since its 2018 launch, 4,617 instructors have completed the program. Each year, newly hired faculty engage in an in-depth New Faculty Orientation, and graduate teaching associates participate in instructional development through the Graduate Teaching Orientation. These programs encourage participants to take a customized "health and wellness" approach to professional learning to promote career-long cultivation of expertise and achieve success in teaching and learning. In addition, across 2020-2023, 172 new faculty members participated in a formal year-long mentoring program led by 50 faculty mentors.

⁹ These include three related efforts. First, Complete Ohio State reaches out to students who have stopped-out within a few credits of on-time bachelor's degree graduation in order to provide tailored advising support, including updating degree plans and providing assistance with enrollment and financial aid issues. Since Autumn 2022, the program has reached out to 221 students, of whom 10% have graduated with a bachelor's degree, 11% have graduated with an associate degree, and an additional 13% are currently enrolled working toward a degree. Second, in Spring 2023 the regional campus-change coordinator began outreach to continuing regional campus-change students who were eligible or close to eligible for an associate degree; of 357 students contacted, 18% have received an associate degree. Third, in Spring 2024, the university identified stopped-out students who met criteria outlined in Ohio Revised Code 3345.351. Of 2,368 students who met state criteria, records review indicated that 221 were eligible or close to eligible for earning an associate degree; each of those students has now received outreach.

Teaching and Learning (cont.)

To support instructors as they build on this foundation across time, the Drake Institute offers 19 different Teaching Endorsements: credentials earned by Ohio State faculty, graduate students, and staff who participate in in-depth, extended professional learning experiences in a specific area, such as inclusive teaching, teaching with technology, course design, meaningful inquiry, or teaching ethics and human values. As of April 2023, 933 endorsements had been awarded to faculty, graduate students, and staff, including 128 during the 2022-2023 academic year. In addition, the Drake Institute's Instructional Redesign program supports and incentivizes instructors in redesigning and assessing instruction in their courses to improve student learning outcomes and enhance the student experience. As of April 2023, 161 instructors have completed the Instructional Redesign program.

Second, the university's new **General Education (GE)** curriculum was rolled out to all incoming students in Autumn 2022. The new GE curricular requirements are congruent with the statewide Ohio Transfer 36 initiative and incorporate Higher Learning Commission recommendations regarding explicit and assessable program goals. The new GE creates more consistency in foundational requirements across colleges and majors, with the goal of improving on-time graduation by reducing excess credit accrual among students who change majors. For transfer students who have already completed a substantial portion of the prior GE's coursework, the university offers support and flexibility (for example, allowing them to complete their Ohio State degree under the "legacy" GE). For further details on how the university will leverage the GE to transform teaching and learning, see the "Planned Strategies" section of this document.

Third, the university's textbook affordability initiative (the **Affordable Learning Exchange**, or ALX) continues to create and expand digital resources to offset textbook prices for students. Over the past seven years, ALX has worked with more than 140 faculty members across all the university's campuses to replace traditional commercial textbooks with high-quality affordable options, saving students a total of \$21.6 million. In 2018, ALX also launched a pilot of CarmenBooks, a program to provide digital textbooks at approximately 80% off the list price. The program expanded in the following year and has now reached more than 1,881 courses and saved students \$23.1 million. ALX has also helped lead the statewide Ohio Open Ed Collaborative; savings to date for the statewide project, as self-reported by partner institutions, total over \$6 million.

Fourth, the university has continued to grow its high-quality **online offerings**, thus offering flexibility and affordability to students who need it.¹⁰ The university has grown its offerings to 74 undergraduate, graduate, and professional online programs, with many of the newest programs in alignment with the state's workforce development priorities. In Summer 2023, the university created a new stand-alone unit known as Ohio State Online, and appointed a vice provost and dean for online learning to support further growth in online program enrollments. Ohio State also connects expert faculty with online instructional designers in order to design or redesign courses for the online context; across 2022-2023, this program supported 137 courses.

¹⁰ All fully online program students pay in-state tuition and do not pay campus-based associated fees, thus reducing the total cost-to-credential.

Teaching and Learning (cont.)

To ensure quality, these online courses are designed to meet internal standards that not only include Quality Matters standards (a widely used course design rubric geared to continuous improvement in student learning for online offerings), but also capture university policies, scholarship on student success, feedback from Ohio State faculty collaborators, and regulatory requirements to ensure quality design for online and hybrid courses. Ohio State's support for online quality consistently results in multiple top rankings in *U.S. News & World Report* for online education.

Learning-Support Services

Ohio State offers a suite of learning-support services to all students, including the **Dennis Learning Center** and several **tutoring centers** and services. In addition, the university offers specialized learning-support services for students in ODI programs (discussed earlier in this report), NCAA Division I athletes (**SASSO**), military and veteran students (**MVS**), and **students with disabilities**, and provides a **Technology Loan Program** for students who need technology devices to support their learning.

The **Dennis Learning Center** was established to provide academic learning services that support Ohio State students from entry through graduation. Services include courses, workshops, individual academic coaching, and online learning resources. Across the past two years, the center's college-success courses enrolled more than 3,500 students across multiple Ohio State campuses, including incoming and continuing students, international students, online students, and students in academic recovery. Each of the center's seven courses teach students how to learn effectively, persist through challenges, and improve their academic performance, with demonstrated improvement in students' learning, motivation, engagement, and sense of belonging. In addition, through group workshops and individual academic coaching, center affiliates work directly with students to develop strategies for effective studying, time management, learning from text, note-taking, test-taking and self-regulation. In the past two years, the center reached more than 10,000 students in group workshops and met with more than 1,500 students individually. In addition to offering all services both face-to-face and online, the center provides online videos and materials related to note-taking, test-taking, procrastination, motivation, and cognitive learning.

Tutoring centers and services are embedded across multiple campuses and academic units university-wide. For example, the Mathematics and Statistics Learning Center supports more than 15,000 students a year with services such as drop-in tutoring, appointment tutoring, and online study resources, practice exams, and workshops. The center also provides support for mathematics and statistics instructors through professional development opportunities, consultation, and the support of instructional technology and online teaching. Similarly, the Center for the Study and Teaching of Writing supports students, faculty, and staff in becoming more effective writers in a variety of contexts and media. Its Writing Center offers face-to-face and online tutorials to students to assist with writing in progress; its Writing Across the Curriculum program works with instructors to develop and assess writing activities; and its Writing Associates program allows faculty to embed an undergraduate tutor into their writing courses to provide additional support for those students.

Learning-Support Services (cont.)

The **Student Athlete Support Services Office (SASSO)** serves more than 1,000 student-athletes on 36 NCAA teams, providing Ohio State student-athletes with assistance in academic support including academic counseling, instructional support services, tutorial services, student-athlete engagement, and many other skill-building services and units. Academic counselors work in conjunction with academic advisors within each college to provide accurate academic information and planning related to a student-athlete's college progress and degree program. SASSO's learning specialists provide academic skill-building and monitoring of student progress, while professional tutorial support staff members offer subject-specific assistance as well as support in building time-management skills and organizational strategies and techniques. SASSO's Student-Athlete Engagement unit provides student-athletes opportunities to engage in high-impact practices, student leadership initiatives, and student organizations. Together they help foster growth in decision-making and academic planning, so that students may fulfill their academic, degree-completion, and personal- and professional-development goals.

Ohio State's **Military and Veterans Services (MVS)** provides full-spectrum assistance for all military-connected students. The office focuses on building trust and guiding these students through the transition to higher education, academic success, and graduation. The office provides VA education benefit navigation; military, veteran, and ROTC orientations; focused academic advising, counseling, and tutoring; peer mentoring; tailored support services; and faculty/staff education on military student issues. The office also provides long-term continuity for the Tri-Service ROTC Departments and collaborates with the Office of Government Affairs on local, state, or federal legislation and policies concerning this cohort. Other Ohio State resources include a housing option for student veterans; 14 military-connected student organizations; and comprehensive services that assist the Buckeye Military Family in securing internships and post-graduation employment. Since the office's inception, Military and Veterans Services has consistently been rated one of the nation's top programs for veterans in higher education.

Disability services are available on each campus for students with disabilities. For example, on the Columbus campus, Student Life Disability Services (SLDS) partners with students, faculty, and staff to design accessible and inclusive instruction and environments, and to provide academic and co-curricular accommodations and services. The office recognizes that "disability" is a broad term that includes, but is not limited to, mental health conditions, permanent and temporary physical disabilities, learning disabilities, ADHD, and chronic health conditions. Students register with SLDS to be approved for accommodations that they can then request from faculty and university units. All documentation about a student's disability is kept confidential. Students work with an access specialist to discuss reasonable accommodations to address barriers to campus and academic engagement. Students notify their instructors about their approved accommodations only for the courses for which they choose to use them. SLDS provides services for more than 6,300 students, including accommodations, accessible media, assistive technology, Braille, captioning, live transcription, exam services, and career resources.

Learning-Support Services (cont.)

SLDS serves undergraduate, graduate, professional, Program 60, and College Credit Plus students on the Columbus campus. SLDS also provides consultation services and disability awareness training to the campus community, including workshops on inclusive instruction and disability access for university instructors, staff, and students. SLDS collaborates with the Americans with Disabilities Act (ADA) Coordinator's office within the Office of Institutional Equity to ensure legal and policy compliance and collaborates with a College 2 Careers vocational rehabilitation counselor from the state agency Opportunities for Ohioans with Disabilities (OOD), who works with students to provide career resources and advising support for seeking internships and employment.

The **Technology Loan Program** grew from lessons learned from the university's universal iPad pilot program during 2018-2022. The Technology Loan program now offers nearly 6,000 devices, including iPads and Microsoft Surface devices. Any student may request a loan by filling out a form on the self-service website; loans operate on a "first-come, first-served" basis. Device loans are by semester, and loans can be renewed online as long as the student remains active with the university. There is no charge to the student if the loaned equipment is returned undamaged by the due date.

Student Wellness Services

The university provides a comprehensive array of services to support student wellness, which in turn promotes academic success and persistence, including the **Student Wellness Center**, **counseling services**, and the university's **Wellness app**.

The **Student Life Student Wellness Center (SWC)** serves as a resource for information on various wellness topics, provides online and in-person programs and services to individuals and groups, and contributes to the development of a more healthy and supportive campus community. Most services are provided free to currently enrolled Ohio State students. Examples of activities in the SWC that contribute to retention and completion include: alcohol, tobacco, and other drug prevention services; the Collegiate Recovery Community; financial education; nutrition education; and safer sex initiatives. The SWC also provides overall wellness coaching, which takes a positive approach to personal development, focusing on strengths and enhancing capacities for resilience and self-acceptance while promoting happiness, health, and success. Each of SWC's services engages in educational outreach to students and includes options for one-on-one coaching and group education. Wellness Ambassadors are a key component of SWC's outreach strategy. These are undergraduate student volunteers who commit three hours per week to developing and implementing wellness programs. As Wellness Ambassadors, students have the opportunity to specialize in one of the following topic areas: alcohol education, nutrition, safer sex, other drugs, stress, sleep, and career wellness.

For students in need of mental health services, each campus provides counseling services. For example, on the Columbus campus, Student Life's **Counseling and Consultation Service** provides individual counseling, group counseling, psychological testing, crisis debriefing, psychoeducation, consultation, and other services to students to promote personal well-being and academic success. The service's culturally diverse professional staff of licensed psychologists, social workers, counselors, and psychiatrists can help students with stress management, anxiety, depression, and many other mental health issues that could otherwise derail student success.

Student Wellness Services (cont.)

To help connect students to wellness services from any location, in 2020 the university rolled out its free **Wellness app**, which connects students to help in a crisis, and provides tools and support avenues to help navigate stress management, relationships, anxiety, depression, alcoholism, and more. During the development process with Apple in 2019, Ohio State students were involved in the design from start to finish, and their user experiences were incorporated to ensure that student needs were met, from design to ease of use to quality of content. By April 2022, the Wellness app had more than 35,000 unique users with more than 450,000 screen views. To make access to wellness resources even more convenient for students, the Wellness app features were incorporated into the Ohio State mobile app in 2022. By January 2024, the wellness articles, support resources, and goal-setting features in the Ohio State app reached more than one million screen views. In the fall of 2022, the campus map in the Ohio State app was also updated to show the locations of accessible entrances, wellness spaces, lactation rooms, and sanctuary spaces to help students find these wellness resources.

Student Career Resources

Student career preparation and development is a central component of their overall motivation to persist and graduate from college. Ohio State uses a comprehensive, decentralized career services model in that each of its colleges and campuses provides a career services office for its students. These efforts are supported and coordinated through Student Life's **Buckeye Careers**, a university-wide initiative designed to help all students explore their career path and develop professional skills.

Buckeye Careers provides central administration for **Handshake**, a unified career management and job-posting system for Ohio State students across all campuses. Students can explore job opportunities across the nation and world, connect directly with employers, and read reviews of other students' experiences on internships, co-ops, and jobs to help decide if an opportunity is a good fit. Handshake grows with students throughout their time at Ohio State: they can use Handshake to find an on-campus job, explore internships and co-ops as they gain more experience in their major, and find their first job after graduation.

For students in need of career-focused coaching and education, Buckeye Careers provides career exploration, job search preparation (including customized attention to resumes, vitas, job-search letters, and interviewing skills), and other forms of career coaching and support (for example, listening and helping with personal concerns that relate to career decisions, or helping students plan for graduate or professional school). Services are provided through individual appointments, drop-ins, and programming and workshops. Buckeye Careers also launched **Career Week** in 2021, which includes the university-wide Fall Career and Internship Fair, and provides a variety of programs, workshops, and networking events to help students in their own personal career development journey. The week focuses on career wellness, identity, inclusion, advocacy, career exploration and connections, and skill preparation. In 2022, Buckeye Careers launched the **Career Closet Pop Up Shop**, which helps students access free and gently used professional clothing, shoes, and accessories. Career Closet is offered several times a semester, and over 700 students leveraged this resource in its first year.

Student Career Resources (cont.)

Lastly, the **Student Employment Experience (SEE)** program was moved into Buckeye Careers in 2021. SEE was developed to recognize that everything a student does on campus — including their employment — should be intentional and focused on learning. Over 5,700 student employees from departments across all of Ohio State's campuses participate in SEE. The program has three main goals: 1) Encourage student employees to reflect on what they are learning in their job, 2) Guide students to connect that learning from work to their classes and future careers, and 3) Support supervisors of students to incorporate learning into all aspects of a student employee's experience. Students in the SEE program are two and a half times more likely to report their supervisor helped them make connections between their work and their classes than non-SEE students.

Transfer Partnerships

Each year, the university welcomes thousands of new transfer students; about half come from community colleges, particularly through the university's Preferred Pathway program with **Columbus State Community College (CSCC)**. As part of Preferred Pathways, advisors at Ohio State and CSCC work together to create and update transfer advising plans in a wide variety of majors that lay out a clear path to a four-year bachelor's degree in that major. The two institutions continuously work to assess and improve these pathways. For more information, see the Workforce Development section of this report. Ohio State advisors also regularly visit the CSCC campus to meet with or provide information to students.

Regardless of where they transfer from, new transfer students attend a one-day online **orientation**, which provides a mix of synchronous and asynchronous information about campus offices and resources, and meetings with academic advisors to register for classes. Most academic units also require a 0.5- or 1-credit course, which provides rules, resources, and degree planning for transfer students. Transfer students are eligible for the university's signature **need-based aid** programs, including the President's Affordability Grant. They are also eligible for some merit-based programs, and can easily search for relevant scholarships using the university's Scholarship Universe portal. The University Registrar continuously works to improve the transfer **credit articulation** process, with the goals of helping students understand ahead of time how their courses will transfer to Ohio State, speeding the process of credit evaluation, and working with academic units to improve credit applicability. For more information about ongoing improvements related to transfer, see the Planned Strategies and Workforce Development sections of this report.

Promoting Evidence-Based Practice

The university's ongoing improvements in student success, persistence, and graduation are rooted in evidence-based practice. To learn more from other institutions about effective practices, implement those practices at Ohio State, and contribute new research on these practices to the field, the university is engaged in several research initiatives and external partnerships.

First, to engage research faculty in the conversation around and research on student success, generate new evidence about student success, and incubate related practice on campus, the university maintains two faculty research grant programs. The Drake Institute's **Research and Implementation Grant** program provides grants to support classroom-based research, in which faculty either: (1) implement and assess research-based instructional methods and materials for undergraduate students, or (2) conduct new research on student learning or instructional best practices. The **Student Academic Success Research** grant program supports faculty research that focuses on improving, expanding or revising student success programs and services. Each funded project is designed to yield clear, practical implications for the design, implementation, engagement or scale-up of practices to improve Ohio State student success.

Second, from 2014 to 2024, Ohio State partnered with several other prominent public universities in the University Innovation Alliance (UIA), which accelerates and coordinates member universities' innovation efforts to enhance the educational attainment and economic prospects of historically underserved student demographics. Ohio State demonstrated leadership across a number of success metrics; in particular, the university's first-year retention rate and four-year graduation rate for Black students exceed those of other public flagships. After the UIA surpassed its original goal, the university concluded its work with the UIA in 2024.

Third, in 2016, Ohio State was a founding member of the **American Talent Initiative**, a collaborative effort to enroll and graduate an additional 50,000 highly talented, limited-income students at top colleges and universities across the United States by 2025. The initiative is a partnership between Bloomberg Philanthropies, the Aspen Institute, Ithaca S+R, and a diverse array of public and private member institutions working to enhance access and support, share innovative best practices, and contribute to research that will help expand opportunity. Ohio State's membership in the initiative has helped increase the graduation rates of the university's Pell-eligible students across the past decade by focusing attention and strategic planning around the success of this population, including the rollouts of the President's Affordability Grant and Buckeye Opportunity Program.

Planned Strategies

The previous section discussed the university's ongoing completion strategies and activities. This section provides an overview of two additional strategies for implementation across the next two years: transforming how we teach, and further improving transfer and campus-change pathways. Both strategies complement major new workforce development initiatives that are further discussed in the separate Workforce Development section of this report.

Transforming How We Teach

The university is launching several intertwined initiatives to reimagine teaching and learning at the university, including: creating stronger infrastructures for teaching and learning improvement; integrating high-impact practices and civil discourse into every student's academic experience; and improving student learning and persistence within STEM.

First, the university will create stronger **infrastructures for teaching and learning improvement** by intentionally connecting space planning to pedagogy, further expanding pedagogical support pathways and options for instructor professional learning, and redesigning the university's course evaluation system. In terms of space planning, the most recent evidence on teaching and learning suggests that students benefit from more active, collaborative, and hands-on learning. Yet data collection to inform the university's latest campus master plan, known as Framework 3.0, found that most Columbus classroom spaces are too dense to support modern standards for active and flexible learning (with an average of 20 net assignable square feet per student, which is below the industry recommendation of 25 to 34 per student). Data also revealed the Columbus campus would benefit from more classroom space, teaching laboratories, research laboratories, vivaria space, and informal student learning spaces (such as collaboration spaces, study spaces, and semi-private spaces for engagement in virtual meetings). As the university builds out a plan to expand and upgrade such spaces, instructors will also need support in how best to leverage these spaces for improved teaching and learning. With those factors in mind, across the next two years the university plans to: create stronger communication and coordination across university offices and committees responsible for teaching and learning spaces, curriculum, pedagogical support, and scheduling; create space standards and guidelines that align to teaching principles, address accessibility and inclusion, promote equity, and optimize space utilization across all learning spaces; and expand pedagogical support to further assist instructors and academic programs in carrying out teaching practices that are aligned with Ohio State principles and values, support student learning, and are relevant for higher education compliance. In addition, the university is currently redesigning its student course evaluation instrument to minimize bias, ensure appropriateness for coursework taught in a range of modalities, and maximize useful information for instructors' formative and summative evaluation.

Transforming How We Teach (cont.)

Second, the university is working to integrate **high-impact practices and civil discourse** into every student's academic experience. Student engagement in high-impact practices (such as learning communities, undergraduate research, service-learning courses, writing-intensive courses, internships, collaborative assignments and projects, capstone projects, ePortfolios, and global education) is linked to many educational benefits, including deep learning and personal development, increased odds of retention, and greater academic achievement. To systematically structure high-impact practices into every student's academic experience, the new GE includes an ePortfolio requirement that allows students to document and showcase academic and co-curricular achievements; embeds advanced writing, data analysis, and technology relevant to each student's discipline ("Embedded Literacies"); and intentionally integrates experiences such as study abroad and undergraduate research into coursework. Outside of the GE, Ohio State is revising the Honors curriculum university-wide to make it more accessible for students; increasing undergraduate research opportunities through a seed-grant program; and doubling the size of the Stamps Eminence Scholarship program and learning community. Through these efforts, the university will ensure that every undergraduate student has the opportunity to engage in at least one high-impact practice, and will continue to grow the proportion who engage in more than one. In addition to an increased emphasis on high-impact practices, the university has re-emphasized its ongoing commitment to free speech, civil discourse, critical thinking, and intellectual diversity in alignment with our mission and values and in service of our academic motto of "Education for Citizenship." As part of this commitment, in the coming year the university will onboard an executive director and establish the new Salmon P. Chase Center for Civics, Culture, and Society, which will be a focal point for advancing these values. Meanwhile, Ohio State's Civil Discourse Project has brought together expert resources from across the university to provide students, faculty, and staff with opportunities to practice skills to constructively engage with different views and opinions they encounter. The project aims to integrate civil discourse into a distinctive Ohio State experience that encourages open-minded exploration and freedom of expression, and builds trust through honesty, transparency, and authentic engagement through a wide variety of opportunities, including special events, workshops, for-credit and non-credit courses, fellowships, and professional development materials.

Third, in alignment with Ohio's workforce development priorities, the university is focusing particular efforts on the improvement of student learning and persistence within **science, technology, engineering, and math (STEM) fields**, through complementary efforts supported by new grants from the Howard Hughes Medical Institute, JobsOhio, and the Sloan Foundation. The **Howard Hughes Medical Institute**-funded project aims to systematically improve the instructional and support frameworks for STEM courses typically taken by new first-year STEM students (such as Calculus I and General Chemistry), by redesigning classroom spaces, curricula, and instructor support to maximize inclusive active-learning formats, in alignment with broader efforts (described earlier) to create stronger infrastructures for teaching and learning improvement. The project will also incorporate more intentional and proactive academic learning support for students in STEM courses through a new STEM Learning Center, which was completed in early 2024. As part of the larger **JobsOhio**-funded effort to produce more qualified graduates within key high-demand fields, the STEM Student Success initiative is working with designated STEM departments to understand and address student barriers to entering and persisting within those fields through graduation.

Transforming How We Teach (cont.)

This project focuses on increasing capacity to graduate more students from those programs, as well as bolstering student support systems in order to increase academic success rates. The Howard Hughes Medical Institute and STEM Student Success initiatives are working in collaboration with each other, as well as with the existing **Choose Ohio First** program, which provides scholarships, academic support, and enrichment and leadership opportunities for selected students in specific STEM majors aligned with state-identified economic needs. Finally, the university recently won a competitive nationwide search to become one of 10 institutions receiving seed funding from the Alfred P. Sloan Foundation to advance equity in doctoral STEM programs. Each winning university received a two-year, \$250,000 grant to develop plans and begin implementation of evidence-based policies and practices to improve the recruitment, retention, and graduation of a diverse community of students in physical science and engineering doctoral programs. Upon conclusion of the seed grant, Ohio State will be eligible to apply for a larger implementation grant from Sloan, which would include scholarship funding for students in participating departments.

Improving Campus Change and Transfer

As outlined in previous Completion Reports, since 2018 the university has focused more resources on the experiences and outcomes of its campus-change and transfer students, improving pathways, processes, and supports for these students. As a result, university retention and graduation rates have increased for regional and transfer entrants. Part of this work included a pilot program that will conclude at the end of 2024. University partners are working to identify opportunities to adapt and carry forward the insights gleaned from this pilot program. To create a sustainable strategy moving forward, the university has selected campus-change and transfer as the focus of its **“Quality Initiative,”** which is a required component of the Higher Learning Commission (HLC) accreditation cycle. As part of the Quality Initiative, Ohio State will assess the current state, identify priorities, and create plans for improvement in terms of the accessibility and clarity of transfer pathways, the evaluation of transfer credit, and the seamlessness of campus change.

Meanwhile, the university is engaging in three related efforts. First, the university is partnering with **Columbus State Community College** to further strengthen transfer pathways in high-demand Health and Information Technology areas (as described in more detail in the Workforce Development section of this report). Second, the university is partnering with the **Complete College America** (CCA) “Institutional Transformation Initiative” with a focus on the regional campuses, in order to help optimize class offering times and modalities and improve the clarity of academic pathways. These efforts aim to improve regional students’ retention and graduation, not only among those who stay at their original campus, but also among those who campus-change to complete their degree. Third, in the coming year the university plans to replace its outmoded **degree audit and transfer articulation software** with a new commercial software system. The new system’s articulation tool will utilize workflows for credit review, which will simplify the current processes for departments and students, leading to faster and more transparent transfer credit review; it will also give students a simpler and more efficient way to view and understand their articulated transfer credit.

Workforce Development Priorities

Ohio State is committed to workforce development programming across all its colleges and campuses. As discussed earlier in this report, the university is focusing strongly on student success and persistence in STEM fields to meet its goals of producing additional STEM bachelor's degree earners to fill high-demand areas in Ohio's workforce. Moreover, the university is focusing on two additional key workforce development priorities: **Strengthening talent pipelines** with our local partners, and **expanding stackable credentials** in continuing education areas. In this section, we first discuss each of these two priorities. We then provide an overview of the university's infrastructure for incubating entrepreneurship, industry innovation and economic growth through its **Office of Innovation and Economic Development**.

Strengthening Local Talent Pipelines

The Central Ohio region is home to the state's largest K-12 school district in Columbus City Schools (CCS), the largest community college in Columbus State Community College (CSCC), and the largest university in Ohio State. Columbus was recently designated as a **Workforce Hub** by the White House, with the goal of expanding apprenticeship and career-technical education programs that will help fill new workforce needs in semiconductor manufacturing, clean energy, transportation, and other local high-growth industries. Columbus is also home to the **Central Ohio Compact**, a partnership comprising school districts, adult career-technical centers, colleges and universities, and area business and civic leaders who align efforts with the goal of developing the region's enormous talent pool into a globally competitive workforce. Ohio State is a leader within both initiatives. Together with CCS and CSCC, and with funding from J.P. Morgan Chase & Co. under the **New Skills Ready** Network initiative, the university is also working to strengthen the pipeline for local high school students into local employment in high-demand health and information technology fields. Our key efforts in this area include building stronger transfer pathways for students with applied credentials from CSCC, and building stronger relationships with CCS teachers and students, with a focus on students' health care and STEM-related career pathways and opportunities.

First, in terms of applied transfer pathways, we conducted an assessment of transfer pathways in health and information technology from CSCC to Ohio State and found that health pathways were in good condition, but information technology pathways were misaligned with transfer students' needs and interests. To build out new pathways, we are leveraging best practices learned from the success of the university's innovative **RN-to-BSN** degree and its early-entry Path2BSN pathway, which neatly stacks applied Nursing associate degrees from partner community colleges into the Bachelor's of Science in Nursing. Based on that program's success, the College of Nursing has launched a new **LPN-to-BSN** degree option, which allows students to receive credit for their applied LPN education and experience.

Strengthening Local Talent Pipelines (cont.)

Meanwhile, the university is designing a stackable transfer experience for CSCC students with applied associate degrees in **Construction Management**, and is beginning to plan for stackable transfer pathways within information technology, with an initial focus on the CSCC applied associate degree in **Cybersecurity**. Most CSCC graduates enter their field of interest immediately but may need to earn a bachelor's degree in order to further advance their own career as well as to expand the capacity of their industry employer. Thus, the university's programs will be designed to allow workers with applied degrees to upskill to the bachelor's degree level while continuing to work in the field.

Second, to help CCS teachers understand and communicate the many STEM-related career pathways available to their students, in Summer 2022 Ohio State launched the **STEAMM Rising Summer Institute**. The Institute exposes approximately 100 CCS teachers each summer to a wide range of science, technology, engineering, arts, mathematics, and medicine (STEAMM) activities on Ohio State's Columbus campus, and encourages them to connect these experiences back to their classroom teaching. Participants also have the option to join a small-group Professional Learning Community focused on their area of interest so that they may continue the work of applying STEAMM content to their classroom throughout the year. Ohio State also conducted an inventory of its current STEM-related educational outreach and offerings to K-12 schools within CCS, and found that a wide array already existed, but in disparate and disconnected pockets. Over the next two years, the university will work to coordinate and expand these offerings in strategic partnership with CCS district leadership. As an initial step, the university's central Office of Academic Affairs (OAA) has assumed responsibility for Ohio State's existing **Science Olympiad** and **Breakfast of Science Champions** programs. This year, OAA deepened and expanded Breakfast of Science Champions to include five hours of high-touch STEM-related programming across multiple academic program areas for approximately 300 CCS middle-schoolers on the Columbus campus.

The university's local efforts are not limited to Columbus: we are also working to incubate and develop talent within the service areas of each of the four regional campuses. Two key efforts in this regard are the **Bachelor of Science in Engineering Technology (BSET)** degree program and the **Ohio Means Science (OHMS)** program.

The regional campus BSET program was launched in 2020 in response to the growing needs of Ohio manufacturers for highly skilled, broadly trained manufacturing engineering graduates who will excel in plant-management leadership roles. This groundbreaking interdisciplinary program incorporates recommendations and direct involvement from regional industries to develop the skills required to produce a diverse and highly skilled workforce. A collaborative approach between higher education and industry allowed Ohio State to create a program designed to emphasize project-based coursework, hands-on skills and technological know-how in mechanical and electrical processes, industrial robotics, and project and change management. The BSET program has now expanded to all four Ohio State regional campuses, and included 124 students in Autumn 2023.

Strengthening Local Talent Pipelines (cont.)

The OHMS Scholars Program, funded by a grant from the National Science Foundation, will help meet Ohio's need for well-educated scientists, mathematicians, engineers, and technicians by supporting the retention and graduation of high-achieving, low-income students with demonstrated financial need who start their higher education journey at the university's Newark campus. The program was designed by adapting evidence-based practices and strategies from more traditional college and university settings to the environment of a smaller regional campus, including: a short immersive retreat at an active research station to launch the new cohort each August; an academic year learning community with bi-weekly meetings and extra- and co-curricular opportunities in diverse STEM fields; and optional summer internships providing professional and career experience and connections in the summer after each year in the program. OHMS welcomed its initial cohort in Autumn 2022, and will provide scholarships of up to \$10,000/year for two years to three cohorts of up to 15 first-year students. Crucial outcomes include a successful transition from the first to the second year, a successful transition between the Newark and Columbus campuses, and eventual bachelor's degree completion.

Expanding Stackable Credentials in Continuing Education

Academic certificate programs allow students to pursue specific topics to supplement their current degree program, gain knowledge in a chosen field of employment, earn credit or continuing education units (CEUs) for workforce development, prepare for exams for professional certification, or to acquire professional licensure. Certificate programs may be offered as credit or non-credit, and may be stand-alone (they do not require a student to be enrolled in an undergraduate or graduate degree program in order to complete the certificate) or embedded (they require a student to be enrolled in an undergraduate or graduate degree program to complete the certificate).

While the university has long offered both non-credit and for-credit certificates, around 2016 the university began to build stronger frameworks and processes to support the development, offering, and awarding of for-credit certificates. For example, in 2016-2017, the university awarded only four for-credit certificates; in the most recent reporting year of 2022-2023, we awarded 425. Since 2022, the university has expanded its for-credit certificate degree offerings from 96 to 133, of which 34.5% are **post-secondary undergraduate** academic certificates (intended for post-high school students seeking to earn a credential in a select topic area, which may be stand-alone or embedded in an undergraduate degree program), 9.7% are **post-baccalaureate undergraduate** academic certificates (stand-alone programs intended for post-bachelor's degree students seeking to earn a credential in a select topic area to supplement their undergraduate degree program), 36.1% are **graduate** academic certificates (intended for post-baccalaureate students seeking to earn a graduate credential in a select topic area, which may be stand-alone or embedded in a graduate degree program), and 19.5% are **professional certifications** (stand-alone programs intended for individuals seeking to meet requirements and/or eligibility for licensure or certification in a specific technical or professional area). The majority (75%) are stand-alone programs. In addition to for-credit certificates, the university also offers a wide variety of non-credit professional development programs, including those that prepare individuals for technical or professional licensure, and those that offer a certificate of completion in a specific area.

Expanding Stackable Credentials in Continuing Education (cont.)

As the university continues to expand certificate offerings, we are more sharply focusing our efforts on developing credentials that meet identified workforce needs, and which are designed to be stackable toward an undergraduate or graduate degree. In particular, this year the university is launching stackable credentials in Financial Technology, Artificial Intelligence, and Cybersecurity, and is developing new ones in Entrepreneurship and Sustainability. For example, the **Financial Technology** post-baccalaureate micro-certificate was designed to address the increasing frequency with which consumers are relying on financial technology to access basic financial services (e.g., money transfers and payments, savings and investments, budgeting and financial planning, and borrowing), which has created high demand for a fundamental knowledge of financial technology within a wide range of occupations and job titles (e.g., market research analyst, financial and investment analyst, loan officer, claims adjuster, and compliance officer). The micro-credential will consist of 4.5 credit hours and will provide introductory-level knowledge of emerging technologies that organizations use to improve and automate the delivery of financial services, such as machine learning, blockchain, mobile wallets and payments apps, crowdfunding platforms, cryptocurrency exchanges, robo-advisors, online mortgage and insurance services, and credit monitoring apps. The micro-credential can be taken as a stand-alone professional development opportunity, or can be stacked with other micro-certificates on the way to a longer-form certificate or master's degree. A sample of prospective employers across a range of industries (including financial services, consumer goods, health care, professional services, and insurance) were asked to estimate the downstream impacts of this micro-credential on salary; informants reported it would be between \$5,000-\$10,000 per year if completed on a stand-alone basis, and \$10,000-\$20,000 per year if added to a master's degree. Similar labor market analyses are driving the creation of other new certificates, with a strong focus on stackability. For example, the university now offers two **Cybersecurity** certificates (Cybersecurity Offense and Defense, and Cybersecurity Design and Implementation) and is developing additional certificates that will stack upon these two in order to create a new master's degree in cybersecurity, which is expected to be approved in the coming academic year.

Office of Innovation and Economic Development

Ohio State works with the business community, stakeholders, the state of Ohio and its partners to provide access to a reliable, skilled workforce and advance research solutions to ensure Ohio employers have a competitive advantage in the 21st century global marketplace. To that end, Ohio State's Office of Innovation and Economic Development, and its parent unit, the Enterprise for Research, Innovation and Knowledge, works in partnership with colleges and other units to help develop and grow connections with businesses, entrepreneurs, and organizations by forming mutually beneficial relationships that positively impact society by advancing innovation, promoting talent, and driving economic growth. The office works closely with inventors, companies, entrepreneurs, investors, and other organizations by connecting the people and resources to fill workforce needs and solve complex problems.

Though each relationship is unique, Ohio State has developed six main avenues for engagement with the business and entrepreneurial community:

- Providing access to talent, including students and recent alumni, fueling the next generation of leaders in the workforce.
- Connecting companies to world-class researchers for sponsored research partnerships, which leads to advances from academic labs to products and processes in the marketplace. Ohio State currently ranks 6th in the country in terms of annual industry-sponsored research, conducting over \$140 million annually.
- Licensing university intellectual property to ensure research advances move to the market to provide positive impact and grow Ohio's economy.
- Developing and coordinating opportunities for philanthropic support.
- Providing access to continuing education for business' existing workforce.
- Partnering in Carmenton, the university's growing innovation district.

In addition, the office collaborates with economic development partners such as Columbus 2020, JobsOhio, and its other regional partners to grow the economy by helping local companies expand, bringing new enterprises to the state and helping businesses increase their value and create new jobs. The office also houses the Tim and Kathleen Keenan Center for Entrepreneurship, which works to grow and foster a culture of entrepreneurship for the Ohio State community through the creation and support of new ventures and the education and encouragement of their founders. The Keenan Center provides a campus-wide hub for collaboration and engagement with early-stage capital, startup talent, and robust programming resources to maximize opportunities for social and economic impact.

Lastly, through the Enterprise for Research Innovation and Knowledge, Ohio State works with business, entrepreneurs, and economic development partners and other stakeholders to develop Carmenton, its burgeoning innovation district. Carmenton is enabling research advances, technology translation, experiential educational opportunities, and startups by building partnerships, growing talent, and creating a "live-play-innovate" environment, unleashing Ohio State's potential to transform the region, fuel economic growth, and serve Ohioans.

Appendix A

University Undergraduate Student Profiles

Data are for undergraduate students as of Autumn 2023 fifteen-day count. Remedial Education Needs includes students who scored a six on the English placement test or S or T on the Math placement test. Percentages are calculated across rows; for example, among all Columbus undergraduates in Autumn 2023, 17.9% were new entering NFYS, 78.0% were returning students, and 4.1% were new transfer students.

Columbus Campus – Autumn 2023

Student Demographic	Entering		Returning		Transfer		Total
	#	% of Total	#	% of Total	#	% of Total	#
All Columbus Undergraduate	7983	17.9	34798	78.0	1827	4.1	44608
Enrolled Part Time	26	0.9	2601	91.9	203	7.2	2830
Not Degree/Certificate Seeking	--	--	--	--	--	--	1120
Financial Need – Pell-Eligible	1437	16.6	6715	77.5	509	5.9	8661
Remedial Education Needs	280	11.8	2010	84.5	88	3.7	2378
Female	4227	18.8	17441	77.5	841	3.7	22509
Male	3756	17.0	17357	78.5	986	4.5	22099
Age 18-24	7288	17.5	32773	78.7	1573	3.8	41634
Age 25 and Older	6	0.3	2010	88.5	254	11.2	2270
Ohio Resident	5245	15.9	26348	79.7	1449	4.4	33042
Entering NFYS Preparation							
NFYS Average ACT	28.8		--		--		
Race/Ethnicity							
Hispanic	512	20.1	1916	75.3	116	4.6	2544
American Indian / Alaskan Native	2	8.3	19	79.2	3	12.5	24
Asian	998	22.9	3239	74.2	128	2.9	4365
African American /Black	530	15.1	2785	79.1	204	5.8	3519
Native Hawaiian or Other Pacific Islander	2	10.0	16	80.0	2	10.0	20
Two or More Races	375	18.3	1587	77.5	87	4.2	2049
White	4643	16.8	21875	79.2	1087	3.9	27605
International	707	22.4	2302	73.0	144	4.6	3153
Unknown	214	16.1	1059	79.7	56	4.2	1329

University Undergraduate Student Profiles (cont.)

Regional Campuses (excluding ATI – CFAES Wooster Campus) – Autumn 2023

Student Demographic	Entering		Returning		Transfer		Total
	#	% of Total	#	% of Total	#	% of Total	#
All Regional Undergraduate	2343	51.8	1949	43.1	234	5.2	4526
Enrolled Part Time	92	17.8	382	73.9	43	8.3	517
Not Degree/Certificate Seeking							362
Financial Need – Pell-Eligible	895	56.9	599	38.1	80	5.1	1574
Remedial Education Needs	646	49.0	637	48.3	35	2.7	1318
Female	1117	48.0	1073	46.1	139	6.0	2329
Male	1226	55.8	876	39.9	95	4.3	2197
Age 18-24	2164	53.5	1694	41.9	185	4.6	4043
Age 25 and Older	16	5.0	252	79.5	49	15.5	317
Ohio Resident	2331	51.8	1935	43.0	230	5.1	4496
Entering NFYS Preparation							
NFYS Average ACT	22.3		--		--		
Race/Ethnicity							
Hispanic	169	61.9	93	34.1	11	4.0	273
American Indian / Alaskan Native ¹	2	28.6	5	71.4	0	0.0	7
Asian	196	65.8	95	31.9	7	2.3	298
African American /Black	409	65.1	191	30.4	28	4.5	628
Native Hawaiian or Other Pacific Islander	0	0.0	5	100.0	0	0.0	5
Two or More Races	129	56.8	87	38.3	11	4.8	227
White	1388	46.7	1411	47.5	171	5.8	2970
International	5	71.4	2	28.6	0	0.0	7
Unknown	45	40.5	60	54.1	6	5.4	111

University Undergraduate Student Profiles (cont.)

Agricultural Technical Institute (ATI) – CFAES Wooster Campus – Autumn 2023

Student Demographic	Entering		Returning		Transfer		Total
	#	% of Total	#	% of Total	#	% of Total	#
All Wooster Undergraduate	226	52.4	188	43.6	17	3.9	431
Enrolled Part Time	3	15.0	16	80.0	1	5.0	20
Not Degree/Certificate Seeking							31
Financial Need – Pell-Eligible	75	65.2	37	32.2	3	2.6	115
Remedial Education Needs	93	50.3	89	48.1	3	1.6	185
Female	133	55.2	98	40.7	10	4.1	241
Male	93	48.9	90	47.4	7	3.7	190
Age 18-24	216	52.0	183	44.1	16	3.9	415
Age 25 and Older	1	14.3	5	71.4	1	14.3	7
Ohio Resident	224	52.6	185	43.4	17	4.0	426
Entering NFYS Preparation							
NFYS Average ACT	20.6		--		--		
Race/Ethnicity							
Hispanic	5	71.4	2	28.6	0	0.0	7
American Indian / Alaskan Native	0	0.0	0	0.0	0	0.0	0
Asian	1	50.0	1	50.0	0	0.0	2
African American /Black	9	81.8	1	9.1	1	9.1	11
Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0	0	0.0	0
Two or More Races	5	62.5	3	37.5	0	0.0	8
White	202	51.3	176	44.7	16	4.1	394
International	0	0.0	0	0.0	0	0.0	0
Unknown	4	44.4	5	55.6	0	0.0	9

Appendix B

Requirements for ORC 3345.81(D) and 3345.351

Requirement for ORC 3345.81(D)

See page 19 (“Transfer Partnerships”) and pages 23 – 26 (“Improving Campus-Change and Transfer” and “Strengthening Local Talent Pipelines”)

Requirement for ORC 3345.351

See page 13, footnote 9.

AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY

Synopsis: Approval of the following amendments to the *Rules of the University Faculty* is proposed.

WHEREAS the University Senate, pursuant to rule 3335-1-09 of the Administrative Code, is authorized to recommend through the President to the Board of Trustees the adoption of amendments to the *Rules of the University Faculty* as approved by the University Senate; and

WHEREAS the proposed changes to the procedures for complaints of misconduct made against faculty members in rule 3335-5-04 would provide additional clarity since the previous revisions approved in May 2021, and would also reflect that the university's Campus Free Speech Policy requires investigations and sanctioning under the policy to be incorporated under this rule; and

WHEREAS the proposed changes to rule 3335-5-03 would update outdated language and clarify that faculty transfer from the tenure-track to clinical/teaching/practice, research, or associated faculty status is voluntary; and

WHEREAS the proposed changes to rule 3335-5-19 would remove the faculty category "non-tenure track" and instead reorganize categories to those reflecting existing faculty tracks; and

WHEREAS the proposed changes to rule 3335-5-48.13 would create a government affairs standing committee of the University Senate; and

WHEREAS the proposed changes to rules 3335-5-48.3, 3335-5-48.14, and 3335-5-48.19 would revise membership rules for three standing committees of the University Senate to reflect changes in faculty categories and in current administrative titles; and

WHEREAS the proposed amendments were approved by the University Senate during meetings on March 28, 2024, and April 18, 2024:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the attached amendments to the *Rules of the University Faculty* be adopted as recommended by the University Senate.

**The Ohio State University Board of Trustees
Academic Affairs & Student Life Committee**

Topic:

Amendments to the *Rules of the University Faculty*

Context:

The University Senate has recommended revisions to the *Rules of the University Faculty* to address five topics:

1. **3335-5-04: Updates to the procedures for complaints of misconduct made against faculty members.**
 - a. In February 2021, the Board of Trustees approved extensive revisions to section 3335-5-04 (the “04” rule) of the *Rules of the University* as recommended by the University Senate. These revisions streamlined procedures for addressing complaints of misconduct made against faculty members and created four tracks for misconduct cases:
 - i. Failure to meet academic responsibilities
 - ii. Research misconduct
 - iii. Sexual misconduct, protected class discrimination and harassment, whistleblower retaliation, and workplace violence; and
 - iv. All other misconduct
 - b. Since implementation of the updated rule, the Rules Committee of University Senate, along with the offices of Academic Affairs and Legal Affairs, have identified opportunities to provide additional clarity by improving phrasing and removing vestiges of the previous version.
 - c. In addition, the proposed revisions reflect that the university’s Campus Free Speech Policy requires investigations and sanctioning under the policy to be reflected in 3335-5-04.

2. **3335-5-03: Minor revisions to rule on appointment of faculty and staff and on tenure.**
 - a. This includes a minor proposed revision to update outdated language (related to the 3335-5-04 revisions above).
 - b. A minor proposed revision also clarifies that faculty transfer from tenure-track to clinical/teaching/practice, research, or associated faculty status is a voluntary reason for loss of tenure.

3. **3335-5-19: Amending the definition of faculty to eliminate the category of “non-tenure track.”**
 - a. The existing rule divides all faculty into two categories: “tenure track” and “non-tenure track.”
 - b. A faculty title task force charged by the Office of Academic Affairs recommended eliminating the title “non-tenure track” and reorganizing the faculty categories into those that reflect existing faculty tracks: tenure track faculty, clinical/teaching/practice faculty, research faculty, associated faculty, and emeritus faculty.
 - c. Appointment types and tenure eligibility would remain the same (i.e., that clinical/teaching/practice faculty, research faculty and associated faculty are not eligible for tenure).

4. 3335-5-48.13: Creation of government affairs committee.

- a. This rule change would create a new government affairs standing committee of the University Senate.
- b. The previous version of this committee was disbanded by the University Senate in 2014.
- c. The charge of the proposed committee has a clarified purpose around internal communication: with the University Senate and its committees, with government affairs committees already standing in shared governance structures (including Undergraduate Student Government and the Council of Graduate Students); with faculty, staff and student senators; and with the Office of Government Affairs.
- d. The Office of Government Affairs and the Steering Committee of University Senate are supportive of the proposed new committee.

5. 3335-5-48.3, 3335-5-48.14, 3335-5-48.19: Membership changes to standing committees.

- a. These proposed minor revisions would revise membership rules for three standing committees of the University Senate to reflect changes in faculty categories (see 3335-5-19 above) and in administrative titles and structure.

3335-5-04: Updates to the Procedures for complaints of misconduct made against faculty members.

3335-5-04 Procedures for complaints of misconduct made against faculty members.

(A) This rule shall apply to all formal complaints of misconduct against faculty members as defined in rule 3335-5-19 (A) and (B). Complaints may be filed under this rule against any individual with a faculty appointment, including administrators who hold such appointments.

(1) Complaints about the performance of administrators in their administrative capacity must be brought pursuant to applicable rules or policies for those administrative positions; all complaints against administrators who hold faculty appointments relating to the violation of applicable law, university policies or rules, or unit governance documents (other than those related to the performance of the administrator's duties) must be brought under this rule.

(B) Complaints shall proceed under the general procedures set forth in this rule and the specific procedures set forth in the following four subsections based on the nature of the allegations.

(1) Complaints involving allegations of failure to meet faculty obligations **and complaints arising from the investigatory process set forth in the Campus Free Speech policy** shall proceed under rule 3335-5-04.1. A faculty member may be disciplined under this rule and may be terminated if the conduct constitutes serious failure to meet faculty obligations for violations established under rule 3335-5-04.1(A) **or a violation of the Campus Free Speech policy.**

(2) Complaints involving allegations of research misconduct shall proceed under rule 3335-5-04.2. A faculty member may be disciplined up to and including termination for violations established under this rule.

(3) Complaints involving allegations of sexual misconduct, workplace violence, whistleblower retaliation, discrimination, harassment, and retaliation based on protected status shall proceed under rule 3335-5-04.3. A faculty member may be disciplined up to and including termination for violations established under this rule.

(4) Complaints involving allegations of violations of applicable law, university policies or rules, or unit governance documents shall proceed under rule 3335-5-04.4, unless they fall under rules **3335-5-04.1**, 3335-5-04.2 or 3335-5-04.3. A faculty member may be disciplined under this rule, and may be terminated if the conduct constitutes grave misconduct or non-trivial financial fraud for violations established under rule 3335-5-04.4(A)(1)–(2).

(C) Conflicts:

(1) No administrator may act in their administrative capacity in the consideration of any complaint naming them as respondent. If a complaint names a department chair, school director, or a dean as respondent, the executive vice president and provost (hereinafter "provost") shall appoint an equivalent rank administrator from another department or college to perform the responsibilities of the named official under this rule. If a complaint names the provost as respondent, the president shall appoint an individual to perform the responsibilities of the provost. If a complaint names the president as respondent, the Board of Trustees shall appoint an individual to perform

the responsibilities of the president.

- (2) If any individual with responsibilities under this rule has a conflict of interest with a complainant or respondent, such that the individual stands to benefit personally or incur personal harm depending on the outcome, or otherwise has a relationship with the faculty member against whom the complaint is made (hereafter "respondent") that creates a bias, or otherwise could not fairly and impartially perform those responsibilities, the individual shall not participate in this process, and a replacement shall be named in accordance with Section (C)(1) of this rule. In the event that a member of an investigation or sanctioning committee has such a conflict, that individual shall be replaced in accordance with the applicable procedures for that committee.
- (D) If the provost determines that a faculty member's presence on campus is detrimental to the safety and well-being of the university community or university property, the provost may reassign the faculty member off campus with pay pending completion of the process set forth in this rule.
 - (E) At each step of the process, individuals with responsibilities under this rule may use informal dispute resolution to resolve the complaint to their satisfaction as well as that of the complainant and the respondent in accordance with applicable policy. The appropriateness of an informal resolution in any case will depend on the circumstances of each particular case. All such resolutions must be reported to the Office of Academic Affairs for review and approval before being finalized. In addition, reports must be made to the Office of Research (for proceedings under Faculty Rule 3335-5-04.2), or the Office of Institutional Equity or Office of Human Resources (for proceedings under Faculty Rule 3335-5-04.3) as may be applicable.
 - (F) Complainants and respondents may expressly or implicitly relinquish their rights to participate in any step of this process, including but not limited to by failing to respond to reasonable attempts to schedule required meetings, or by failing to appear for scheduled sessions. If a complainant or respondent relinquishes their rights of participation at any step, that relinquishment does not prevent that individual from exercising any rights that may be applicable at any other step of the process. To the extent not specified in this rule, complainants and respondents shall be entitled to all rights required by state and federal law that are applicable to these proceedings.
 - (G) All records of proceedings under this rule shall be maintained by the Office of Academic Affairs. Such records shall be afforded the same privacy and confidentiality afforded to comparable records of other university employees, subject to public records laws and other disclosures within and external to the university in accordance with applicable law and the need to know such information to support university operations.
 - (H) The term "day" as used in this rule means "calendar day." If the last day of a designated time period falls on a weekend or a day on which the university is closed, the time period shall expire at the close of business on the next succeeding business day.
 - (I) Complainants and respondents shall be given written notice of decisions required by this rule. Any notice shall be sent by certified mail and by email. The time period for any action to be taken after delivery of the notice shall begin to run on the date on which the notice is mailed.
 - (J) At each step of the process set forth in this rule, **a complainants and respondents** may be

accompanied by one support person of their choosing (including but not limited to personal legal counsel). Except as otherwise provided in rules 3335-5-04.1 through 3335-5-04.4 of the Administrative Code, though, such individual shall only be entitled to appear with the respondent and shall not be entitled to participate in or delay the process in any way.

(K) The timelines set forth in this rule and in rules 3335-5-04.1 through 3335-5-04.4 of the Administrative Code are mandatory. However, the provost or designee may grant defined extensions of any time period on an as-needed basis upon written request.

(L) Should a faculty member facing a complaint under this rule resign or retire from their university employment while a complaint is pending, the provost may elect in their discretion to pause the proceedings under this rule once that resignation or retirement becomes effective. If such proceedings are paused, they will resume immediately should the faculty member return to university employment at any point. However, the provost may not pause complaints of research misconduct brought under rule 3335-5-04.2 or of sexual misconduct, workplace violence, whistleblower retaliation, discrimination, harassment, and retaliation based on protected status brought under rule 3335-5-04.3 unless an investigation has been completed and a violation has been found under those processes and the only remaining issue is what sanction to impose for such violations.

3335-5-04.1 Procedures for complaints of failure to meet academic responsibilities.

(A) This rule applies to complaints made against faculty members involving their failure to meet academic responsibilities as defined in rule 3335-5-01(C) as well as complaints arising from the investigatory process set forth in the Campus Free Speech policy. A faculty member maybe disciplined for violations established under this rule, and may be disciplined up to and including termination for serious failure to meet faculty obligations or violations of the Campus Free Speech policy. For the purposes of this rule “serious failure to meet faculty obligations” is defined as conduct that reflects gross indifference or consistent failure to satisfactorily perform the faculty obligations set forth in paragraph (C) of rule 3335-5-01 of the Administrative Code. If complaints against a faculty member are brought concurrently under both 3335-5-04.1 and 3335-5-04.4, those complaints may be consolidated into one proceeding, retaining the relevant evidentiary standard for each complaint.

(B) Initial proceedings.

(1) A complaint may be filed by any student or university employee, including employees from administrative offices who are filing complaints arising out of investigations by those offices. Complaints may be filed with a chair, dean, associate dean, provost, vice provost for academic policy and faculty resources (hereinafter “vice provost”), or the president. All complaints must be referred to the vice provost for initial review in accordance with this rule.

(2) The complaint shall be set forth in writing and shall state facts to support an allegation that a faculty member has failed to meet their academic responsibilities.

i. The vice provost shall review every complaint to determine whether the complaint presents an actionable violation and that the complaint is not clearly retaliatory or abusive in nature. If the vice provost is named as a respondent, the provost shall identify a designee. If the vice provost determines that a complaint either does not allege a violation that can be addressed under this rule or was filed for clearly retaliatory or abusive

purposes, the vice provost must consult with the complainant within seven days of filing to clarify the nature of the complaint. The vice provost may dismiss such a complaint within seven days of consulting with the complainant if it cannot be addressed under this rule or is clearly retaliatory or abusive in nature. This determination does not prohibit referral of a complaint filed under this rule to another applicable university process.

1. The complainant may appeal this dismissal in writing to the provost within seven days of this decision. Upon receiving such an appeal, the provost may either reinstate the complaint or dismiss it, and that decision is final. The provost must issue a decision within fourteen days of receiving such an appeal.
- ii. If the vice provost determines that the complaint should proceed or if the complaint is reinstated by the provost, the vice provost shall furnish a copy of the complaint to the respondent and shall refer it to the respondent's department chair for a probable cause review in accordance with section (C) of this rule.
 1. If the faculty member's department chair is the complainant or respondent, the complaint shall be referred to the faculty member's dean for the initial probable cause review.
 2. For the purposes of this provision, the term "department chair" shall include school directors, and deans of colleges without departments, ~~and regional campus deans and directors.~~ For regional campus faculty, the campus dean or director shall serve as the department chair for the probable cause review. If the complaint is filed by the regional campus dean or director, the college dean shall serve as the regional campus dean or director for the probable cause review.
- (3) Only allegations stated in the complaint shall be considered at the various stages of deliberation. However, additional facts relevant to the allegations set forth in the complaint may be presented throughout the process.

(C) Probable cause review.

- (1) The department chair shall review the allegations in the complaint and discuss the matter with the complainant and the respondent to determine whether there is probable cause to believe that the allegations are true. ~~The department chair may have another administrator present in discussions with the complainant and respondent as they evaluate probable cause.~~
- (2) If the department chair determines that there is not probable cause to believe that the allegations are true, the chair shall dismiss the complaint.
 - i. If the complaint is dismissed, the complainant may appeal the dismissal to the dean. The appeal must be in writing and filed with the dean within twenty-one days after the notice of the chair's decision was mailed. Upon receiving such an appeal, the dean may either reinstate the complaint and refer it to the college investigation and sanctioning committee or dismiss it, and such a dismissal is final. The dean must issue a decision within thirty

days after receiving such an appeal.

- (3) If the department chair determines that there is probable cause to believe that the allegations are true, the department chair shall refer the matter to the college investigation and sanctioning committee unless the department chair completes an informal resolution in accordance with rule 3335-5-04(E).
- (4) The department chair shall complete this process within fourteen days.

(D) College investigation and sanctioning committee.

- (1) Each college shall appoint a college investigation and sanctioning committee, which shall fulfill the responsibilities set forth in this section. The committee shall be all tenured faculty or a majority of tenured faculty if including clinical/teaching/practice faculty who are non-probationary associate professors or professors. A college may include faculty members from other colleges on its committee.
- (2) Upon receipt of a referral of a complaint from the department chair, the committee shall meet with the complainant and the respondent and shall review any documentary evidence provided by these parties. The respondent shall be given copies of any documentary evidence provided to the committee as part of the investigation and be given an opportunity to respond to all such documentation. The committee shall have the authority to gather information relevant to the complaint, including by interviewing individuals other than the complainant and respondent as the committee sees fit or as recommended by the complainant or respondent. The committee shall strive to maintain confidentiality in the proceedings.
- (3) At the conclusion of the investigation, the committee shall prepare a preliminary report that identifies the proposed findings of fact, a conclusion as to whether a violation occurred under the clear and convincing evidence standard, and if so whether the conduct rose to the level of serious failure to meet faculty obligations as defined in rule 3335-5-04.1(A). The committee shall provide that document to both the complainant and respondent for review. Each party shall have seven days to respond and to identify any alleged errors or omissions in the findings.
- (4) Following review of any comments by the parties, the committee shall thereafter make any modifications to the report that it deems appropriate and issue a final report. If the committee concludes that a violation occurred, the committee shall include its proposed sanction in the final report.
- (5) In evaluating sanctions, the committee shall consider the totality of the circumstances, including aggravating and mitigating factors.
 - i. Aggravating factors may include, but are not limited to:
 - a. the significance and impact of the faculty member's failure to meet academic responsibilities if serious failure is found **or of their violation of the Campus Free Speech policy**;
 - b. the strength of the evidence presented;
 - c. whether the respondent has previously been found to have engaged in misconduct;

- d. whether the respondent's conduct caused injury or harm to another individual, university property, or the university's reputation; and
 - e. whether the respondent had received prior warnings about engaging in the conduct at issue.
 - ii. Mitigating factors may include, but are not limited to:
 - a. the conduct at issue did not cause injury or harm to another individual, university property, or the university's reputation; and
 - b. the respondent accepted responsibility for the misconduct.
- (6) The committee shall have the authority to recommend sanctions as it sees fit as long as the sanctions are commensurate with the nature of the complaint and the committee's analysis of any aggravating and mitigating factors. Sanctions may be of a discrete or continuing nature, but sanctions of a continuing nature must specify the period of time in which they are applicable. Sanctions may include, but are not limited to the following, and may further include a combination of sanctions:

- i. Verbal reprimand;
- ii. Written reprimand;
- iii. Mandatory **training and professional development counseling** or other rehabilitation;
- iv. Restrictions on duties or privileges;
- v. Restriction of access to university property or services;
- vi. Reduction of salary base;
- vii. Reduction of twelve-month appointment to nine-month appointment;
- viii. Reduction of full-time equivalent (FTE) appointment;
- ix. Reduction of rank;
- x. Revocation of tenure;
- xi. Termination of employment due to serious failure to meet faculty obligations.

- (7) The committee shall complete its investigation and submit its report to the respondent's dean within forty-five days.

(E) Decision by the dean.

- (1) After reviewing the report and recommendation of the college investigation and sanctioning committee, the dean may:

- i. Dismiss the complaint if the committee did not find a violation;
 - ii. Impose the committee's proposed sanction;
 - iii. Impose what would reasonably be interpreted as an equivalent or lesser sanction; or
 - iv. Increase the sanction if the committee determined that the respondent engaged in a serious failure to meet faculty obligations.
- (2) The dean shall make a decision in twenty-one days. The final report of the college investigation and sanctioning committee and the dean's decision shall be sent to the complainant and the respondent.

(3) Appeals:

- i. The dean's decision shall be final in all cases in which the sanction imposed is a verbal reprimand, a written reprimand, or mandatory counseling or training, but a respondent may place a response to this sanction in their primary personnel file.
- ii. If the dean imposes any other sanction except for revocation of tenure or termination of employment, the respondent shall have the right to **appeal in** writing to the provost.
- iii. If the dean imposes a sanction that revokes tenure or terminates employment, the matter shall be automatically appealed to the provost.
- iv. In all appeals, whether discretionary or automatic, the respondent may identify their position on the case in writing to the provost. All such submissions and all discretionary appeals must be filed within fourteen days after notice of the dean's decision was mailed.

(F) Review of appeals by the provost.

- (1) After reviewing the record of a case appealed by a respondent or referred by the dean, the provost may:
 - i. Affirm the dean's sanction;
 - ii. Impose what would reasonably be interpreted as an equivalent or lesser sanction to the dean's sanction;
 - iii. Increase the sanction; or
 - iv. In the event that the provost determines that substantial new evidence exists (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct) or there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent, the provost shall return the case back to a

previous step of the process for further proceedings as appropriate.

- (2) The provost shall make a decision within fourteen days of receiving materials from the dean and respondent as applicable.
- (3) If the provost affirms the dean's decision to terminate employment, or imposes or upholds a sanction set forth in section (D)(6)(vii) through (xi) of this rule, the respondent may appeal to the faculty hearing committee. In all other cases, the provost's decision shall be final.
- (4) An appeal by the respondent must be in writing and must be filed with the faculty hearing committee within fourteen days after notice of the provost's decision was mailed.

(G) The faculty hearing committee.

- (1) Within fourteen days of receipt of an appeal from a respondent, the faculty hearing committee established by rule 3335-5-48.10 shall convene a hearing panel to consider the appeal and to provide a recommendation to the president regarding the appropriate action. The respondent and the provost or designee may each make one peremptory challenge to the seating of one person on the hearing panel and one peremptory challenge to the selection of a presiding officer.
- (2) The parties to this hearing shall be the respondent and the provost, or designee.
- (3) The hearing panel may restrict the attendance of persons at the proceedings. However, the respondent and the provost shall have the right to have one observer of their choosing present at all times.
- (4) The provost, or designee, shall present the case to the hearing panel. In presenting the case, the provost may be advised and represented by the general counsel, or designee. The provost shall have the right to present witnesses and evidence and to examine witnesses and evidence presented by the respondent.
- (5) Respondents shall have the right to represent themselves or to be represented by legal counsel or any other person of their choice. The respondent shall have the right to examine the witnesses and evidence presented against them in the hearing, to present witnesses and evidence on their own behalf, and to refuse to testify or be questioned in the proceedings without prejudice to their cause.
- (6) The hearing panel shall receive testimony and other evidence as it deems relevant and material to the issues appealed, and may decline to receive evidence presented by the provost or the respondent that is not material and relevant to the appeal.
- (7) The hearing panel will not be bound by the findings of the college investigation and sanctioning committee or the provost.
- (8) An electronic recording shall be kept of all proceedings at a hearing panel. The recording shall be conveyed by the chair of the faculty hearing committee to the Office of Academic Affairs.
- (9) At the conclusion of the proceedings, the hearing panel shall make written

conclusions with respect to each substantive issue raised, including but not limited to:

- i. appropriateness of the sanction, and, if found to be inappropriate, the faculty hearing committee's recommended sanction in accordance with the factors set forth in section (D)(5) of this rule.
 - ii. conflict of interest, procedural error, or substantial new evidence.
 - iii. findings of the college investigation committee.
- (10) The faculty hearing committee's report, together with a recording of the proceedings, shall be transmitted to the president, provost, and respondent within sixty days of the date that the final hearing panel is convened.

(H) The president.

- (1) Upon receipt of the written recommendation and a record of the proceedings from a hearing panel, the president shall review the matter. The president may:
 - i. Impose any sanction less than termination of employment whether or not it accords with the recommendation of the hearing panel;
 - ii. Recommend to the board of trustees termination of employment for cases of serious failure to meet faculty obligations **or a violation of the Campus Free Speech policy** on such terms and conditions as the president may deem advisable;
 - iii. Remand the case to the hearing panel for reconsideration; or
 - iv. In the event that the president determines that substantial new evidence exists (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct) or there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent, the president shall return the case back to a previous step as appropriate.
- (2) The president's decision on all sanctions less than termination of employment is final.
- (3) Any decision of the president shall be communicated in writing to the hearing panel, the provost, and the respondent.
- (4) The president shall make a decision within thirty days.

(I) Board of trustees.

- (1) The board of trustees, in reviewing and deciding upon a case in which termination of employment has been recommended, has the ultimate authority to take that action necessary to promote the best interest of the university and to protect the rights of the individual. In such cases, the board shall have the discretion to decide whether the respondent has an opportunity to present to it arguments in writing, or in person, or both.

3335-5-04.2 Procedures for complaints of research misconduct made against faculty members.

- (A) This rule applies to complaints involving research misconduct made against faculty members. A faculty member may be disciplined up to and including termination for violations established under this rule. Research misconduct is defined in rule 3335-13- 08 and the Research Misconduct policy.
- (B) Preliminary assessment and inquiry.
 - (1) Complaints alleging research misconduct must be filed with or referred to the Office of Research.
 - (2) The Office of Research shall ensure that a preliminary assessment is performed in accordance with the Research Misconduct policy to determine whether the complaint alleges research misconduct as defined in the policy and is sufficiently credible and specific so that research misconduct may be identified.
 - (3) If the preliminary assessment concludes that the allegations in the complaint meet the definition of research misconduct and are sufficiently credible and specific so that potential evidence of research misconduct may be identified, the Office of Research shall proceed to an inquiry review in accordance with the Research Misconduct policy to determine whether the allegations have sufficient substance to warrant an investigation.
 - (4) If the inquiry concludes that the allegations have sufficient substance and that an investigation is warranted in accordance with the Research Misconduct policy, an investigation shall be initiated as set forth in section (C) of this rule. All other procedural steps, including but not limited to appeals, shall be performed in accordance with the Research Misconduct policy.
 - (5) In both the preliminary assessment and inquiry steps, complainants and respondents shall be afforded procedural rights, including but not limited to the rights to review documentary evidence, submit evidence, be accompanied by an advisor, review and file a written response to reports, and make appeals, as specifically defined in the Research Misconduct policy.
- (C) Investigation and sanctioning.
 - (1) If a complaint is referred for investigation, the Office of Research shall convene an investigation and sanctioning committee consisting of a minimum of three voting members from the Research Integrity Standing Committee in accordance with the Research Misconduct policy.
 - (2) The committee shall examine all the documentation and conduct formal interviews, when possible, of the respondent, the complainant, and others who may have information relevant to the complaint, but shall strive to maintain the confidentiality of the proceedings.
 - (3) The respondent shall be given copies of any documentary evidence provided to the committee as part of the investigation and be given an opportunity to respond to all such documentation.
 - (4) At the conclusion of the investigation, the committee shall prepare a preliminary report in accordance with this rule and the Research Misconduct policy. Findings and conclusions shall be based on the preponderance of the evidence standard. The respondent shall

have fourteen days to respond and to identify any alleged errors or omissions in the preliminary report.

(5) In evaluating sanctions, the committee shall consider the totality of the circumstances, including aggravating and mitigating factors.

- i. Aggravating factors may include, but are not limited to:
 1. the degree to which the respondent's conduct was flagrant, egregious, or willful;
 2. the significance and impact of the faculty member's failure to meet academic responsibilities if relevant;
 3. the strength of the evidence presented;
 4. whether the respondent has previously been found to have engaged in misconduct;
 5. whether the respondent's conduct caused injury or harm to another individual, university property, or the university's reputation; and
 6. whether the respondent had received prior warnings about engaging in the conduct at issue.
- ii. Mitigating factors may include, but are not limited to:
 1. the conduct at issue did not cause injury or harm to another individual, university property, or the university's reputation; and
 2. the respondent accepted responsibility for the misconduct.

(6) The committee shall have the authority to recommend sanctions as it sees fit as long as the sanctions are commensurate with the nature of the complaint and the committee's analysis of any aggravating and mitigating factors. Sanctions may be of a discrete or continuing nature, but sanctions of a continuing nature must specify the period of time in which they are applicable. Sanctions may include, but are not limited to the following, and may include a combination of sanctions:

- i. Verbal reprimand;
- ii. Written reprimand;
- iii. Mandatory counseling or other rehabilitation;
- iv. Reimbursement for damages to or destruction of university property, or for misuse or misappropriation of university property, services or funds;
- v. Restrictions on duties or privileges;
- vi. Restriction of access to university property or services;

- vii. Reduction of salary base;
- viii. Reduction of twelve-month appointment to nine-month appointment;
- ix. Reduction of full-time equivalent (FTE) appointment;
- x. Reduction of rank;
- xi. Revocation of tenure;
- xii. Termination of employment.

(7) After receipt of any comments from the respondent, the committee shall complete its investigation and submit its final report to the Deciding Official set forth in the Research Misconduct policy in accordance with that policy. If the committee concludes that research misconduct occurred, the respondent shall have the right to submit an appeal of that decision to the Deciding Official in accordance with the Research Misconduct policy.

- i. If a finding of research misconduct is confirmed following review of the report and any appeals by the Deciding Official, the case shall be referred to the respondent's dean for further proceedings under section (D) of this rule. If no finding of research misconduct is made following such review, the case shall be dismissed.

(D) Decision by the dean.

(1) After reviewing the report and recommendation of the investigation and sanctioning committee, the dean may:

- i. Uphold the committee's proposed sanction;
- ii. Impose what would reasonably be interpreted as an equivalent or lesser sanction; or
- iii. Increase the sanction.

(2) The dean shall make a decision in twenty-one days. The final report of the investigation and sanctioning committee and the dean's decision shall be sent to the complainant, if any identified, and the respondent.

(3) Appeals:

- i. The dean's decision shall be final in all cases in which the sanction imposed is a verbal reprimand, a written reprimand, or mandatory counseling or training.
- ii. If the dean imposes any other sanction except for revocation of tenure or termination of employment, the respondent shall have the right to appeal in writing to the provost for review.
- iii. If the dean imposes a sanction that revokes tenure or terminates employment, the matter shall be automatically appealed to the provost.

- iv. In all appeals, whether discretionary or automatic, the respondent may identify their position on the case in writing to the provost. All such submissions and all discretionary appeals must be filed within fourteen days after notice of the dean's decision was mailed.

(E) Review of appeals by the provost.

- (1) After reviewing the record of a case appealed by a respondent or referred by the dean, the provost may:
 - i. Affirm the dean's sanction;
 - ii. Impose what would reasonably be interpreted as an equivalent or lesser sanction to the dean's sanction;
 - iii. Increase the sanction; or
 - iv. In the event that the provost determines that substantial new evidence exists (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct) or there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent, the provost shall return the case back to a previous step of the process for further proceedings as appropriate.
- (2) The provost shall make a decision within fourteen days of receiving materials from the dean and respondent as applicable.
- (3) If the provost affirms the dean's decision to terminate employment, or imposes or upholds a sanction set forth in section (C)(6)(vii) through (xii) of this rule, the respondent may appeal to the faculty hearing committee. In all other cases, the provost's decision shall be final.
- (4) An appeal by the respondent must be in writing and must be filed with the faculty hearing committee within fourteen days after notice of the provost's decision was mailed. Appeals to the faculty hearing committee shall be limited to one or more of the following grounds:
 - i. the sanction is disproportionate to the violations committed in view of the aggravating and mitigating factors;
 - ii. substantial new evidence has been discovered (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct); or
 - iii. there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent.

(F) The faculty hearing committee.

- (1) Within fourteen days of receipt of an appeal from a respondent the faculty hearing committee established by rule 3335-5-48.10 shall convene a hearing panel to consider the

complaint and to provide a recommendation to the president regarding the appropriate action to be imposed. The respondent and the provost or designee may each make one peremptory challenge to the seating of one person on the hearing panel and one peremptory challenge to the selection of a presiding officer.

- (2) The parties to this hearing shall be the respondent and the provost, or designee.
 - (3) The hearing panel may restrict the attendance of persons at the proceedings. However, the respondent and the provost shall have the right to have one observer of their choosing present at all times.
 - (4) The provost, or designee, shall present the case to the hearing panel. In presenting the case, the provost may be advised and represented by the general counsel, or designee. The provost shall have the right to present witnesses and evidence and to examine witnesses and evidence presented by the respondent.
 - (5) Respondents shall have the right to represent themselves or to be represented by legal counsel or any other person of their choice. The respondent shall have the right to examine the witnesses and evidence presented against them in the hearing, to present witnesses and evidence on their own behalf, and to refuse to testify or be questioned in the proceedings without prejudice to their cause.
 - (6) The hearing panel shall receive testimony and other evidence as it deems relevant and material to the issues appealed, and may decline to receive evidence presented by the provost or the respondent that is not material and relevant to the appeal.
 - (7) An electronic recording shall be kept of all proceedings at a hearing panel. The recording shall be conveyed by the chair of the faculty hearing committee to the Office of Academic Affairs.
 - (8) At the conclusion of the proceedings, the hearing panel shall make separate written conclusions with respect to each substantive issue raised at the hearing.
 - i. If the respondent challenges the appropriateness of the sanction, the faculty hearing committee shall **recommend a sanction and provide its rationale for doing so** ~~set forth what their recommended sanction is~~ in accordance with the factors set forth in section (C)(5) of this rule.
 - ii. If the respondent alleges conflict of interest, procedural error, or substantial new evidence, the faculty hearing committee shall set forth what their conclusions are and whether they believe that further proceedings are appropriate.
 - (9) The faculty hearing committee's report, together with a recording of the proceedings, shall be transmitted to the president, provost, and respondent within sixty days of the date that the final hearing panel is convened.
- (G) The president.
- (1) Upon receipt of the written recommendation and a record of the proceedings from a hearing panel, the president shall review the matter. The president may:
 - (a) Impose any sanction less than termination of employment whether or not it accords with the recommendation of the hearing panel;

- (b) Recommend to the board of trustees termination of employment on such terms and conditions as the president may deem advisable;
 - (c) Remand the case to the hearing panel for reconsideration; or
 - (d) In the event that the president determines that substantial new evidence exists (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct) or there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent, the president shall return the case back to a previous step of the process for further proceedings as appropriate.
- (2) The president's decision on all sanctions less than termination of employment is final.
 - (3) Any decision of the president shall be communicated in writing to the hearing panel, the provost, and the respondent.
 - (4) The president shall make a decision within thirty days.
- (H) Board of trustees.
- (1) The board of trustees, in reviewing and deciding upon a case in which termination of employment has been recommended, has the ultimate authority to take that action necessary to promote the best interest of the university and to protect the rights of the individual. In such cases, the board shall have the discretion to decide whether the respondent has an opportunity to present to it arguments in writing, or in person, or both.

3335-5-04.3 Procedures for complaints of sexual misconduct, workplace violence, whistleblower retaliation, and protected class discrimination, harassment, and retaliation made against faculty members.

- (A) This rule applies to complaints made against faculty members involving sexual misconduct, workplace violence, whistleblower retaliation, and protected class discrimination, harassment, and retaliation as defined in applicable university policies. A faculty member may be disciplined up to and including termination for violations established under this rule.
- (B) Initial proceedings.
 - (1) Complaints of sexual misconduct and protected class discrimination, harassment, and retaliation must be filed with or referred to the Office of Institutional Equity, and complaints of workplace violence and whistleblower retaliation separate from protected class or sexual misconduct must be filed with or referred to the Office of Human Resources.
 - (2) The applicable office shall perform a preliminary assessment to determine whether the complaint warrants further investigation, whether an informal resolution would be appropriate, whether the matter should be referred to a different university office or process, or whether the matter should be closed and not proceed further in the process.
 - (3) If the applicable office determines that further investigation is warranted and that an informal resolution is not appropriate at that stage in the process, it shall notify the complainant and respondent of its decision to pursue an investigation and shall assign an investigator to investigate the complaint.

(C) Investigation determinations.

(1) Complaints of sexual misconduct pursuant to Title IX of the Education Amendments Act of 1972 and implementing regulations shall be investigated pursuant to the procedures set forth in the university Sexual Misconduct policy. All findings of misconduct shall be referred to the university sanctioning committee for a recommendation for sanctions only in accordance with Section D of this rule.

(2) For all other complaints subject to this rule:

- i. The investigator shall perform the investigation in accordance with applicable university policy and shall meet with both the complainant and respondent and review any documentary evidence provided by these parties. The investigator shall have the authority to gather information relevant to the complaint, including through interviewing individuals other than the complainant and respondent as the investigator sees fit or as recommended by the complainant and respondent, but shall otherwise strive to maintain confidentiality in the proceedings.
- ii. The parties shall receive all of the rights set forth in the applicable policy, and shall further have the right to receive the policies, standards, and procedures applicable to the investigation.
- iii. The parties shall be given the ability to review copies of any documentary evidence that is provided to the investigator as part of the investigation and is relevant to the substance of the complaint. Parties shall have the ability to respond to all such documents during the investigation, and the ability to suggest witnesses who may be contacted as part of the investigation within the investigator's discretion.
- iv. When fact gathering is complete, the investigator shall prepare a written investigative summary (preliminary report) that identifies the relevant and material facts in the case. The investigator shall provide that document to both the complainant and respondent for review. Each party shall have fourteen days to respond and to identify any alleged errors or omissions in the investigative summary.
- v. Following review of any comments by the parties, the investigator shall thereafter make any modifications to the report that the investigator deems appropriate and issue a final report that will include the summary of the facts gathered, analysis of the allegations, and findings as to whether the applicable policy was violated under the preponderance of the evidence standard. If a violation is found, this report shall be provided to the university sanctioning committee to determine the appropriate sanction. If no violation is found, the complaint shall be dismissed.

(D) The university sanctioning committee.

(1) The university sanctioning committee is responsible for determining what sanction to recommend for a policy violation.

- i. The university sanctioning committee shall consist of fifteen tenured

members of the faculty selected by the executive committee of faculty council from at least eight different Colleges and regional campuses. Each member of the university sanctioning committee must receive required training before serving on the panel. Each selected person shall serve a three-year term followed by a one-year term as an alternate member. A chair shall be elected from the membership in the spring for a one-year term, starting during the subsequent summer session.

- ii. The chair shall select three members of the committee to sit on each sanctioning panel. **The chair of the committee may sit on the panel as an observer.** Panelists may not be drawn from the complainant's or respondent's tenure initiating unit, as may be applicable. Alternates may be assigned to university sanctioning panels at the chair's discretion.
- (2) Upon receipt of the investigation report, the **committee sanctioning panel** shall meet with the investigator to discuss the investigation and findings, and may request clarification on any aspect of the investigation process. The committee shall also offer both the complainant and the respondent the opportunity to meet with the committee to present their views as to an appropriate sanction.
- (3) In evaluating sanctions, the **investigation and sanctioning panel committee** shall consider the totality of the circumstances, including aggravating and mitigating factors.
 - i. Aggravating factors may include, but are not limited to:
 - a. the degree to which the respondent's conduct was flagrant, egregious, or willful;
 - b. the strength of the evidence presented;
 - c. whether the respondent has previously been found to have engaged in misconduct;
 - d. whether the respondent's conduct caused injury or harm to another individual, university property, or the university's reputation; and
 - e. whether the respondent had received prior warnings about engaging in the conduct at issue.
 - ii. Mitigating factors may include, but are not limited to:
 - a. the conduct at issue did not cause injury or harm to another individual, university property, or the university's reputation; and
 - b. the respondent accepted responsibility for the misconduct.
- (4) The committee shall have the authority to recommend sanctions as it sees fit as long as the sanctions are commensurate with the nature of the complaint and the committee's analysis of any aggravating and mitigating factors. Sanctions may be of a discrete or continuing nature, but sanctions of a continuing nature must specify the period of time in which they are applicable. Sanctions may include, but are not limited to the following, and may further include a combination of sanctions:

- i. Verbal reprimand;
- ii. Written reprimand;
- iii. Mandatory counseling or other rehabilitation;
- iv. Reimbursement for damages to or destruction of university property, or for misuse or misappropriation of university property, services or funds;
- v. Restrictions on duties or privileges;
- vi. Restriction of access to university property or services;
- vii. Reduction of salary base;
- viii. Reduction of twelve-month appointment to nine-month appointment;
- ix. Reduction of full-time equivalent (FTE) appointment;
- x. Reduction of rank;
- xi. Revocation of tenure;
- xii. Termination of employment.

(5) For sexual misconduct complaints under Title IX, the committee shall reach its sanction decision within thirty days. This sanction decision shall be incorporated into the findings in accordance with the university Sexual Misconduct policy, and a written determination containing the combined findings and recommended sanction shall be issued. The complainant and respondent shall have equal rights to appeal the written determination to the provost for review in accordance with Section (F) of this rule and shall not be reviewed by the respondent's dean under Section (E) of this rule. All appeals must be in writing and be filed within fourteen days after the written determination is issued. The appeal shall be on the grounds for appeal permitted by the Sexual Misconduct policy and in accordance with the procedures provided by that policy.

(6) For all other complaints under this rule, the committee shall complete its review and submit its report to the respondent's dean within thirty days.

(E) Decision by the dean.

(1) For all complaints under this rule except sexual misconduct complaints under Title IX, the dean may, after reviewing the report and recommendation of the university sanctioning committee:

- i. Uphold the committee's proposed sanction;
- ii. Impose what would reasonably be interpreted as an equivalent or lesser sanction; or
- iii. Increase the sanction.

(2) The dean shall make a decision in twenty-one days. The final report of the university sanctioning committee and the dean's decision will be sent to the complainant and the

respondent.

(3) Appeals:

- i. The dean's decision shall be final in all cases in which the sanction imposed is a verbal reprimand, a written reprimand, or mandatory counseling or training.
- ii. If the dean imposes any other sanction except for revocation of tenure or termination of employment, the respondent shall have the right to appeal in writing to the provost for review.
- iii. If the dean imposes a sanction that revokes tenure or terminates employment, the matter shall be automatically appealed to the provost.
- iv. In all appeals, whether discretionary or automatic, the respondent may identify their position on the case in writing to the provost. All such submissions and all discretionary appeals must be filed within fourteen days after notice of the dean's decision was mailed.

(F) Review of appeals by the provost.

(1) After reviewing the record of a case upon appeal or upon referral by the dean, the provost may:

- i. Affirm the dean's sanction or the sanction imposed by the university sanctioning committee for sexual misconduct complaints under Title IX;
- ii. Impose what would reasonably be interpreted as an equivalent or lesser sanction to the sanction;
- iii. Increase the sanction; or
- iv. In the event that the provost determines that substantial new evidence exists (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct) or there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent, the provost shall return the case back to a previous step of the process for further proceedings as appropriate.

(2) The provost shall make a decision within fourteen days of receiving materials from the dean, respondent or complainant as applicable. Complainant and respondent shall each have the right to respond to a filing by the other party.

(3) For complaints of sexual misconduct under Title IX, the provost's decision shall be final.

(4) For all other complaint subject to this rule:

- a. If the provost affirms the dean's decision to terminate employment, or imposes or upholds a sanction set forth in section (D)(4)(vii) through (xii) of this rule, the respondent may appeal to the faculty hearing committee. In all other cases, the provost's decision shall be final.

- (5) An appeal by the respondent must be in writing and must be filed with the faculty hearing committee within fourteen days after notice of the provost's decision was mailed. Appeals to the faculty hearing committee shall be limited to one or more of the following grounds:
- i. the sanction is disproportionate to the violations committed in view of the aggravating and mitigating factors;
 - ii. substantial new evidence has been discovered (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct); or
 - iii. there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent.

(G) The faculty hearing committee.

- (1) Within fourteen days of receipt of an appeal from a respondent, the faculty hearing committee established by rule 3335-5-48.10 shall convene a hearing panel to consider the complaint and to provide a recommendation to the president regarding the appropriate action to be imposed. The respondent and the provost or designee may each make one peremptory challenge to the seating of one person on the hearing panel and one peremptory challenge to the selection of a presiding officer.
- (2) The parties to this hearing shall be the respondent and the provost, or designee.
- (3) The hearing panel may restrict the attendance of persons at the proceedings. However, the respondent and the provost shall have the right to have one observer of their choosing present at all times.
- (4) The provost, or designee, shall present the case to the hearing panel. In presenting the case, the provost may be advised and represented by the general counsel, or designee. The provost shall have the right to present witnesses and evidence and to examine witnesses and evidence presented by the respondent.
- (5) Respondents shall have the right to represent themselves or to be represented by legal counsel or any other person of their choice. The respondent shall have the right to examine the witnesses and evidence presented against them in the hearing, to present witnesses and evidence on their own behalf, and to refuse to testify or be questioned in the proceedings without prejudice to their cause.
- (6) The hearing panel shall receive testimony and other evidence as it deems relevant and material to the issues appealed, and may decline to receive evidence presented by the provost or the respondent that is not material and relevant to the appeal. However, in all proceedings, the hearing panel shall afford complainants equal rights to participate in any proceeding and the ability to present a response to the respondent's claims as applicable.
- (7) An electronic recording shall be kept of all proceedings at a hearing panel. The recording shall be conveyed by the chair of the faculty hearing committee to the Office of Academic Affairs.
- (8) At the conclusion of the proceedings, the hearing panel shall make separate written conclusions with respect to each substantive issue raised at the hearing.

- i. If the respondent challenges the appropriateness of the sanction, the faculty hearing committee shall set forth what their recommended sanction is in accordance with the factors set forth in section (D)(3) of this rule.
- ii. If the respondent alleges conflict of interest, procedural error, or substantial new evidence, the faculty hearing committee shall set forth what their conclusions are and whether they believe that further proceedings are appropriate.

(9) The faculty hearing committee's report, together with a recording of the proceedings, shall be transmitted to the president, provost, and respondent within sixty days of the date that the final hearing panel is convened.

(H) The president.

(1) Upon receipt of the written recommendation and a record of the proceedings from a hearing panel, the president shall review the matter. The president may:

- i. Impose any sanction less than termination of employment whether or not it accords with the recommendation of the hearing panel;
- ii. Recommend to the board of trustees termination of employment on such terms and conditions as the president may deem advisable;
- iii. Remand the case to the hearing panel for reconsideration; or
- iv. In the event that the president determines that substantial new evidence exists (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct) or there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent, the president shall return the case back to a previous step of the process for further proceedings as appropriate.

2. The president's decision on all sanctions less than termination of employment is final.

3. Any decision of the president shall be communicated in writing to the hearing panel, the provost, and the respondent.

4. The president shall make a decision within thirty days.

(I) Board of trustees.

(1) The board of trustees, in reviewing and deciding upon a case in which termination of employment has been recommended, has the ultimate authority to take that action necessary to promote the best interest of the university and to protect the rights of the individual. In such cases, the board shall have the discretion to decide whether the respondent has an opportunity to present to it arguments in writing, or in person, or both.

3335-5-04.4 Procedures for complaints of misconduct and other violations of applicable law, university policies or rules, or governance documents made against faculty members.

(A) This rule applies to complaints made against faculty members involving misconduct and other violations of applicable law, university policies or rules, or unit governance documents that do not otherwise fall under rules 3335-5-04.1, 3335-5-04.2, or 3335-04.3. **If complaints against a faculty member are brought concurrently under both 3335-5-04.1 and 3335-5-04.4, those complaints may be consolidated into one proceeding, retaining the relevant evidentiary standard for each complaint.** A faculty member may be disciplined for violations established under this rule, up to and including termination for violations constituting grave misconduct or non-trivial financial fraud. For the purposes of this rule:

- (1) "Grave misconduct" is defined as flagrant, egregious, and willful misbehavior in violation of the law or established university rules or policies.
- (2) "Nontrivial financial fraud" is defined as a deliberate act or deliberate failure to act that is contrary to law, rule, or policy so as to obtain unauthorized financial benefit from the university for oneself, one's family, or one's business associates. Nontrivial financial fraud includes, but is not limited to, misappropriation of university funds or property, authorizing or receiving compensation or reimbursement for goods not received or services not performed or hours not worked, or unauthorized alteration of financial records.

(B) Initial proceedings.

- (1) A complaint may be filed by any student or university employee, including employees from administrative offices who are filing complaints arising out of investigations by those offices. Complaints may be filed with a chair, dean, associate dean, provost, vice provost for academic policy and faculty resources (hereinafter "vice provost"), or the president. All complaints must be referred to the vice provost for initial review in accordance with this rule.
- (2) The complaint shall be set forth in writing and shall state facts to support an allegation that a faculty member has engaged in misconduct or has otherwise violated applicable law, university policies or rules, or unit governance documents.
 - i. The vice provost shall review every complaint to determine whether the complaint presents an actionable violation and that the complaint is not clearly retaliatory or abusive in nature. If the vice provost is named as a respondent, the provost shall identify a designee. If the vice provost determines that a complaint either does not allege a violation that can be addressed under this rule or was filed for clearly retaliatory or abusive purposes, the vice provost must consult with the complainant within seven days of filing to clarify the nature of the complaint. The vice provost may dismiss such a complaint within seven days of consulting with the complainant if it cannot be addressed under this rule or is clearly retaliatory or abusive in nature. This determination does not prohibit referral of a complaint filed under this rule to another applicable university process.
 - a. The complainant may appeal this dismissal in writing to the provost within seven days of this decision. Upon receiving such an appeal, the provost may either reinstate the complaint or dismiss it, and that decision is final. The provost must issue a

decision within fourteen days of receiving such an appeal.

- ii. If the vice provost determines that the complaint should proceed or if the complaint is reinstated by the provost, the vice provost shall furnish a copy of the complaint to the respondent and shall refer it to the respondent's department chair for a probable cause review in accordance with section (C) of this rule.
 - a. If the faculty member's department chair is the complainant or respondent, the complaint shall be referred to the faculty member's dean for the initial probable cause review.
 - b. For the purposes of this provision, the term "department chair" includes school directors, deans of colleges without departments, and regional campus deans and directors.

(3) Only allegations stated in the complaint shall be considered at the various stages of deliberation. However, additional facts relevant to the allegations set forth in the complaint may be presented throughout the process.

(C) Probable cause review.

- (1) The department chair shall review the allegations in the complaint and discuss the matter with the complainant and the respondent to determine whether there is probable cause to believe that the allegations are true.
- (2) If the department chair determines that there is not probable cause to believe that the allegations are true, the chair shall dismiss the complaint.
 - i. If the complaint is dismissed, the complainant may appeal the dismissal to the dean. The appeal must be in writing and filed with the dean within twenty-one days after the notice of the chair's decision was mailed. Upon receiving such an appeal, the dean may either reinstate the complaint and refer it to the college investigation and sanctioning committee or dismiss it, and such a dismissal is final. The dean must issue a decision within thirty days after receiving such an appeal.
- (3) If the department chair determines that there is probable cause to believe that the allegations are true, the department chair shall refer the matter to the college investigation and sanctioning committee unless the department chair completes an informal resolution in accordance with rule 3335-5-04(E).
- (4) The department chair shall complete this process within fourteen days.

(D) College investigation and sanctioning committee.

- (1) Each college shall appoint a college investigation and sanctioning committee, which shall fulfill the responsibilities set forth in this section. The committee shall be all tenured faculty or a majority of tenured faculty if including clinical/teaching/practice faculty who are non-probationary associate professors or professors. A college may include faculty members from other colleges on its committee.
- (2) Upon receipt of a referral of a complaint from the department chair, the committee shall

meet with the complainant and the respondent and shall review any documentary evidence provided by these parties. The respondent shall be given copies of any documentary evidence provided to the committee as part of the investigation and be given an opportunity to respond to all such documentation. The committee shall have the authority to gather information relevant to the complaint, including through seeking to interview individuals other than the complainant and respondent as the committee sees fit or as recommended by the complainant and respondent. The committee shall strive to maintain confidentiality in the proceedings.

- (3) At the conclusion of the investigation, the committee shall prepare a preliminary report that identifies the proposed findings of fact, a conclusion as to whether a violation occurred under the preponderance of the evidence standard, and if so whether the conduct rose to the level of grave misconduct or non-trivial financial fraud as defined in rule 3335-5-04.1(A)(1)(i)–(iii). The committee shall provide that document to both the complainant and respondent for review. Each party shall have seven days to respond and to identify any alleged errors or omissions in the findings.
- (4) Following review of any comments by the parties, the committee shall thereafter make any modifications to the report that it deems appropriate and issue a final report. If the committee concludes that a violation occurred, the committee shall include its proposed sanction in the final report.
- (5) In evaluating sanctions, the committee shall consider the totality of the circumstances, including aggravating and mitigating factors.
 - i. Aggravating factors may include, but are not limited to:
 - a. the degree to which the respondent's conduct was flagrant, egregious, or willful if grave misconduct is found;
 - b. the significance and impact of the faculty member's ~~misconduct failure to meet academic responsibilities if serious failure to meet faculty obligations is found;~~
 - c. the degree and impact of the fraud if non-trivial financial fraud is found;
 - d. the strength of the evidence presented;
 - e. whether the respondent has previously been found to have engaged in misconduct;
 - f. whether the respondent's conduct caused injury or harm to another individual, university property, or the university's reputation; and
 - g. whether the respondent had received prior warnings about engaging in the conduct at issue.
 - ii. Mitigating factors may include, but are not limited to:
 - a. the conduct at issue did not cause injury or harm to another individual, university property, or the university's reputation; and

b. the respondent accepted responsibility for the misconduct.

(6) The committee shall have the authority to recommend sanctions as it sees fit as long as the sanctions are commensurate with the nature of the complaint and the committee's analysis of any aggravating and mitigating factors. Sanctions may be of a discrete or continuing nature, but sanctions of a continuing nature must specify the period of time in which they are applicable. Sanctions may include, but are not limited to the following, and may further include a combination of sanctions:

- i. Verbal reprimand;
- ii. Written reprimand;
- iii. Mandatory counseling or other rehabilitation;
- iv. Reimbursement for damages to or destruction of university property, or for misuse or misappropriation of university property, services or funds;
- v. Restrictions on duties or privileges;
- vi. Restriction of access to university property or services;
- vii. Reduction of salary base;
- viii. Reduction of twelve-month appointment to nine-month appointment;
- ix. Reduction of full-time equivalent (FTE) appointment;
- x. Reduction of rank;
- xi. Revocation of tenure;
- xii. Termination of employment in cases of grave misconduct or non-trivial financial fraud.

(7) The committee shall complete its investigation and submit its report to the respondent's dean within forty-five days.

(E) Decision by the dean.

(1) After reviewing the report and recommendation of the college investigation and sanctioning committee, the dean may:

- i. Dismiss the complaint if the committee did not find a violation;
- ii. Impose the committee's proposed sanction;
- iii. Impose what would reasonably be interpreted as an equivalent or lesser sanction; or
- iv. Increase the sanction if the committee determined that the respondent engaged in grave misconduct or non-trivial financial fraud.

(2) The dean shall make a decision in twenty-one days. The final report of the college

investigation and sanctioning committee and the dean's decision shall be sent to the complainant and the respondent.

(3) Appeals:

- i. The dean's decision shall be final in all cases in which the sanction imposed is a verbal reprimand, a written reprimand, or mandatory counseling or training. A respondent may, place a response to this sanction in their primary personnel file.
- ii. If the dean imposes any other sanction except for revocation of tenure or termination of employment, the respondent shall have the right to appeal in writing to the provost.
- iii. If the dean imposes a sanction that revokes tenure or terminates employment, or if the case involves a finding by the committee of grave misconduct or non-trivial financial fraud, regardless of the sanction, the matter shall be automatically appealed to the provost.
- iv. In all appeals, whether discretionary or automatic, the respondent may identify their position on the case in writing to the provost. All such submissions and all discretionary appeals must be filed within fourteen days after notice of the dean's decision was mailed.

(F) Review of appeals by the provost.

(1) After reviewing the record of a case appealed by a respondent or referred by the dean, the provost may:

- i. Affirm the dean's sanction;
- ii. Impose what would reasonably be interpreted as an equivalent or lesser sanction to the dean's sanction;
- iii. In the case of grave misconduct or non-trivial financial fraud increase the sanction; or
- iv. In the event that the provost determines that substantial new evidence exists (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct) or there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent, the provost shall return the case back to a previous step of the process for further proceedings as appropriate.

(2) The provost shall make a decision within fourteen days of receiving materials from the dean and respondent as applicable.

(3) If the provost affirms the dean's decision to terminate employment, or imposes or upholds a sanction set forth in section (D)(6)(vii) through (xii) of this rule, the respondent may appeal to the faculty hearing committee. In all other cases, the provost's decision shall be final.

- (4) An appeal by the respondent must be in writing and must be filed with the faculty hearing committee within fourteen days after notice of the provost's decision was mailed.

(G) The faculty hearing committee

- (1) Within fourteen days of receipt of an appeal from a respondent, the faculty hearing committee established by rule 3335-5-48.10 shall convene a hearing panel to consider the appeal and to provide a recommendation to the president regarding the appropriate action. The respondent and the provost or designee may each make one peremptory challenge to the seating of one person on the hearing panel and one peremptory challenge to the selection of a presiding officer.
- (2) The parties to this hearing shall be the respondent and the provost, or designee.
- (3) The hearing panel may restrict the attendance of persons at the proceedings. However, the respondent and the provost shall have the right to have one observer of their choosing present at all times.
- (4) The provost, or designee, shall present the case to the hearing panel. In presenting the case, the provost may be advised and represented by the general counsel, or designee. The provost shall have the right to present witnesses and evidence and to examine witnesses and evidence presented by the respondent.
- (5) Respondents shall have the right to represent themselves or to be represented by legal counsel or any other person of their choice. The respondent shall have the right to examine the witnesses and evidence presented against them in the hearing, to present witnesses and evidence on their own behalf, and to refuse to testify or be questioned in the proceedings without prejudice to their cause.
- (6) The hearing panel shall receive testimony and other evidence as it deems relevant and material to the issues appealed, and may decline to receive evidence presented by the provost or the respondent that is not material and relevant to the appeal.
- (7) The hearing panel will not be bound by the findings of the college investigation and sanctioning committee or the provost.
- (8) An electronic recording shall be kept of all proceedings at a hearing panel. The recording shall be conveyed by the chair of the faculty hearing committee to the Office of Academic Affairs.
- (9) At the conclusion of the proceedings, the hearing panel shall make written conclusions with respect to each substantive issue raised, including but not limited to:
 - i. appropriateness of the sanction, and, if found to be inappropriate, the faculty hearing committee's recommended sanction in accordance with the factors set forth in section (D)(5) of this rule.
 - ii. conflict of interest, procedural error, or substantial new evidence.
 - iii. findings of the college investigation committee.
- (10) The faculty hearing committee's report, together with a recording of the proceedings, shall be transmitted to the president, provost, and respondent within sixty days of the date that

the final hearing panel is convened.

(H) The president.

- (1) Upon receipt of the written recommendation and a record of the proceedings from a hearing panel, the president shall review the matter. The president may:
 - i. Impose any sanction less than termination of employment whether or not it accords with the recommendation of the hearing panel;
 - ii. Recommend to the board of trustees termination of employment for cases of grave misconduct or non-trivial financial fraud on such terms and conditions as the president may deem advisable;
 - iii. Remand the case to the hearing panel for reconsideration; or
 - iv. In the event that the president determines that substantial new evidence exists (evidence that was not available at the time of the initial investigation and that may reasonably have affected the finding of misconduct) or there was conflict of interest or procedural error in the previous steps of the process that resulted in material harm or prejudice to the respondent, the president shall return the case back to a previous step of the process.
- (2) The president's decision on all sanctions less than termination of employment is final.
- (3) Any decision of the president shall be communicated in writing to the hearing panel, the provost, and the respondent.
- (4) The president shall make a decision within thirty days.

(I) Board of trustees.

- (1) The board of trustees, in reviewing and deciding upon a case in which termination of employment has been recommended, has the ultimate authority to take that action necessary to promote the best interest of the university and to protect the rights of the individual. In such cases, the board shall have the discretion to decide whether the respondent has an opportunity to present to it arguments in writing, or in person, or both.

3335-5-03: Minor revisions to rule on appointment of faculty and staff and on tenure.

3335-5-03 Appointment of faculty and staff; tenure.

- (A) The board of trustees shall appoint the president and all employees of the university not in the classified civil service, subject to the laws of the state of Ohio, and in the case of tenure-track faculty, to the rights and protection of tenure as provided for in these rules.
- (B) Tenure is a commitment by the university and may be earned by all individuals with tenure-track faculty status subject to successful completion of a probationary period. Tenure-track faculty status is defined in rule 3335-5-19 of the Administrative Code.
- (C) The protections of tenure and academic freedom extend to all levels of faculty responsibility within the university in accordance with rule 3335-5-01 of the Administrative Code and are not restricted to activities identified with specific instructional, research or public service programs.
- (D) Tenure is lost only by formal resignation, by voluntary reduction of appointment below fifty per cent of service to the university except in the case of an approved leave of absence, by retirement, by **voluntary** transfer to clinical/teaching/practice, research, or associated faculty status, or may be terminated ~~by reason of proved incompetence or grave misconduct~~ in accordance with rule 3335-5-04 of the Administrative Code, ~~for causes set forth in rule 3335-5-02 of the Administrative Code,~~ or under the conditions of ~~bona fide~~ financial exigency, as specified in rule 3335-5-02.1 of the Administrative Code.
- (E) Tenured members of the faculty who serve the university as administrators do not lose tenure by virtue of being administrators.

3335-5-19: Amending the definition of faculty to eliminate the category of “non-tenure track.”

3335-5-19 Faculty.

As used in these rules the term "faculty" shall include persons appointed by the board of trustees with tenure-track, ~~non-tenure-track, clinical/teaching/practice, research, associated,~~ and emeritus faculty titles on full or part-time appointments, with or without salary.

- (A) "Tenure-track faculty": persons with the titles of professor, associate professor, assistant professor, and instructor who serve on appointments totaling fifty per cent or more service to the university and who are eligible for tenure or who have obtained tenure.
- ~~(B) "Non-tenure-track faculty": all faculty positions within the university that are not tenure-track and are not eligible for tenure. This includes the following categories:~~
- (B) "~~Clinical~~Clinical/teaching/practice faculty": Clinical/teaching/practice faculty serve under fixed term contracts and their faculty appointments are described in Chapter 3335-7 of the Administrative Code. ~~Clinical/teaching/practice faculty positions are not tenure track positions and are not eligible for tenure.~~
- (C) "Research faculty": Research faculty serve under fixed term contracts and their faculty appointments are described in Chapter 3335-7 of the Administrative Code. ~~Research faculty positions are not tenure track positions and are not eligible for tenure.~~
- (D) "Associated faculty": persons with clinical practice titles, adjunct titles, visiting titles, and lecturer titles; also professors, associate professors, assistant professors, and instructors who serve on appointments totaling less than fifty percent service to the university. Persons with tenure-track, clinical/teaching/practice, or research faculty titles may not hold associated titles. Persons holding associated titles are not eligible for tenure and may not participate in the promotion and tenure reviews of tenure-track, clinical/teaching/practice, or research faculty. ~~Associated faculty positions are not tenure track and are not eligible for tenure.~~ Persons with associated titles are permitted to participate in college or academic unit governance where approved by a vote of at least a majority of all of its tenure-track faculty and also clinical/teaching/practice, and research faculty in those colleges and units where they have been given voting rights. Associated faculty appointments may be made for a maximum of three consecutive years and, with the exception of visiting titles, may be renewed.
 - (1) Clinical Practice Faculty: The titles of clinical professor of practice, clinical associate professor of practice, clinical assistant professor of practice, and clinical instructor of practice shall be used to confer faculty status on individuals who have credentials comparable to clinical faculty of equivalent rank and who either provide significant, uncompensated service for which a faculty title is needed or compensated service to the clinical instructional programs in the colleges of the health sciences. Clinical practice appointments are made for the period in which the service is provided. Renewal of no-salary appointments is contingent upon continued significant contributions. Procedures for the promotion of clinical practice faculty members shall be the same as for promotion of clinical faculty.
 - (2) Visiting Faculty: The titles of visiting professor, visiting associate professor, and visiting assistant professor, shall be used to confer faculty status on individuals who have credentials comparable to tenure-track, clinical/teaching/practice, or research faculty of equivalent rank who spend a limited period of time on formal appointment and in residence at this institution for purposes of participating in the instructional

and research programs of the university. A visiting appointment cannot exceed three continuous academic years of service.

- (3) Adjunct Faculty: The titles of adjunct professor, adjunct associate professor, and adjunct assistant professor, and adjunct instructor shall be used to confer faculty status on individuals who have credentials comparable to tenure-track, clinical/teaching/practice, or research faculty of equivalent rank, who provide significant service to the instructional and/or research programs of the university and who need a faculty title to perform that service. Significant service would include teaching the equivalent of one or more courses, advising graduate students or serving on graduate committees, and serving as a co-investigator on a research project. Such individuals may be either non-university employees or university employees compensated on a noninstructional budget. Adjunct appointments are made for the period in which the service is provided. Renewal of adjunct appointments is contingent upon continued significant contributions. Procedures for the promotion of adjunct faculty members shall be the same as for promotion of tenure, clinical/teaching/practice, or research faculty.
 - (4) Lecturer: The titles of lecturer and senior lecturer shall be used for all compensated instructional appointments where other titles are not appropriate. Lecturers' responsibilities are limited to teaching as defined in paragraph (A)(2) of rule 3335-6-02 of the Administrative Code.
- ~~(C)~~(E) "Emeritus faculty": Emeritus faculty status is an honor given in recognition of sustained academic contributions to the university as described in rule 3335-5-36 of the Administrative Code.

3335-5-48.13: Creation of government affairs committee.

3335-5-48.13 Government affairs committee.

(A) Membership.

The government affairs committee shall consist of twelve members.

(1) Five faculty, at least two of whom are Senators.

(2) Three students

- (a) One graduate student.
- (b) One professional student.
- (c) One undergraduate student.

(3) One staff member, appointed by the university staff advisory committee.

(4) Three non-voting, ex-officio members.

- (a) Vice president for government affairs or designee.
- (b) Senior vice president and general counsel or designee.
- (c) The secretary of the university senate.

(B) Duties and responsibilities.

Review local, state, and federal legislation and regulatory changes that have potential to impact the work of university faculty, students, and staff. Communicate information to and gather feedback from relevant Senate committees and constituent groups. Provide information on legislative and policy issues as requested by University Senate or any of its committees or constituent bodies. Exchange ideas and insight with the Office of Government Affairs through regular communication, and work with the office to identify faculty, staff, and student expertise when it might support their work on legislative and policy issues. Regularly engage with the Office of University Compliance and Integrity regarding new or potential compliance issues resulting from legislative actions at the local, state and federal levels.

(C) Organization.

As a standing committee of the senate, this committee is also governed by the provisions of rules 3335-5-46 and 3335-5-48 of the Administrative Code.

3335-5-48.3, 3335-5-48.14, 3335-5-48.19: Membership changes to standing committees.

3335-5-48.14 University research committee.

(A) Membership.

The committee shall consist of twenty-one voting and four non-voting members.

- (1) Fifteen faculty members drawn from no less than eight colleges. Faculty with joint appointments across colleges may be chosen to represent either college. The term of service is three years.
 - (a) Eleven faculty members appointed by the executive committee of faculty council, at least three of whom are members of the senate and at least one of whom is a distinguished university professor or Ohio eminent scholar or National Academy member, and at least two of whom are ~~non-tenure track~~ (clinical/teaching/practice ~~or~~ research faculty).
 - (b) Four faculty members appointed by the president.
- (2) One research scientist, or comparable staff member engaged in research, appointed by the vice president for research. The term of service is three years.
- (3) Four students appointed by the respective governing bodies to one-year terms.
 - (a) Two graduate students.
 - (b) One undergraduate student.
 - (c) One professional student.
- (4) One post-doc appointed by the Ohio state university postdoctoral association (OSU PDA). The term of service is one year.
- (5) Four non-voting members.
 - (a) ~~Executive vice president for research, innovation and knowledge or designee. The vice-president for research or designee.~~
 - (b) The dean of the graduate school or designee.
 - (c) The senate fiscal committee chair or designee.
 - (d) One **additional** post-doc appointed by the OSU PDA.
- (6) The committee may vote to add any individual to a non-voting advisory role on an annual basis.

3335-5-48.19 Committee on intellectual property, patents, and copyrights.

- (A) Membership. The committee on Intellectual Property, Patents, and Copyrights shall consist of eleven members.

- (1) Eight faculty members: four tenured faculty, two probationary tenure-track faculty, and two ~~non-tenure track clinical/teaching/practice, research, or associated~~ faculty ~~from any of the categories~~. Each member is to serve three years with one-third of the members rotating off each year.
 - (a) Five faculty members appointed by the executive committee of faculty council.
 - (b) Three faculty members appointed by the university president in consultation with faculty leadership.
- (2) One graduate student.
- (3) Two administrators, or their designees.
 - (a) The vice president for technology commercialization.
 - (b) ~~The vice president for research~~-Executive vice president for research, innovation and knowledge.

3335-5-48.3 Committee on Academic Technology

- (A) Membership. The committee on academic technology shall consist of ~~eighteen~~ **seventeen** members.
- (1) Eight faculty
 - (2) Three students
 - (a) One graduate student
 - (b) One professional student
 - (c) One undergraduate student
 - (3) ~~Four~~ **Three** administrators (or their designees)
 - (a) The chief information officer
 - (b) ~~The vice president for research~~
 - (b)(c)-The executive vice president for research, innovation and knowledge
 - (c)(d)-The chief digital learning officer
 - (4) Three staff members. Two staff members shall be appointed by the university staff advisory committee, and one by the chief information officer.

FACULTY PERSONNEL ACTIONS

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the February 21, 2024, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: AMIT AGRAWAL
Title: Associate Professor (John & Christine Olsen Professorship in Head and Neck Surgical Oncology)
College: Medicine
Term: May 1, 2024, through June 30, 2028

Name: ANISH ARORA
Title: Professor and Chair (Distinguished Professor of Engineering)
College: Engineering
Term: August 15, 2024, through June 30, 2029

Name: SCOTT CAMPBELL*
Title: Professor (Margaret Hall and Robert Randall Rinehart Chair)
College: Arts and Sciences
Term: July 1, 2024, through June 30, 2029

Name: JARED GARDNER
Title: Professor (Secretary of the University Senate)
College: Office of Academic Affairs
Term: June 1, 2024, through June 30, 2027

Name: JOHN GRECUA
Title: Professor (John & Christine Olsen Professorship in Head and Neck Radiation Oncology)
College: Medicine
Term: May 1, 2024, through June 30, 2028

Name: TAMAR GUR
Title: Associate Professor (Sarah Ross Soter Women's Health Research Program Directorship)
College: Medicine
Term: May 1, 2024, through June 30, 2028

Name: Oscar Harari
Title: Associate Professor (Helen C. Kurtz Chair in Neurology)
College: Medicine
Term: March 1, 2024, through June 30, 2028

Name: AERIEL LEONARD
Title: Assistant Professor (Distinguished Assistant Professor of Engineering Inclusive Excellence)
College: Engineering
Term: August 15, 2024, through June 30, 2029

Name: XUEFENG LIU
Title: Professor (Professorship in Cellular and Molecular Biology)
College: Medicine
Term: March 1, 2024, through June 30, 2028

Name: JUN LIU
Title: Professor (Hazel C. Youngberg Trustees Distinguished Professorship)
College: Office of Academic Affairs
Term: July 1, 2024, through June 30, 2029

Name: MATTHEW OHR
Title: Professor (Carl M. and Grace C. Baldwin Chair in Ophthalmology)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: KRISTINE ORION
Title: Associate Professor-Clinical (Philip Barbour Hardyman Professorship in Surgery)
College: Medicine
Term: March 1, 2024, through June 30, 2028

Name: KEVIN SINGH*
Title: Assistant Professor (John W. Wilkins Endowed Professorship of Physics)
College: Arts and Sciences
Term: January 1, 2025, through December 31, 2029

Name: MYTHELI SREENIVAS
Title: Professor and Chair (Designated Professorship in Women's, Gender and Sexuality Studies)
College: Arts and Sciences
Term: March 1, 2024, through March 31, 2025

Reappointments

Name: JAIDEEP ANAND
Title: Professor (William H. Davis Chair in the American Free Enterprise System)
College: Fisher College of Business
Term: September 1, 2024, through August 14, 2029

Name: RALPH AUGOSTINI
Title: Professor-Clinical (Bob and Corrine Frick Chair in Cardiac Electrophysiology)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: KRSTOF BANKIEWICZ
Title: Professor (Gilbert and Kathryn Mitchell Chair)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: ANNETTE BEATTY
Title: Professor (Deloitte and Touche Chair in Accounting)
College: Fisher College of Business
Term: October 1, 2024, through August 14, 2029

Name: DOUG BERMAN
Title: Professor (Newton D. Baker-Baker & Hostetler Chair in Law)
College: Law
Term: March 15, 2024, through March 15, 2029

Name: GAIL BESNER
Title: Professor (H. William Clatworthy, Jr., Professorship in Pediatric Surgery)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: DAVID CARBONE
Title: Professor (Barbara J. Bonner Chair in Lung Cancer Research)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: COLLEEN CEBULLA
Title: Professor (Torrence A. Makley Research Professorship)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: JORDAN CLOYD
Title: Associate Professor (Ward Family Surgical Oncology Designated Professorship)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: EMIL COCCARO
Title: Professor (George T. Harding III, MD, Endowed Chair in Psychiatry)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: RUTH COLKER
Title: Professor (Heck-Faust Memorial Chair in Constitutional Law)
College: Law
Term: March 15, 2024, through March 15, 2029

Name: MAGED COSTANTINE
Title: Professor (Frederick P. Zuspan, MD, Chair in Obstetrics and Gynecology)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: GLENN DAEHN
Title: Professor (Dr. Mars G. Fontana Professorship in Metallurgical Engineering)
College: Engineering
Term: July 1, 2024, through June 30, 2029

Name: LIAN DUAN
Title: Associate Professor (Honda Chair for Transportation)
College: Engineering
Term: September 1, 2024, through June 30, 2029

Name: VADIM FEDOROV
Title: Professor (Corrine Frick Research Chair in Heart Failure and Arrhythmia)
College: Medicine
Term: July 1, 2024, through June 30, 2025

Name: ANDREW HENDERSHOT
Title: Professor-Clinical (Thomas F. Mauger and L. Carol Laxson Professorship for Ophthalmology Research)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: RAY HERSHBERGER
Title: Professor (The Charles Austin Doan Chair of Medicine Funded by the Charles Austin Doan Fund)
College: Medicine
Term: July 1, 2024, through June 30, 2025

Name: STEVE HUEFNER
Title: Professor (C. William O'Neill Professorship in Law and Judicial Administration)
College: Law
Term: March 15, 2024, through March 15, 2029

Name: THOMAS HUND
Title: Professor (William D. and Jacquelyn L. Wells Chair at the Dorothy M. Davis Heart and Lung Research Institute)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: JOEL JOHNSON
Title: Professor (Burn Jeng Lin, PhD and Sue Huan Lin Endowed ElectroScience Laboratory Professorship)
College: Engineering
Term: June 1, 2024, through June 30, 2029

Name: BODO KNUDSEN
Title: Associate Professor (Henry A. Wise II, MD, Endowed Chair in Urology)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: ZIHAI LI
Title: Professor (Klotz Chair in Cancer Research)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: ROBERT MAGNUSSEN
Title: Professor (Bruce and Susan Edwards Sports Medicine Endowed Professorship)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: ERNEST MAZZAFERRI
Title: Professor-Clinical (Charles A. Bush M.D. Professorship in Cardiovascular Medicine)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: LAXMI MEHTA
Title: Professor-Clinical (Sarah Ross Soter Endowed Chair for Women's Cardiovascular Health at OSU Heart Center)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: MICHAEL MILLS
Title: Professor (Taine G. McDougal Professorship in Engineering)
College: Engineering
Term: July 1, 2024, through June 30, 2029

Name: BERNADETTE MINTON
Title: Professor and Chair (Arthur E. Shepard Endowed Professorship in Insurance)
College: Fisher College of Business
Term: September 1, 2024, through August 14, 2029

Name: AMY MOORE
Title: Professor and Chair (Robert L. Ruberg MD Alumni Chair in Plastic and Reconstructive Surgery)
College: Medicine
Term: November 15, 2023, through June 30, 2027

Name: RAYMOND NOE
Title: Professor (Robert and Anne Hoyt Designated Professorship in Management)
College: Fisher College of Business
Term: October 1, 2024, through August 14, 2029

Name: ELECTRA PASKETT
Title: Professor (Marion N. Rowley Chair in Cancer Research)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: BLAKE PETERSON
Title: Professor and Chair (John W. Wolfe Chair in Cancer Research)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: STEVEN RINGEL
Title: Professor (Neal A. Smith Chair in Electrical Engineering)
College: Engineering
Term: July 1, 2024, through June 30, 2029

Name: CYNTHIA ROBERTS
Title: Professor (Martha G. and Milton Staub Chair for Research in Ophthalmology)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: ODED SHENKAR
Title: Professor (Ford Motor Company Chair in Global Business Management)
College: Fisher College of Business
Term: May 1, 2024, through August 14, 2029

Name: RACHEL SKAGGS
Title: Assistant Professor (Lawrence and Isabel Barnett Endowed Professorship of Arts Management)
College: Arts and Sciences
Term: August 15, 2024, through August 14, 2029

Name: BRYAN WHITSON
Title: Professor (Jewel and Frank Benson Family Research Professorship)
College: Medicine
Term: July 1, 2024, through June 30, 2028

Name: YIPING YANG
Title: Professor (Jeg Coughlin Chair in Cancer Research)
College: Medicine
Term: July 1, 2024, through June 30, 2028

*New Hire

Appointments/Reappointments of Chairpersons

ANISH ARORA**, Chair, Department of Computer Science and Engineering, June 1, 2024, through May 31, 2028

ANIL ARYA, Acting Chair, Department of Operations and Business Analytics, February 29, 2024, until Chair returns

ROBERT BAKER, Director, National Extreme Ultrafast Science Facility, NeXUS, August 15, 2023, through August 14, 2024

NAOMI BRENNER, Interim Chair, Department of Near Eastern and South Asian Languages and Cultures, July 1, 2024, through June 30, 2025

JEFFREY CATERINO**, Chair, Department of Emergency Medicine, January 13, 2024, through June 30, 2028

ELIZABETH HEWITT, Chair, Department of English, July 1, 2024, through June 30, 2028

AMY MOORE**, Chair, Department of Plastic and Reconstructive Surgery, November 15, 2023, through June 30, 2027

WILLIAM SCHULER, Chair, Department of Linguistics, July 1, 2024, through June 30, 2028

ANDREW SHELTON, Interim Chair, Department of Art, July 1, 2024, through June 30, 2025

AMANDA TOLAND, Interim Chair, Department of Cancer Biology and Genetics, March 1, 2024, through June 30, 2025, or until a new Chair is named.

HUGH URBAN, Chair, Department of Comparative Studies, July 1, 2024, through June 30, 2028

WALTER ZINN, Chair, Department of Marketing and Logistics, May 15, 2024, through August 14, 2028

**Reappointment

*New Hire

Faculty Professional Leaves

ALEX ACS, Associate Professor, Department of Political Science, FPL for Fall 2024

ANANT AGARWAL, Professor, Department of Electrical and Computer Engineering, FPL for Fall 2024, and Spring 2025

PHILIP ARMSTRONG, Professor, Department of Comparative Studies, FPL for Fall 2024

ANISH ARORA, Professor, Department of Computer Science and Engineering, FPL for Spring 2025

FRANCO BARCHIESI, Associate Professor, Department of Comparative Studies, FPL for Fall 2024, and Spring 2025

RAEF BASSILY, Associate Professor, Department of Computer Science and Engineering, FPL for Fall 2024, and Spring 2025

JOSEPH BAYER, Associate Professor, School of Communication, FPL Fall 2024

ELLIOTT BENDOLY, Professor, Department of Operations and Business Analytics, FPL for Fall 2024

ALISON BENNETT, Associate Professor, Department of Evolution, Ecology and Organismal Biology, FPL for Fall 2024, and Spring 2025

MATTHEW BIRKHOOD, Associate Professor, Department of Germanic Languages and Literature, FPL for Fall 2024, and Spring 2025

GIL BOHRER, Professor, Department of Civil, Environmental and Geodetic Engineering, FPL for Spring 2025

JAMES ALEX BONUS, Associate Professor, School of Communication, FPL for Spring 2025

DAVID BREWER, Associate Professor, Department of English, FPL for Spring 2025

JONATHAN BUEHL, Associate Professor, Department of English, FPL for Spring 2025

JONATHAN BURGOYNE, Associate Professor, Department of Spanish and Portuguese, FPL for Fall 2024

JIAN CHEN, Associate Professor, Department of Computer Science and Engineering, FPL for Fall 2024, and Spring 2025

STRATOS CONSTANTINIDIS, Professor, Department of Theatre, Film and Media Arts, FPL for Spring 2025

RODICA COSTIN, Professor, Department of Mathematics, FPL for Spring 2025

SKYLER CRANMER, Professor, Department of Political Science, FPL for Spring 2025

SEAN DOWNEY, Associate Professor, Department of Anthropology, FPL for Fall 2024

EMILY DRINGENBERG, Associate Professor, Department of Engineering Education, FPL for Fall 2024, and Spring 2025

EMRE ERTIN, Associate Professor, Department of Electrical and Computer Engineering, FPL for Spring 2025

REANNE FRANK, Professor, Department of Sociology, FPL for Spring 2025

HAMISH FRASER, Professor, Department of Materials Science and Engineering, FPL for Fall 2024

RYAN FRIEDMAN, Professor, Department of English, FPL for Fall 2024

RICHARD FURNSTAHL, Professor, Department of Physics, FPL for Spring 2025

BERNARD GAUDI, Professor, Department of Astronomy, FPL for Fall 2024, and Spring 2025

SAMIR GHADIALI, Professor, Department of Biomedical Engineering, FPL for Fall 2024

ANDREY GOGOLYEV, Professor, Department of Mathematics, FPL for Fall 2024, and Spring 2025

JOSEPH GOODMAN, Professor, Department of Marketing and Logistics, FPL for Fall 2024

SATHYA GOPALAKRISHNAN, Professor, Department of Agricultural, Environmental and Development Economics, FPL for Fall 2024

VENKAT GOPALAN, Professor, Department of Chemistry and Biochemistry, FPL for Fall 2024, and Spring 2025

PELAGIA-IREN GOUMA, Professor, Department of Materials Science and Engineering, FPL for Fall 2024

ASHLEY GRIFFITH, Associate Professor, School of Earth Sciences, FPL for Fall 2024, and Spring 2025

ELIZABETH GRIFFITH, Associate Professor, School of Earth Sciences, FPL for Fall 2024, and Spring 2025

HANNIBAL HAMLIN, Professor, Department of English, FPL for Fall 2024

TOM HAWKINS, Associate Professor, Department of Classics, FPL for Spring 2025

DAVID HOELZLE, Associate Professor, Department of Mechanical and Aerospace Engineering, FPL for Fall 2024, and Spring 2025

SHELLY HOVICK, Associate Professor, School of Communication, FPL for Fall 2024

THOMAS HUMANIC, Professor, Department of Physics, FPL for Fall 2024

SCOTT JONES, Professor, School of Music, FPL for Fall 2024

ROY JOSHUA, Professor, Department of Mathematics, FPL for Fall 2024, and Spring 2025

JOHN KAGEL, Professor, Department of Economics, FPL for Spring 2025

NICHOLAS KAWA, Associate Professor, Department of Anthropology, FPL for Fall 2024

ROLAND KAWAKAMI, Professor, Department of Physics, FPL for Fall 2024

PIL HO KIM, Associate Professor, Department of East Asian Languages and Literature, FPL for Fall 2024, and Spring 2025

ELIZABETH KIRBY, Associate Professor, Department of Psychology, FPL for Spring 2025

SUSAN KLINE, Associate Professor, School of Communication, FPL for Fall 2024

OUSMAN KOBO, Associate Professor, Department of History, FPL for Spring 2025

KURT LAVETTI, Associate Professor, Department of Economics, FPL for Spring 2025

ERICA LEVIN, Associate Professor, Department of History of Art, FPL for Spring 2025

HONGSHUANG LI, Associate Professor, Department of Marketing and Logistics, FPL for Spring 2025

YINGBIN LIANG, Professor, Department of Electrical and Computer Engineering, FPL for Fall 2024

LISA LIBBY, Professor, Department of Psychology, FPL for Fall 2024

FORBES LIPSCHITZ, Associate Professor, Knowlton School of Architecture, FPL for Spring 2025

YUANMING LU, Associate Professor, Department of Physics, FPL for Fall 2024

JENNIFER LUNDINE, Associate Professor, Department of Speech and Hearing Science, FPL for Fall 2024

ERIC MACGILVRAY, Professor, Department of Political Science, FPL for Fall 2024, and Spring 2025

ARATI MALEKU, Associate Professor, College of Social Work, FPL for Fall 2024, and Spring 2025

SELIN MALKOC, Professor, Department of Marketing and Logistics, FPL for Fall 2024

BRYAN MARK, Professor, Department of Geography, FPL for Spring 2025

SANDIP MAZUMDER, Professor, Department of Mechanical and Aerospace Engineering, FPL for Spring 2025

CECILIA MENGO, Associate Professor, College of Social Work, FPL for Fall 2024

GINA OSTERLOH, Associate Professor, Department of Art, FPL for Fall 2024, and Spring 2025

KEVIN PASSINO, Professor, Department of Electrical and Computer Engineering, FPL for Fall 2024, and Spring 2025

DAVID PENNEYS, Associate Professor, Department of Mathematics, FPL for Spring 2025

SEBASTIEN PROULX, Associate Professor, Department of Design, FPL for Fall 2024

ROGER RATCLIFF, Professor, Department of Psychology, FPL for Fall 2024

VIRGINIA RICH, Associate Professor, Department of Microbiology, FPL for Fall 2024, and Spring 2025

MEGAN ROBERTS, Associate Professor, College of Public Health, FPL for Spring 2025

VINCENT ROSCIGNO, Professor, Department of Sociology, FPL for Spring 2025

ZAKEE SABREE, Associate Professor, Department of Evolution, Ecology and Organismal Biology, FPL for Fall 2024, and Spring 2025

RICHARD SAMUELS, Professor, Department of Philosophy, FPL for Fall 2024

ZEYNEP SAYGIN, Associate Professor, Department of Psychology, FPL for Spring 2025

JOHANNA SELLMAN, Associate Professor, Department of Near Eastern and South Asian Languages and Cultures, FPL for Fall 2024, and Spring 2025

ABDOLLAH SHAFIEEZADEH, Professor, Department of Civil, Environmental and Geodetic Engineering, FPL for Fall 2024, and Spring 2025

YVETTE SHEN, Associate Professor, Department of Design, FPL for Fall 2024

ANDREA SIMS, Associate Professor, Department of Linguistics, FPL for Fall 2024, and Spring 2025

DECLAN SMITHIES, Professor, Department of Philosophy, FPL for Fall 2024, and Spring 2025

SHARI SPEER, Professor, Department of Linguistics, FPL for Fall 2024

MANOJ SRINIVASAN, Associate Professor, Department of Mechanical and Aerospace Engineering, FPL for Fall 2024, and Spring 2025

DAVID STALEY, Associate Professor, Department of History, FPL for Fall 2024

DAVID STEBENNE, Professor, Department of History, FPL for Fall 2024, and Spring 2025

DAVID STEIGERWALD, Professor, Department of History, FPL for Spring 2025

MATTHEW SULLIVAN, Professor, Department of Microbiology, FPL for Fall 2024, and Spring 2025

SCOTT SWEARINGEN, Associate Professor, Department of Design, FPL for Fall 2024

KRYSTAL TAYLOR, Associate Professor, Department of Mathematics, FPL for Fall 2024, and Spring 2025

NEIL TENNANT, Professor, Department of Philosophy, FPL for Fall 2024

DYLAN WAGNER, Associate Professor, Department of Psychology, FPL for Spring 2025

SUSAN WILLIAMS, Professor, Department of English, FPL for Spring 2025

KAREN WINSTEAD, Professor, Department of English, FPL for Spring 2025

THOMAS WOOD, Associate Professor, Department of Political Science, FPL for Fall 2024, and Spring 2025

SHIYU ZHANG, Associate Professor, Department of Chemistry and Biochemistry, FPL for Spring 2025

XINMIAO ZHANG, Professor, Department of Electrical and Computer Engineering, FPL for Fall 2024

YUAN ZHANG, Associate Professor, Department of Statistics, FPL for Fall 2024, and Spring 2025

HONGPING ZHAO, Professor, Department of Electrical and Computer Engineering, FPL for Fall 2024

Emeritus Titles

MICHAEL BISESI, College of Public Health, with the title of Professor-Emeritus, effective July 1, 2024

THERESA EARLY, College of Social Work, with the title of Associate Professor-Emeritus, effective July 1, 2024

WENDY FRANKEL, Department of Pathology, with the title of Professor-Emeritus, effective July 1, 2024

BENNET GIVENS, Department of Psychology, with the title of Associate Professor-Emeritus, effective July 1, 2024

THOMAS GRAMILA, Department of Physics, with the title of Associate Professor-Emeritus, effective July 1, 2024

BRIAN JOSEPH, Department of Linguistics, with the title of Kenneth E. Naylor Professor of South Slavic Linguistics-Emeritus, effective June 1, 2024

EILEEN KALMAR, Department of Biomedical Education and Anatomy, with the title of Associate Professor-Clinical Emeritus, effective May 18, 2024

REBECCA KIM, College of Social Work, with the title of Associate Professor-Emeritus, effective June 1, 2024

ROBERT LEE, Department of Electrical and Computer Engineering, with the title of Professor-Emeritus, effective July 1, 2024

FERNANDO MARTINEZ-GIL, Department of Spanish and Portuguese, with the title of Professor-Emeritus, effective June 1, 2024

MARCIA NAHIKIAN-NELMS, School of Health and Rehabilitation Sciences, with the title of Professor-Clinical Emeritus, effective July 1, 2024

PAUL NINI, Department of Design, with the title of Professor-Emeritus, effective September 1, 2024

LINDA PARSONS, Department of Teaching and Learning, with the title of Associate Professor-Emeritus, effective August 1, 2024

JONATHAN PELZ, Department of Physics, with the title of Professor-Emeritus, effective July 1, 2024

THOMAS RAASCH, College of Optometry, with the title of Professor-Emeritus, effective August 1, 2024

DOUGLAS SCHROEDER, Department of Accounting and Management Information Systems, with the title of Associate Professor-Emeritus, effective June 1, 2024

MICHAEL VASEY, Department of Psychology, with the title of Professor-Emeritus, effective June 1, 2024

THOMAS WELLS, School of Music, with the title of Professor-Emeritus, effective June 1, 2024

ROXANN WHEELER, Department of English, with the title of Associate Professor-Emeritus, effective June 1, 2024

ELIZABETH WINGERTER, Department of Extension, with the title of Assistant Professor-Emeritus, effective April 1, 2024

KAY WOLF, School of Health and Rehabilitation Sciences, with the title of Professor-Emeritus, effective July 1, 2024

2023/2024 Hires

COLLEGE OF THE ARTS AND SCIENCES

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

PROMOTION TO PROFESSOR WITH TENURE

Campbell, Scott, School of Communication, July 1, 2024

Potter, Robert, School of Communication, August 15, 2024

MAX M. FISHER COLLEGE OF BUSINESS

PROMOTION TO PROFESSOR WITH TENURE

Kim, Minyoung, Management and Human Resources, August 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Dotson, Jeffrey, Marketing and Logistics, August 15, 2024

Schoenfeld, Jordan, Accounting and Management Information Systems, August 15, 2024

COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Minter, Logan, Extension, August 1, 2023- correction from February meeting

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR WITH TENURE

Corriere, Matthew, Surgery, May 1, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Harari, Oscar, Neurology, February 12, 2024

UNIVERSITY LIBRARIES

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Olaka, Musa, July 15, 2024

COLLEGE OF VETERINARY MEDICINE

PROMOTION TO PROFESSOR WITH TENURE

Petersen, Christine, Veterinary Biosciences, July 1, 2024

2023/2024 Promotion, Tenure and Reappointment Results

COLLEGE OF THE ARTS AND SCIENCES

DIVISION OF ART AND HUMANITIES

PROMOTION TO PROFESSOR

Breyfogle, Nicholas, History, May 15, 2024
Burry, Alexander, Slavic and East European Languages and Cultures, May 15, 2024
Duenas, Alcira, History, Newark, May 15, 2024
Hawkins, Tom, Classics, May 15, 2024
Hoffmann, Benjamin, French and Italian, May 15, 2024
Judd, Robin, History, May 15, 2024
Lockett, Leslie, English, May 15, 2024
Low, John, Comparative Studies, Newark, May 15, 2024
Rush, George, Art, May 15, 2024
Sims, Andrea, Linguistics, May 15, 2024
Skinner, Ryan, School of Music, May 15, 2024
Steinmetz, Brad, Theatre, Film, and Media Arts, May 15, 2024
Teston, Christa, English, May 15, 2024
Wallace, Shawn, School of Music, May 15, 2024
Weiner, Isaac, Comparative Studies, May 15, 2024
Whittington, Karl, History of Art, May 15, 2024
Winant, Carmen, Art, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Kantor, Jamison, English, Mansfield, May 15, 2024
Lewis, Matt, Design, May 15, 2024
Perez, Ashley, Comparative Studies, May 15, 2024
Rask, Katie, Classics, Marion, May 15, 2024
Toth, Lucille, French and Italian, Newark, May 15, 2024

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

PROMOTION TO PROFESSOR

Burd, Christin, Molecular Genetics, May 15, 2024
Griffith, W. Ashley, School of Earth Sciences, May 15, 2024
Johnson, Niles, Mathematics, Newark, May 15, 2024
Katz, Eric, Mathematics, May 15, 2024
Koenig, Kenneth, Mathematics, May 15, 2024
Landsman, Alexandra, Physics, May 15, 2024
Lindert, Steffen, Chemistry and Biochemistry, May 15, 2024
Lu, Yuanming, Physics, May 15, 2024
Moortgat, Joachim, School of Earth Sciences, May 15, 2024
Nakanishi, Kotaro, Chemistry and Biochemistry, May 15, 2024

Patrikis, Stefan, Mathematics, May 15, 2024
Penneys, David, Mathematics, May 15, 2024
Sawyer, Audrey, School of Earth Sciences, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Asta, Dena, Statistics, May 15, 2024
Gautam, Sachin, Mathematics, May 15, 2024
Jarzyna, Marta, Evolution, Ecology and Organismal Biology, May 15, 2024
Ju, Kou-San, Microbiology, May 15, 2024
Krishnan, Sanjeevi, Mathematics, May 15, 2024
Leonard-Pingel, Jill, School of Earth Sciences, Newark, May 15, 2024
Park, Jennifer, Mathematics, May 15, 2024
Sivakoff, Frances, Evolution, Ecology and Organismal Biology, Marion, May 15, 2024
Skinner, Brian, Physics, May 15, 2024
Wang, Ji, Astronomy, May 15, 2024

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

PROMOTION TO PROFESSOR

Carroll, Patrick, Psychology, Lima, May 15, 2024
Colen, Cynthia, Sociology, May 15, 2024
DeAndrea, David, School of Communication, May 15, 2024
Harnish, Stacy, Speech and Hearing Science, May 15, 2024
Lopez, Steven, Sociology, May 15, 2024
Madsen, Kenneth, Geography, Newark, May 15, 2024
Moyer-Guse, Emily, School of Communication, May 15, 2024
Patson, Nikole, Psychology, Marion, May 15, 2024
Price-Spratlen, Townsend, Sociology, May 15, 2024
Tompkins, Virginia, Psychology, Lima, May 15, 2024
Way, Baldwin, Psychology, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Dutta, Madhumita, Geography, May 15, 2024
Lin, Erin, Political Science, May 15, 2024
Ritchie, Melinda, Political Science, May 15, 2024
Saunders-Hastings, Emma, Political Science, May 15, 2024

**COLLEGE OF THE ARTS AND SCIENCES
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Chapman, Bridget, Speech and Hearing Science, May 15, 2024

REAPPOINTMENT

Baxter, Jodi, Speech and Hearing Science, August 15, 2023

**COLLEGE OF DENTISTRY
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Beetstra, Steve, May 15, 2024, and August 15, 2025
Cottle, James, May 15, 2024, and August 15, 2025
Messina, Matthew, May 15, 2024, and August 15, 2025
Novopoltseva, Irina, May 15, 2024, and August 15, 2025
Wenzel, Mark, May 15, 2024, and August 15, 2025

REAPPOINTMENT

Nowlin, Rachelle, August 15, 2025

COLLEGE OF EDUCATION AND HUMAN ECOLOGY

PROMOTION TO PROFESSOR

Brock, Matthew, Educational Studies, May 15, 2024
Troyan, Francis, Teaching and Learning, May 15, 2024
Yilmazer, Tansel, Human Sciences, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Ansari, Arya, Human Sciences, May 15, 2024
Harrison, Dorian, Teaching and Learning, Newark, May 15, 2024
Landers, Ashley, Human Sciences, May 15, 2024

**COLLEGE OF EDUCATION AND HUMAN ECOLOGY
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Fast, Danene, Teaching and Learning, May 15, 2024

COLLEGE OF ENGINEERING

PROMOTION TO PROFESSOR

Brunelli, Nick, Chemical and Biomolecular Engineering, May 15, 2024
Conroy, Maria, Knowlton School of Architecture,
Gallego-Perez, Daniel, Biomedical Engineering, May 15, 2024
Ghazisaeidi, Maryam, Materials Science and Engineering, May 15, 2024
Niezgoda, Steve, Materials Science and Engineering, May 15, 2024
Prakash, Shaurya, Mechanical and Aerospace Engineering, May 15, 2024
Sertel, Kubilay, Electrical and Computer Engineering, May 15, 2024
Stewart, Christopher, Computer Science and Engineering, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Bigham, Ashley, Knowlton School of Architecture, May 15, 2024
Burris, Lisa, Civil, Environmental, and Geodetic Engineering, May 15, 2024
Davanloo, Sam, Integrated Systems Engineering, May 15, 2024
Herrmann, Erik, Knowlton School of Architecture, May 15, 2024
Liu, Jia (Kevin), Electrical and Computer Engineering, May 15, 2024
Liu, Xun, Materials Science and Engineering, May 15, 2024
Steiner, Halina, Knowlton School of Architecture, May 15, 2024

**COLLEGE OF ENGINEERING
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Nocera, Tanya, Biomedical Engineering, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Tahmina, Qudsia, Electrical and Computer Engineering, Marion, May 15, 2024

MAX M. FISHER COLLEGE OF BUSINESS

PROMOTION TO PROFESSOR

Dumas, Tracy, Management & Human Resources, May 15, 2024
Goodman, Joseph, Marketing & Logistics, May 15, 2024
Wan, Sean, Marketing & Logistics, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Lee, Hun, Management & Human Resources, May 15, 2024

**MAX M. FISHER COLLEGE OF BUSINESS
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Draper, John, Operations and Business Analytics, May 15, 2024

REAPPOINTMENT

Newsom, Mi Kyong, Operations and Business Analytics, September 1, 2025
Wellman, Jay, Finance, September 1, 2025

COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES

PROMOTION TO PROFESSOR

Adams, Ingrid, Extension, May 15, 2024
Hand, Francesca, Plant Pathology, May 15, 2024
Hedrick, Jason, Extension, May 15, 2024
Johnson, Reed, Entomology, May 15, 2024
Romich, Eric, Extension, May 15, 2024
Slot, Jason, Plant Pathology, May 15, 2024
Zoller, Christopher, Extension, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Bowling, Amanda, Agricultural Communication, Education, and Leadership, May 15, 2024
Enger, Benjamin, Animal Sciences, May 15, 2024
Garcia Guerra, Alvaro, Animal Sciences, May 15, 2024
Hamilton, Matthew, School of Environment and Natural Resources, May 15, 2024
Jenkins, Margaret, Extension, May 15, 2024
Khanal, Sami, Food, Agricultural, and Biological Engineering, May 15, 2024
Niewoehner-Green, Jera, Agricultural Communication, Education, and Leadership, May 15, 2024
Richer, Eric, Extension, May 15, 2024
West, Travis, Extension, May 15, 2024
Winston, Ryan, Food, Agricultural, and Biological Engineering, May 15, 2024

**COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Klooster, Wendy, Horticulture and Crop Science, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Fineran, Stacey, School of Environment and Natural Resources, May 15, 2024, and August 15, 2025
Hitzhusen, Gregory, School of Environment and Natural Resources, May 15, 2024, and August 15, 2025
Klinger, Ellen, Entomology, May 15, 2024, and August 15, 2025
Rackowski, Joe, Entomology, May 15, 2024, and August 15, 2025

REAPPOINTMENT

Parkman, Anna, Agricultural, Environmental, and Development Economics, August 15, 2024

COLLEGE OF LAW

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Hill, Sean, May 15, 2024
Roser-Jones, Courtlyn, May 15, 2024

**COLLEGE OF LAW
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Conway, Olwyn, May 15, 2024

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PROMOTION TO PROFESSOR

Clark, Jill, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

LePere-Schloop, Megan, May 15, 2024

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR

Bell, Charles, Biological Chemistry and Pharmacology, May 15, 2024

Gu, Chen, Biological Chemistry and Pharmacology, May 15, 2024

Gumina, Richard, Internal Medicine, May 15, 2024

Karuppaiyah, Selvendiran, Obstetrics and Gynecology, May 15, 2024

Kolipaka, Arunark, Radiology, May 15, 2024

O'Brien, Sarah, Pediatrics, May 15, 2024

Onate, James, School of Health and Rehabilitation Sciences, May 15, 2024

Roychowdhury, Sameek, Internal Medicine, May 15, 2024

Singh, Harpreet, Physiology and Cell Biology, May 15, 2024

Slaughter, Jonathan, Pediatrics, May 15, 2024

Spees, Colleen, School of Health and Rehabilitation Sciences, May 15, 2024

Stevens, John, Pediatrics, May 15, 2024

Zhao, Kai, Otolaryngology, May 15, 2024

Zhu, Jian, Pathology, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Choe, Hannah, Internal Medicine, May 15, 2024

Eisfeld, Ann-Kathrin, Internal Medicine, May 15, 2024

Jackson, Jamie, Pediatrics, May 15, 2024

Juckett, Lisa, School of Health and Rehabilitation Sciences, May 15, 2024

Krok-Schoen, Jessica, School of Health and Rehabilitation Sciences, May 15, 2024

Mace, Thomas, Internal Medicine, May 15, 2024

Meyer, Kathrin, Pediatrics, May 15, 2024

Plascak, Jesse, Internal Medicine, May 15, 2024

Tackett, Alayna, Internal Medicine, May 15, 2024

Tedeschi, Andrea, Neuroscience, May 15, 2024

Venkatesh, Kartik, Obstetrics and Gynecology, May 15, 2024

Wisler, Jon, Surgery, May 15, 2024

Zhao, Mingtao, Pediatrics, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITHOUT TENURE

Cherian, Mathew, Internal Medicine, May 15, 2024

Schenk, Austin, Surgery, May 15, 2024

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Farkas, Laszlo, Internal Medicine, May 15, 2024

Hays, John, Internal Medicine, May 15, 2024

Kerur, Nagaraj, Ophthalmology and Visual Sciences, May 15, 2024

**COLLEGE OF MEDICINE
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Bajwa, Rajinder, Pediatrics, May 15, 2024

Baughcum, Amy, Pediatrics, May 15, 2024

Blakaj, Dukagjin, Radiation Oncology, May 15, 2024

Carr, David, Dermatology, May 15, 2024

Cuff, Steven, Pediatrics, May 15, 2024

Denny, Sarah, Pediatrics, May 15, 2024

Kang, Stephen, Otolaryngology, May 15, 2024

Lampert, Brent, Internal Medicine, May 15, 2024

Letson, Megan, Pediatrics, May 15, 2024

Lilly, Scott, Internal Medicine, May 15, 2024

Lind, Meredith, Otolaryngology, May 15, 2024

McGwire, Gerd, Pediatrics, May 15, 2024

McLaughlin, Douglas, Pediatrics, May 15, 2024

Naguib, Aymen, Anesthesiology, May 15, 2024

Nahata, Leena, Pediatrics, May 15, 2024

O'Brien, Nicole, Pediatrics, May 15, 2024

Pearson, Gregory, Plastic and Reconstructive Surgery, May 15, 2024

Powers, Ciaran, Neurological Surgery, May 15, 2024

Prevedello, Luciano, Radiology, May 15, 2024

Price, Jonathan, Pediatrics, May 15, 2024

Shah, Zarine, Radiology, May 15, 2024

Tozbikian, Gary, Pathology, May 15, 2024

Wesolowski, Robert, Internal Medicine, May 15, 2024

Witman, Patricia, Pediatrics, May 15, 2024

Yardley, Heather, Pediatrics, May 15, 2024

Yates, Andrew, Pediatrics, May 15, 2024

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Ayan, Ahmet, Radiation Oncology, May 15, 2024, and July 1, 2025

Aylward, Shawn, Pediatrics, May 15, 2024, and July 1, 2025

Bhatt, Udayan, Internal Medicine, May 15, 2024, and July 1, 2025

Conteh, Lanla, Internal Medicine, May 15, 2024, and July 1, 2025

Cottrell, Catherine, Pathology, May 15, 2024, and July 1, 2025

Humeidan, Michelle, Anesthesiology, May 15, 2024, and July 1, 2025

Husain, Syed, Surgery, May 15, 2024, and July 1, 2025

Kirkby, Stephen, Pediatrics, May 15, 2024, and July 1, 2025

Moore, Jared, Internal Medicine, May 15, 2024, and July 1, 2025

Mumtaz, Khalid, Internal Medicine, May 15, 2024, and July 1, 2025
Nabhan, Fadi, Internal Medicine, May 15, 2024, and July 1, 2025
Nankervis, Craig, Pediatrics, May 15, 2024, and July 1, 2025
Nori, Uday, Internal Medicine, May 15, 2024, and July 1, 2025
Norton, Kavitha, Internal Medicine, May 15, 2024, and July 1, 2025
Parikh, Samir, Internal Medicine, May 15, 2024, and July 1, 2025
Robinson, Monica, School of Health and Rehabilitation Sciences, May 15, 2024, and July 1, 2025
Roggenbuck, Jennifer, Internal Medicine, May 15, 2024, and July 1, 2025
Shidham, Ganesh, Internal Medicine, May 15, 2024, and July 1, 2025
Worly, Brett, Obstetrics and Gynecology, May 15, 2024, and July 1, 2025

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Bixel, Kristin, Obstetrics and Gynecology, May 15, 2024, and July 1, 2025
Bondurant, Amber, Obstetrics and Gynecology, May 15, 2024, and July 1, 2025
Brooks, Shalonda, Pediatrics, May 15, 2024, and July 1, 2025
Brownstein, Jeremy, Radiation Oncology, May 15, 2024, and July 1, 2025
Dempster, Nicole, Pediatrics, May 15, 2024, and July 1, 2025
Dienhart, Molly, Pediatrics, May 15, 2024, and July 1, 2025
Drew, Mark, Microbial Infection and Immunity, May 15, 2024, and July 1, 2025
Epperla, Naren, Internal Medicine, May 15, 2024, and July 1, 2025
Fathi, Omid, Pediatrics, May 15, 2024, and July 1, 2025
Gardner, Molly, Pediatrics, May 15, 2024, and July 1, 2025
Gasior, Alessandra, Surgery, May 15, 2024, and July 1, 2025
Goldstein Leever, Alana, Pediatrics, May 15, 2024, and July 1, 2025
Gyang, Tirisham, Neurology, May 15, 2024, and July 1, 2025
Han, Sam, Internal Medicine, May 15, 2024, and July 1, 2025
Hunter, Randee, School of Health and Rehabilitation Sciences, May 15, 2024, and July 1, 2025
Kang, Rima, Internal Medicine, May 15, 2024, and July 1, 2025
Kroon Van Diest, Ashley, Pediatrics, May 15, 2024, and July 1, 2025
Lee, Peter, Internal Medicine, May 15, 2024, and July 1, 2025
Liu, Jim, Internal Medicine, May 15, 2024, and July 1, 2025
Maltz, Ross, Pediatrics, May 15, 2024, and July 1, 2025
Maturu, Sarita, Neurology, May 15, 2024, and July 1, 2025
McConnell, Erin, Internal Medicine, May 15, 2024, and July 1, 2025
McFarlane, Daniel, Internal Medicine, May 15, 2024, and July 1, 2025
Meirelles, Cristiane, School of Health and Rehabilitation Sciences, May 15, 2024, and July 1, 2025
Milks, Michael Wesley, Internal Medicine, May 15, 2024, and July 1, 2025
Oberle, Ed, Pediatrics, May 15, 2024, and July 1, 2025
Quimper, Megan, Obstetrics and Gynecology, May 15, 2024, and July 1, 2025
Redmond, Margaret, Pediatrics, May 15, 2024, and July 1, 2025
Reynolds, Maegan, Emergency Medicine, May 15, 2024, and July 1, 2025
Richards, Nathan, Internal Medicine, May 15, 2024, and July 1, 2025
Sobhanie, Mohammad Mahdee, Internal Medicine, May 15, 2024, and July 1, 2025
Spitzer, Carleen, Internal Medicine, May 15, 2024, and July 1, 2025
Stewart, Claire, Pediatrics, May 15, 2024, and July 1, 2025
Truba, Natalie, Pediatrics, May 15, 2024, and July 1, 2025
Vallakati, Ajay, Internal Medicine, May 15, 2024, and July 1, 2025

Vaz, Karla, Pediatrics, May 15, 2024, and July 1, 2025
Viljoen, Stephanus, Neurological Surgery, May 15, 2024, and July 1, 2025
Willer, Brittany, Anesthesiology, May 15, 2024, and July 1, 2025

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Ackermann, Wiebke, Anesthesiology, May 15, 2024
Almaani, Salem, Internal Medicine, May 15, 2024
Beyer, Sasha, Radiation Oncology, May 15, 2024
Bhateja, Priyanka, Internal Medicine, May 15, 2024
Bond, David, Internal Medicine, May 15, 2024
Bouchard, Traci, Pediatrics, May 15, 2024
Breckenridge, Mary, Internal Medicine, May 15, 2024
Cetnar, Ashley, Radiation Oncology, May 15, 2024
Chaparro, Juan, Pediatrics, May 15, 2024
Chen, Sonja, Pathology, May 15, 2024
Ciciora, Steven, Pediatrics, May 15, 2024
Cooper, Avraham, Internal Medicine, May 15, 2024
Crichton, Kristin, Pediatrics, May 15, 2024
Dason, Shawn, Urology, May 15, 2024
Dudley, Samuel, Pediatrics, May 15, 2024
Dulmage, Brittany, Dermatology, May 15, 2024
Ehrman, Sarah, Internal Medicine, May 15, 2024
El-Ferzli, George, Pediatrics, May 15, 2024
Farrell, Matthew, Family and Community Medicine, May 15, 2024
Frazier, Warren, Pediatrics, May 15, 2024
Fried, Martin, Internal Medicine, May 15, 2024
Ganapathi, Asvin, Surgery, May 15, 2024
Gathof, Andrew, Emergency Medicine, May 15, 2024
Grossbach, Andrew, Neurological Surgery, May 15, 2024
Haisley, Kelly, Surgery, May 15, 2024
Halaweish, Ihab, Surgery, May 15, 2024
Hostutler, Cody, Pediatrics, May 15, 2024
Kneile, Jeffrey, Pathology, May 15, 2024
Kobalka, Peter, Pathology, May 15, 2024
Krivchenia, Katelyn, Pediatrics, May 15, 2024
Li, Jieli "Shirley", Pathology, May 15, 2024
Liao, Nancy, Pediatrics, May 15, 2024
Lloyd, Julia, Pediatrics, May 15, 2024
Makary, Mina, Radiology, May 15, 2024
Melvin, Jennifer, Pediatrics, May 15, 2024
Moreno, Jose, Psychiatry and Behavioral Health, May 15, 2024
Mori, Mari, Pediatrics, May 15, 2024
Mosser-Goldfarb, Joy, Pediatrics, May 15, 2024
Mynatt, Irene, Emergency Medicine, May 15, 2024
Nguyen, Christopher, Psychiatry and Behavioral Health, May 15, 2024
Nolan, Larry, Family and Community Medicine, May 15, 2024

Noon, Kristen, Anesthesiology, May 15, 2024
Obrynba, Kathryn, Pediatrics, May 15, 2024
Paul, Jisna, Internal Medicine, May 15, 2024
Rust, Laura, Pediatrics, May 15, 2024
Schaffernocker, Troy, Internal Medicine, May 15, 2024
Siddiqui, Irmeen, Pathology, May 15, 2024
Smajlovic, Amina, Pediatrics, May 15, 2024
Sourial, Michael, Urology, May 15, 2024
Stearns, Walter, Psychiatry and Behavioral Health, May 15, 2024
Streby, Keri, Pediatrics, May 15, 2024
Stukus, Kristin, Pediatrics, May 15, 2024
Sullivan, Anne, Orthopaedics, May 15, 2024
Swanson, Melissa, Pediatrics, May 15, 2024
Tang, Bingfeng, Radiology, May 15, 2024
Thomas, Diana, Pathology, May 15, 2024
Thompson, Gina, Pediatrics, May 15, 2024
Wang, Huanyu, Pathology, May 15, 2024
Xu, David, Neurological Surgery, May 15, 2024
Yang, Yuanquan, Internal Medicine, May 15, 2024
Youssef, Patrick, Neurological Surgery, May 15, 2024

REAPPOINTMENT

Adkins, Eric, Emergency Medicine, July 1, 2025
Agnello, Sydney, Internal Medicine, July 1, 2025
Ahmed, Rukshana, Pediatrics, July 1, 2025
Ahrens, Stephanie, Pediatrics, July 1, 2025
Albert, Dara, Pediatrics, July 1, 2025
Albright, Charles, Pediatrics, July 1, 2025
Aldrich, Jaclyn, Pediatrics, July 1, 2025
Alexander, John, Orthopaedics, July 1, 2025
Alhafez, Bishr, Internal Medicine, July 1, 2025
Ankrom, Sean, Internal Medicine, July 1, 2025
Arbona, Fernando, Anesthesiology, July 1, 2025
Ardoin, Stacy, Pediatrics, July 1, 2025
Armstrong, Aimee, Pediatrics, July 1, 2025
Arshad, Adeel, Internal Medicine, July 1, 2025
Augustini, Ralph, Internal Medicine, July 1, 2025
Awadalla, Sylvia, Pediatrics, July 1, 2025
Ayoub, Isabelle, Internal Medicine, July 1, 2025
Azaryan, Irina, Internal Medicine, July 1, 2025
Aziz, Farhad, Emergency Medicine, July 1, 2025
Bachmann, Daniel, Emergency Medicine, July 1, 2025
Baro, Rupa, Internal Medicine, July 1, 2025
Baumann, Amy, Anesthesiology, July 1, 2025
Bawer, Barbara, Family and Community Medicine, July 1, 2025
Bernal, Nicole, Surgery, July 1, 2025
Bertrand, John, Internal Medicine, July 1, 2025

Bhat, Dhanu, Internal Medicine, July 1, 2025
Bhatt, Nitin, Internal Medicine, July 1, 2025
Biederman, Laura, Pathology, July 1, 2025
Bittinger, Zachary, Family and Community Medicine, July 1, 2025
Bleiberg, Alan, Pediatrics, July 1, 2025
Bode, Ryan, Pediatrics, July 1, 2025
Bode, Sara, Pediatrics, July 1, 2025
Bond, Rudolf, Family and Community Medicine, July 1, 2025
Bonomi, Marcelo, Internal Medicine, July 1, 2025
Borate, Uma, Internal Medicine, July 1, 2025
Bourekas, Eric, Radiology, July 1, 2025
Boyer, Debra, Pediatrics, July 1, 2025
Boyle, Brendan, Pediatrics, July 1, 2025
Branditz, Lauren, Emergency Medicine, July 1, 2025
Brown, Jordan, Internal Medicine, July 1, 2025
Bunch, Dustin, Pathology, July 1, 2025
Caserta, Abigail, Pediatrics, July 1, 2025
Casto, Molly, Obstetrics and Gynecology, July 1, 2025
Cataland, Spero, Internal Medicine, July 1, 2025
Chakraborty, Subhankar, Internal Medicine, July 1, 2025
Chapman, Meredith, Psychiatry and Behavioral Health, July 1, 2025
Chaves, Eileen, Pediatrics, July 1, 2025
Chelveyohan, Gomathie, Psychiatry and Behavioral Health, July 1, 2025
Chiplunker, Adeeti, Internal Medicine, July 1, 2025
Clairmont, Albert, Physical Medicine and Rehabilitation, July 1, 2025
Conroy, Megan, Internal Medicine, July 1, 2025
Contreras, Carlo, Surgery, July 1, 2025
Cubbison, Alyssa, Radiology, July 1, 2025
Culver, Thomas, Emergency Medicine, July 1, 2025
Curtis, Casey, Otolaryngology, July 1, 2025
David, Jennie, Pediatrics, July 1, 2025
Dawson, Anne, Pediatrics, July 1, 2025
Debeljak, Ashley, Pediatrics, July 1, 2025
DeHoff, Carrie, Pediatrics, July 1, 2025
Diaz Pardo, Alexandra, Radiation Oncology, July 1, 2025
Doe, Maggie, Family and Community Medicine, July 1, 2025
Donnelly, Edwin, Radiology, July 1, 2025
Doyle, Brian, Internal Medicine, July 1, 2025
Driest, Kyla, Pediatrics, July 1, 2025
Duggirala, Vijay, Internal Medicine, July 1, 2025
Duncan, Philicia, Internal Medicine, July 1, 2025
Durick, Tom, Anesthesiology, July 1, 2025
Ebersole, Ashley, Pediatrics, July 1, 2025
Elchert, Jamie, Internal Medicine, July 1, 2025
Elsheikh, Bakri, Neurology, July 1, 2025
Emery, Matthew, Internal Medicine, July 1, 2025
Erdman, Steve, Pediatrics, July 1, 2025

Esnakula, Ashwin, Pathology, July 1, 2025
Fatehchand, Anodika, Internal Medicine, July 1, 2025
Fetko, C Nicholas, Radiology, July 1, 2025
Flahive, Colleen, Pediatrics, July 1, 2025
Fletcher, Derek, Pediatrics, July 1, 2025
Folefac, Edmund, Internal Medicine, July 1, 2025
Forrest, Arick, Otolaryngology, July 1, 2025
Fortier, Sarah, Internal Medicine, July 1, 2025
Freeman, Chloe, Pediatrics, July 1, 2025
Friedman, Susan, Internal Medicine, July 1, 2025
Fuller, Andrea, Anesthesiology, July 1, 2025
Gajarski, Robert, Pediatrics, July 1, 2025
Gandhi, Kajal, Pediatrics, July 1, 2025
Gariepy, Cheryl, Pediatrics, July 1, 2025
Gatti-Mays, Margaret, Internal Medicine, July 1, 2025
Gefvert, Jessica, Pediatrics, July 1, 2025
Geib, Ellen, Pediatrics, July 1, 2025
Gillespie, Shannon, Pediatrics, July 1, 2025
Glader, Laurie, Pediatrics, July 1, 2025
Glawe, Charles, Psychiatry and Behavioral Health, July 1, 2025
Gordish, Deborah, Internal Medicine, July 1, 2025
Gotfried, Bob, Family and Community Medicine, July 1, 2025
Gough, Bryan, Neurology, July 1, 2025
Gray, Chantel, Anesthesiology, July 1, 2025
Greco, Jessica, Internal Medicine, July 1, 2025
Greer, Marek, Family and Community Medicine, July 1, 2025
Grischkan, Jonathan, Otolaryngology, July 1, 2025
Groth, Adam, Orthopaedics, July 1, 2025
Guertin, Mike, Anesthesiology, July 1, 2025
Gushue, Courtney, Pediatrics, July 1, 2025
Gutkoski, Tyler, Internal Medicine, July 1, 2025
Haamid, Fareeda, Pediatrics, July 1, 2025
Hahn, Amy, Pediatrics, July 1, 2025
Hamilton, Daniel, Internal Medicine, July 1, 2025
Hamilton, Sarah, Psychiatry and Behavioral Health, July 1, 2025
Harfmann, Katya, Pediatrics, July 1, 2025
Hatley-Cotter, Allison, Pediatrics, July 1, 2025
Heard, Jarrett, Anesthesiology, July 1, 2025
Hellenthal, Rebecca, Pediatrics, July 1, 2025
Henry, Jacqueline, Internal Medicine, July 1, 2025
Henry, Rohan, Pediatrics, July 1, 2025
Hiller, Amy, Physical Medicine and Rehabilitation, July 1, 2025
Hodgson, Caroline, Pediatrics, July 1, 2025
Hoehn, Jessica, Pediatrics, July 1, 2025
Hoet, Ariana, Pediatrics, July 1, 2025
Holland-Hall, Cynthia, Pediatrics, July 1, 2025
Holliday, Scott, Internal Medicine, July 1, 2025

Hollie, Norris, Pathology, July 1, 2025
Homsy, Elie, Internal Medicine, July 1, 2025
Honegger, Jonathan, Pediatrics, July 1, 2025
Houmsse, Mahmoud, Internal Medicine, July 1, 2025
Huff, Abigail, Psychiatry and Behavioral Health, July 1, 2025
Hummel, John, Internal Medicine, July 1, 2025
Hunter, Jesse, Pathology, July 1, 2025
Hurlburt, Daniel, Physical Medicine and Rehabilitation, July 1, 2025
Ibrahim, Gehan, Radiology, July 1, 2025
Indyk, Justin, Pediatrics, July 1, 2025
Islam, Monica, Pediatrics, July 1, 2025
Ivanov, Iouri, Pathology, July 1, 2025
Iyer, Maya, Pediatrics, July 1, 2025
Jackson, Harrison, Internal Medicine, July 1, 2025
Jacobowski, Natalie, Psychiatry and Behavioral Health, July 1, 2025
Johanning-Gray, Katie, Pediatrics, July 1, 2025
Johns, Jennica, Internal Medicine, July 1, 2025
Jones, Grant, Orthopaedics, July 1, 2025
Jonesco, Michael, Internal Medicine, July 1, 2025
Jordan, Elizabeth, Internal Medicine, July 1, 2025
Jostpille, Rane, Pediatrics, July 1, 2025
Kahwash, Samir, Pathology, July 1, 2025
Kalady, Skyler, Pediatrics, July 1, 2025
Kapoor, Ritu, Anesthesiology, July 1, 2025
Karsies, Todd, Pediatrics, July 1, 2025
Kenol, Beatrice, Internal Medicine, July 1, 2025
Kertesz Myers, Naomi, Pediatrics, July 1, 2025
Khan, Nadia, Internal Medicine, July 1, 2025
Khandker, Nabil, Neurology, July 1, 2025
Kingsbury, James, Radiology, July 1, 2025
Kirschner, Richard, Plastic and Reconstructive Surgery, July 1, 2025
Klatt, Maryanna, Family and Community Medicine, July 1, 2025
Kloos, Anne, School of Health and Rehabilitation Sciences, July 1, 2025
Koesters, Steve, Internal Medicine, July 1, 2025
Konfala, Rita, Internal Medicine, July 1, 2025
Konieczkowski, David, Radiation Oncology, July 1, 2025
Koterba, Christine, Pediatrics, July 1, 2025
Kryszak, Elizabeth, Pediatrics, July 1, 2025
Lambert, Catherine, Internal Medicine, July 1, 2025
Lange Smith, Lauren, Pediatrics, July 1, 2025
Lazow, Margot, Pediatrics, July 1, 2025
Leever, Alana, Pediatrics, July 1, 2025
Lehrman, Craig, Plastic and Reconstructive Surgery, July 1, 2025
Leibowitz, Scott, Psychiatry and Behavioral Health, July 1, 2025
Leung, Cynthia, Emergency Medicine, July 1, 2025
Leung, Marco, Pathology, July 1, 2025
Levine, Ann, Pediatrics, July 1, 2025

Levy, Casey, Pediatrics, July 1, 2025
Limkemann, Ashley, Surgery, July 1, 2025
Liston, Beth, Internal Medicine, July 1, 2025
Livshitz, Irina, Ophthalmology and Visual Sciences, July 1, 2025
Lujan, Giovanni, Pathology, July 1, 2025
Maa, Tensing, Pediatrics, July 1, 2025
MacDonald, Jim, Pediatrics, July 1, 2025
Macerollo, Allison, Family and Community Medicine, July 1, 2025
Mackinaw-Koons, Barbara, Pediatrics, July 1, 2025
Maffett, Scott, Internal Medicine, July 1, 2025
Malerich, Patricia, Dermatology, July 1, 2025
Malone, Matt, Emergency Medicine, July 1, 2025
Malvestutto, Carlos, Internal Medicine, July 1, 2025
Manguba, Jay, Internal Medicine, July 1, 2025
Manne, Ashish, Internal Medicine, July 1, 2025
Manning, Amy, Otolaryngology, July 1, 2025
Manning, Brandi, Internal Medicine, July 1, 2025
Margolis, Steven, Anesthesiology, July 1, 2025
Martin, David, Anesthesiology, July 1, 2025
Martin, Doug, Radiation Oncology, July 1, 2025
Martin, Kevin, Orthopaedics, July 1, 2025
Martinez, Carolyn, Emergency Medicine, July 1, 2025
Martinez, Christine, Ophthalmology and Visual Sciences, July 1, 2025
Martoma, Rosemary, Pediatrics, July 1, 2025
Mathew, Mariam, Pathology, July 1, 2025
May, Anne, Pediatrics, July 1, 2025
McConaghy, John, Family and Community Medicine, July 1, 2025
McDonald-Fix, Christin, Pediatrics, July 1, 2025
McKillop, Hannah, Pediatrics, July 1, 2025
McKnight, Erin, Pediatrics, July 1, 2025
McTiernan, Erin, Pediatrics, July 1, 2025
Meara, Alexa, Internal Medicine, July 1, 2025
Mehling, Margaret, Pediatrics, July 1, 2025
Mehta, Laxmi, Internal Medicine, July 1, 2025
Meng, Xiaomei, Internal Medicine, July 1, 2025
Mezoff, Ethan, Pediatrics, July 1, 2025
Mikulik, Zhanna, Internal Medicine, July 1, 2025
Miller, Audrey, Pediatrics, July 1, 2025
Miller, Eric, Radiation Oncology, July 1, 2025
Miller, Eric, Radiology, July 1, 2025
Miller, Krystin, Emergency Medicine, July 1, 2025
Misquitta, Luke, Psychiatry and Behavioral Health, July 1, 2025
Mitra, Arjun, Internal Medicine, July 1, 2025
Mitzman, Jennifer, Emergency Medicine, July 1, 2025
Mohammed, Yusif, Internal Medicine, July 1, 2025
Monnin, Kara, Pediatrics, July 1, 2025
Morse, Rustin, Pediatrics, July 1, 2025

Nandi, Deipanjan, Pediatrics, July 1, 2025
Napolitano, Stephanie, Pediatrics, July 1, 2025
Nawaz, Waqas, Internal Medicine, July 1, 2025
Nesemeier, Ryan, Otolaryngology, July 1, 2025
Nguyen, Xuan, Radiology, July 1, 2025
Nopkhun, Wilawan, Physical Medicine and Rehabilitation, July 1, 2025
Norris, Megan, Pediatrics, July 1, 2025
Nowacki, Nicholas, Pathology, July 1, 2025
Nunley, David, Internal Medicine, July 1, 2025
Nwomeh, Benedict, Surgery, July 1, 2025
O'Donnell, Lynn, Internal Medicine, July 1, 2025
Ogake, Stella, Internal Medicine, July 1, 2025
Onderko, George, Internal Medicine, July 1, 2025
Oppenheim-Knudsen, Eunice, Family and Community Medicine, July 1, 2025
Ostendorf, Adam, Pediatrics, July 1, 2025
Owens, Tiffany, Otolaryngology, July 1, 2025
Oyeniran, Sophonie, Pathology, July 1, 2025
Palilla, Jessica, Pediatrics, July 1, 2025
Pallante, Angeline, Internal Medicine, July 1, 2025
Panigrahi, Eva, Psychiatry and Behavioral Health, July 1, 2025
Pariser, Ashley, Internal Medicine, July 1, 2025
Parsons, Jonathan, Internal Medicine, July 1, 2025
Patel, Krutiben, Internal Medicine, July 1, 2025
Patel, Shama, Pediatrics, July 1, 2025
Penza, Sam, Internal Medicine, July 1, 2025
Petrova, Ana, Internal Medicine, July 1, 2025
Petullo, Brian, Internal Medicine, July 1, 2025
Pfeifle, Andrea, Family and Community Medicine, July 1, 2025
Phay, John, Surgery, July 1, 2025
Pindrik, Jonathan, Neurological Surgery, July 1, 2025
Pizza, Aubrey, Pediatrics, July 1, 2025
Plaza, Jose A, Pathology, July 1, 2025
Prestidge, Melanie, Internal Medicine, July 1, 2025
Prince, Benjamin, Pediatrics, July 1, 2025
Rabkin, Ari, Pediatrics, July 1, 2025
Raglin Bignall, Whitney, Pediatrics, July 1, 2025
Rajab, Amer, Surgery, July 1, 2025
Ramachandran, Manoj, Internal Medicine, July 1, 2025
Ramamurthy, Arun, Neurology, July 1, 2025
Raman, Vidya, Anesthesiology, July 1, 2025
Ramirez, Nilsa, Pathology, July 1, 2025
Ranieri, Daniel, Radiology, July 1, 2025
Rice, Courtney, Pediatrics, July 1, 2025
Richard, Heather, Pediatrics, July 1, 2025
Romer, Ben, Internal Medicine, July 1, 2025
Rudesill, Rebecca, Obstetrics and Gynecology, July 1, 2025
Ryan, Eileen, Psychiatry and Behavioral Health, July 1, 2025

Ryan, James, Internal Medicine, July 1, 2025
Ryan, Laura, Internal Medicine, July 1, 2025
Ryu, Jasmine, Anesthesiology, July 1, 2025
Sahlani, Lydia, Emergency Medicine, July 1, 2025
Saigal, Taru, Internal Medicine, July 1, 2025
Salavitabar, Arash, Pediatrics, July 1, 2025
Schaefer, Megan, Pediatrics, July 1, 2025
Scherr, Jessica, Pediatrics, July 1, 2025
Schmerge, Christine, Pediatrics, July 1, 2025
Schwartz, Nadine, Psychiatry and Behavioral Health, July 1, 2025
Searcy, W., Pediatrics, July 1, 2025
Sebastian, Kiran, Internal Medicine, July 1, 2025
Seidenfeld, Adina, Pediatrics, July 1, 2025
Shabsigh, Ahmad, Urology, July 1, 2025
Shanks, Vanessa, Pediatrics, July 1, 2025
Shannon, Tracy, Physical Medicine and Rehabilitation, July 1, 2025
Shepherd, Edward, Pediatrics, July 1, 2025
Shilo, Konstantin, Pathology, July 1, 2025
Shrestha, Subarna, Internal Medicine, July 1, 2025
Shutes, Brittany, Pediatrics, July 1, 2025
Sinay, Anne-Marie, Obstetrics and Gynecology, July 1, 2025
Singha, Arindam, Internal Medicine, July 1, 2025
Skinner, Carmen, Internal Medicine, July 1, 2025
Smith, Thomas, Anesthesiology, July 1, 2025
Snider, Tyanna, Pediatrics, July 1, 2025
Sofowora, Gbemiga, Internal Medicine, July 1, 2025
Song, Eunkyung, Pediatrics, July 1, 2025
Sopkovich, Jennifer, Dermatology, July 1, 2025
Spitler, Brandi, Pediatrics, July 1, 2025
Springer, Eric, Urology, July 1, 2025
Sribnick, Eric, Neurological Surgery, July 1, 2025
Steiner, Kevin, Internal Medicine, July 1, 2025
Stephenson, Kevin, Pediatrics, July 1, 2025
Stettler, Kimberly, Pediatrics, July 1, 2025
Stewart, Greg, Pediatrics, July 1, 2025
Stiver, Corey, Pediatrics, July 1, 2025
Stone, Mary, Pediatrics, July 1, 2025
Strothman, Kasey, Pediatrics, July 1, 2025
Sukrithan, Vineeth, Internal Medicine, July 1, 2025
Sun, Shaoli, Pathology, July 1, 2025
Sutton, Moneika, Pediatrics, July 1, 2025
Sweet, Kevin, Internal Medicine, July 1, 2025
Talley, Reginald, Physical Medicine and Rehabilitation, July 1, 2025
Tams, Sean, Pediatrics, July 1, 2025
Tandon, Amit, Ophthalmology and Visual Sciences, July 1, 2025
Tang, Jonathan, Anesthesiology, July 1, 2025
Taxter, Alysha, Pediatrics, July 1, 2025

Taylor, Ashley, Anesthesiology, July 1, 2025
Tracy, Brett, Surgery, July 1, 2025
Troyer, Mark, Internal Medicine, July 1, 2025
Truxal, Kristen, Pediatrics, July 1, 2025
Tsao, Chang-Yong, Pediatrics, July 1, 2025
Tseng, Stephanie, Pediatrics, July 1, 2025
Vater, Lindsey, Pediatrics, July 1, 2025
Vaughan, Geoffrey, Internal Medicine, July 1, 2025
Villella, Anthony, Pediatrics, July 1, 2025
Voorhees, Suzanne, Pediatrics, July 1, 2025
Walrod, Bryant, Family and Community Medicine, July 1, 2025
Wang, Jing, Internal Medicine, July 1, 2025
Wang, Shang-Jui, Radiation Oncology, July 1, 2025
Wastler, Heather, Psychiatry and Behavioral Health, July 1, 2025
Watson, Joshua, Pediatrics, July 1, 2025
Weingart, Caroline, Pediatrics, July 1, 2025
Wells, Mark, Pediatrics, July 1, 2025
Wells, Michael, Ophthalmology and Visual Sciences, July 1, 2025
Westphal, Glenn, Internal Medicine, July 1, 2025
Wilkins, Jonathan, Pediatrics, July 1, 2025
Wilson, Camille, Pediatrics, July 1, 2025
Wininger, David, Internal Medicine, July 1, 2025
Woda, Russ, Anesthesiology, July 1, 2025
Wojnaroski, Mary, Pediatrics, July 1, 2025
Wojtowicz, Andrea, Pediatrics, July 1, 2025
Wood, Joel, Family and Community Medicine, July 1, 2025
Woollard, Jeffrey, Radiation Oncology, July 1, 2025
Wu, Richard, Internal Medicine, July 1, 2025
Wyne, Kathleen, Internal Medicine, July 1, 2025
Yalamanchi, Anita, Pediatrics, July 1, 2025
Yang, Xiangyu, Radiology, July 1, 2025
Yee, Jennifer, Emergency Medicine, July 1, 2025
Yih, Jessica, Urology, July 1, 2025
Young, James, Psychiatry and Behavioral Health, July 1, 2025
Zhao, John, Pathology, July 1, 2025
Zynger, Debra, Pathology, July 1, 2025

**COLLEGE OF MEDICINE
RESEARCH**

PROMOTION TO RESEARCH PROFESSOR

Fontanella, Cynthia, Psychiatry and Behavioral Health, May 15, 2024

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Mansfield, Julie, School of Health and Rehabilitation Sciences, May 15, 2024

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR AND REAPPOINTMENT

Pietrzak, Maciej, Biomedical Informatics, May 15, 2024, and July 1, 2025

REAPPOINTMENT

Alfano, Lindsay, Pediatrics, July 1, 2025
Appakalai, Balamurugan, Pediatrics, July 1, 2025
Bittoni, Marisa, Internal Medicine, July 1, 2025
Calore, Federica, Cancer Biology and Genetics, July 1, 2025
Childerhose, Janet, Internal Medicine, July 1, 2024
Chung, Sangwoon, Internal Medicine, July 1, 2024
Cowan, Jason, Internal Medicine, July 1, 2024
Ganesan, Latha Prabha, Internal Medicine, July 1, 2024
Hall-Stoodley, Luanne, Microbial Infection and Immunity, July 1, 2024
Harden, Angela, School of Health and Rehabilitation Sciences, July 1, 2025
Huang, Wei, Cancer Biology and Genetics, July 1, 2024
Karpurapu, Manjula, Internal Medicine, July 1, 2024
Koboldt, Daniel, Pediatrics, July 1, 2025
Larue, Ross, Cancer Biology and Genetics, July 1, 2024
Lin, Pei-Hui, Internal Medicine, July 1, 2024
Naeimi Kararoudi, Meisam, Pediatrics, July 1, 2025
Pekarsky, Yuri, Cancer Biology and Genetics, July 1, 2024
Rausch, Joseph, Pediatrics, July 1, 2025
Tili, Esmerina, Anesthesiology, July 1, 2025
Toris, Carol, Ophthalmology, July 1, 2024
Vicetti Miguel, Rodolfo, Otolaryngology, July 1, 2025
Zhang, Zhentao, Surgery, July 1, 2025

COLLEGE OF NURSING

PROMOTION TO PROFESSOR

O'Mathuna, Donal, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Wright, Kathy, May 15, 2024

**COLLEGE OF NURSING
CLINICAL**

REAPPOINTMENT

Jauch, Amy, July 1, 2025
Tornwall, Joni, July 1, 2025

**COLLEGE OF NURSING
RESEARCH**

REAPPOINTMENT

Lin, Chyongchiou, July 1, 2025

COLLEGE OF OPTOMETRY

PROMOTION TO PROFESSOR
Choi, Stacey, May 15, 2024
Doble, Nathan, May 15, 2024

COLLEGE OF PHARMACY

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Cocucci, Ema, May 15, 2024
Coss, Christopher, May 15, 2024
Hu, Shuiying, May 15, 2024

**COLLEGE OF PHARMACY
CLINICAL**

REAPPOINTMENT
Mehta, Bella, July 1, 2025
Plahovinsak, Jen, July 1, 2025
Worley, Marcia, July 1, 2025

COLLEGE OF PUBLIC HEALTH

PROMOTION TO PROFESSOR
Andridge, Rebecca, May 15, 2024
Pennell, Michael, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Hogan, Tory, May 15, 2024
Nemeth, Julianna, May 15, 2024
Ricks, JaNelle, May 15, 2024
Schnell, Patrick, May 15, 2024

**COLLEGE OF PUBLIC HEALTH
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT
Robbins, Julie, May 15, 2024, and July 1, 2025

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT
Odei, James, May 15, 2024, and July 1, 2025

COLLEGE OF SOCIAL WORK

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Boyd, Donte, May 15, 2024
Oh, Sehun, May 15, 2024

UNIVERSITY LIBRARIES

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Frazier, Mara, May 15, 2024

Hammons, Jane, May 15, 2024

COLLEGE OF VETERINARY MEDICINE

PROMOTION TO PROFESSOR

Bowman, Andrew, Veterinary Preventive Medicine, May 15, 2024

Marsh, Antoinette, Veterinary Preventive Medicine, May 15, 2024

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Berrian, Amanda, Veterinary Preventive Medicine, May 15, 2024

Hale, Vanessa, Veterinary Preventive Medicine, May 15, 2024

**COLLEGE OF VETERINARY MEDICINE
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Husbands, Brian, Veterinary Clinical Sciences, May 15, 2024, and July 1, 2025

Yaxley, Page, Veterinary Clinical Sciences, May 15, 2024, and July 1, 2025

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Diaz-Campos, Dubraska, Veterinary Clinical Sciences, May 15, 2024

Lilly, M. Leanne, Veterinary Clinical Sciences, May 15, 2024, and July 1, 2025

Lozier, Joseph, Veterinary Clinical Sciences, May 15, 2024

REAPPOINTMENT

Burge, Rhonda, Veterinary Clinical Sciences, July 1, 2025

Carson, Brittney, Veterinary Clinical Sciences, July 1, 2025

Coutinho da Silva, Marco, Veterinary Clinical Sciences, July 1, 2025

Freed, Carrie, Veterinary Preventive Medicine, July 1, 2025

Fu, Dah-Renn, Veterinary Clinical Sciences, July 1, 2025

Her, Jiwoong, Veterinary Clinical Sciences, July 1, 2025

Hickman-Davis, Judy, Veterinary Preventive Medicine, July 1, 2025

Knoblauch, Sue, Veterinary Biosciences, July 1, 2025

Langston, Catherine, Veterinary Clinical Sciences, July 1, 2025

Lapsley, Janis, Veterinary Clinical Sciences, July 1, 2025

Niehaus, Andrew, Veterinary Clinical Sciences, July 1, 2025

Youngblood, Brad, Veterinary Preventive Medicine, July 1, 2025

DEGREES AND CERTIFICATES

Synopsis: Approval of Degrees and Certificates for summer term 2024 is proposed.

WHEREAS pursuant to paragraph (E) of rule 3335-1-06 of the Administrative Code, the Board has authority for the issuance of degrees and certificates; and

WHEREAS the faculties of the colleges and schools shall transmit, in accordance with rule 3335-9-29 of the Administrative Code, for approval by the Board of Trustees, the names of persons who have completed degree and certificate requirements:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on August 4, 2024, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

HONORARY DEGREES

Synopsis: Approval of the honorary degrees listed below is proposed.

WHEREAS pursuant to paragraph (A)(3) of rule 3335-1-03 of the Administrative Code, the President, after consultation with the Steering Committee of the University Senate, recommends to the Board of Trustees the awarding of the honorary degree as listed below:

Pierre Agostini Doctor of Science, *honoris causa*

WHEREAS the Committee on Honorary Degrees of the University Senate, pursuant to rule 3335-5-48.8 of the Administrative Code, has approved for recommendation to the Board of Trustees the awarding of the honorary degree as listed below:

David Grann Doctor of Public Service, *honoris causa*

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the awarding of the above honorary degrees.

Pierre Agostini

PROFESSOR EMERITUS OF PHYSICS
THE OHIO STATE UNIVERSITY

Dr. Pierre Agostini is an emeritus professor of physics at The Ohio State University where he began working in 2005. Dr. Agostini is a 2023 Nobel Laureate for his work pioneering advances in the exploration of electron dynamics in matter.

He was born in Tunis, Tunisia in 1941 and received a bachelor's degree in mathematics from Prytanée Militaire La Flèche in France in 1959. Dr. Agostini earned a Bachelor of Science degree in physics in 1961, a post-graduate degree in 1962, and a PhD in 1968 all from the Université Aix-Marseille in France.

After the completion of his degree, Dr. Agostini worked at the French Atomic Energy Commission in various research positions from 1968 to 2002. During this time, he held visiting positions at the University of Southern California, FOM Amsterdam and the Brookhaven National Laboratory before coming to Ohio State. He was recognized by the French Academy of Sciences in 1995 for discovering above-threshold ionization (ATI) in atoms. In 2003, Dr. Agostini received a Humboldt Research Award to conduct attosecond experiments at the Max Born Institute for Nonlinear Optics and Short Pulse Spectroscopy (MBI) in Berlin, work that he continued to build upon at Ohio State. For distinction in the advancement of optics and photonics, he was elected a Fellow of the American Optical Society in 2007 and received the William F. Meggers Award for outstanding work in spectroscopy the same year.

For his work creating techniques to capture electrons using pulses of light lasting just one quintillionth of a second, Dr. Agostini was awarded the 2023 Nobel Prize in Physics along with his colleagues Anne L'Huillier and Ferenc Krausz, representing the pinnacle of scientific achievement. The Nobel Prize committee said Agostini and his fellow winners "have given humanity new tools for exploring the world of electrons inside atoms and molecules ...(and) have demonstrated a way to create extremely short pulses of light that can be used to measure the rapid processes in which electrons move or change energy." Following his awarding of the Nobel Prize, he was appointed to the Legion of Honor of France with the rank of Commander. The Legion of Honor is one of the greatest honors given in France.



David Grann

WRITER

David Grann is a #1 *New York Times* bestselling author and an award-winning staff writer at *The New Yorker* magazine. His newest book, *The Wager: A Tale of Shipwreck, Mutiny, and Murder*, was published in April 2023. With the twists and turns of a thriller, it tells the true saga of a company of British naval officers and crew that became stranded on a desolate island off the coast of Patagonia and descended into murderous anarchy. The book explores the nature of survival, duty, and leadership, and it examines how both people and nations tell—and manipulate—history.

Grann is also the author of *Killers of the Flower Moon: The Osage Murders and the Birth of the FBI*, which documented one of the most sinister crimes and racial injustices in American history. Described in the *New York Times* as a “riveting” work that will “sear your soul,” it was a finalist for the National Book Award and a winner of the Edgar Allan Poe Award for best true crime book. It was a #1 *New York Times* bestseller and named one of the best books of the year by the *Times*, *Wall Street Journal*, *Washington Post*, *Los Angeles Times*, *Entertainment Weekly*, *Time*, and other publications. The book has been adapted into a major motion picture directed by Martin Scorsese and starring Leonardo DiCaprio, Lily Gladstone, Robert De Niro, and Jesse Plemons.

Grann’s first book, *The Lost City of Z: A Tale of Deadly Obsession in the Amazon*, was #1 *New York Times* bestseller and has been translated into more than twenty-five languages. Shortlisted for the Samuel Johnson Prize, it was chosen as one of the best books of 2009 by the *New York Times*, *Washington Post*, *Entertainment Weekly*, and other publications. The book, which the *Washington Post* called a “thrill ride from start to finish,” was adapted into a critically acclaimed film directed by James Gray and starring Charlie Hunnam, Sienna Miller, Robert Pattinson, and Tom Holland.

In addition to *The New Yorker*, Grann’s stories have appeared in *The Best American Crime Writing*; *The Best American Sports Writing*; and *The Best American Nonrequired Reading*. His stories have also been published in the *New York Times Magazine*, *Atlantic*, *Washington Post*, *Boston Globe*, and *Wall Street Journal*.

Aside from writing, Grann is a frequent speaker who has given talks about everything from *Killers of the Flower Moon* and the importance of historical memory to the dangers of complicity in unjust systems, and from the art of writing and detection to the leadership methods of explorers, such as Ernest Shackleton.

Grann holds master’s degrees in international relations (from the Fletcher School of Law and Diplomacy) and creative writing (from Boston University). After graduating from Connecticut College, in 1989, he received a Thomas J. Watson Fellowship and did research in Mexico, where he began his career in journalism. He currently lives in New York with his wife and two children.

