WEDNESDAY, AUGUST 16, 2023
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
Joshua H.B. Kerner
Susan E. Cole
Hiroyuki Fujita (*ex officio*)

Location: Vitria on the Square - University Square North (USN)   Time: 2:30-4:30pm
14 E. 15th Avenue, Columbus, Ohio 43201

Public Session

ITEMS FOR DISCUSSION

1. *Provost's Report: Academic Plan in Action – Dr. Melissa Gilliam*   2:30-2:45pm

2. *Senior Vice President for Student Life's Report:*   2:45-3:00pm
    Engage. Learn. Thrive: Setting Students up for Success – Dr. Melissa Shivers

ITEMS FOR ACTION   3:00-3:10pm

3. Approval of May 2023 Committee Meeting Minutes – Mr. Jeff Kaplan

4. Approval to Establish a Doctor of Education in Teaching and Learning –
    Dr. Melissa Gilliam

5. Faculty Personnel Actions – Dr. Melissa Gilliam

Executive Session

A Shared Academic Vision for Ohio State

The Ohio State University

Academic Plan

November 2022

THE OHIO STATE UNIVERSITY

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Academic Plan

Where we will focus to achieve eminence and excellence.

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Orientation

Visiting Stone Lab

Sustainability Education and Workforce Development

- Data collection from employers, faculty/instructors, students, alumni, and other institutions

- Outside visiting committee, representing leaders in academia, industry, and community partners, evaluated findings and provided additional inputs

Buckeye Precollege

Summer Institutes (residential)

- 95 students (rising 10th-12th graders)

Summer Exploration (non-residential)

- 38 students (middle and high school)

Center for Software Innovation

- Envisions the university and central Ohio as the new epicenter in the global digital economy, with software and innovation at the heart of it all

- Partnership with Kyiv School of Economics

- Entrepreneurial summit this fall

NSF ADVANCE Program

- NSF funding award connecting Ohio State, Michigan State, and Wayne State

- Part of ADVANCE program to increase the representation and advancement of women in academic science and engineering careers

- Ohio State work will focus on leadership, culture, and developing faculty across the lifecycle

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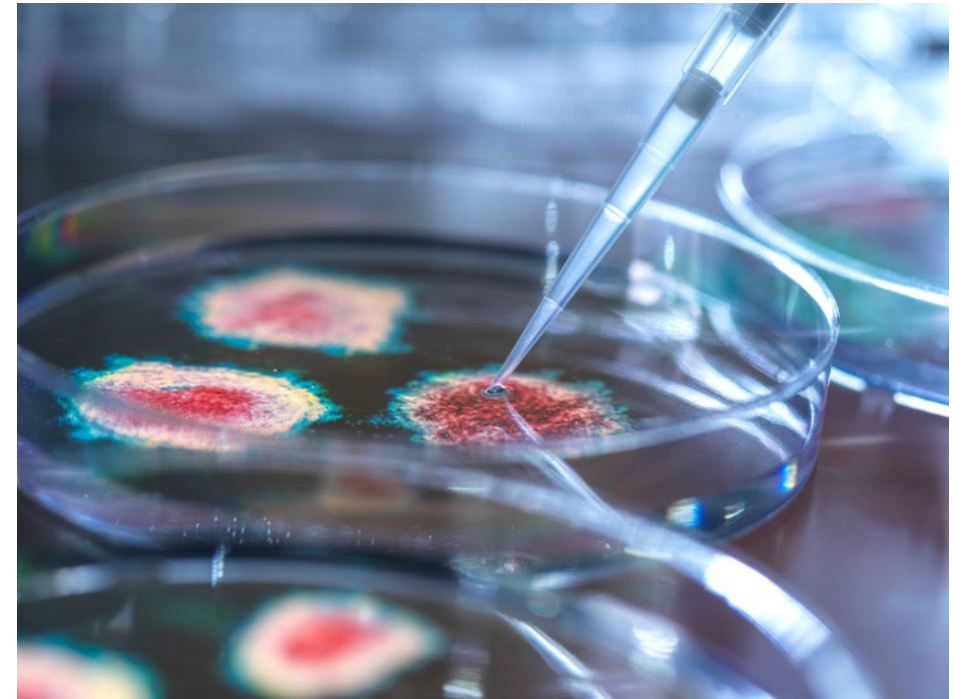
Affirmative Action Update

- Office of Academic Affairs and Office of Legal Affairs convened working group to help the university prepare for and respond to the outcome

- Race/ethnicity removed from all documents visible to application readers, and revised evaluation tools under development for admissions/academic program reviewers

- Training will be ongoing over the coming academic year for readers and others involved in undergraduate, graduate, and professional program admissions

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Civil Discourse Project

Welcome, Karen Rose

- Dean of the College of Nursing, effective July 1
- Expert in gerontology nursing research
- Director, Center for Healthy Aging, Self-Management, and Complex Care
- Previously served as vice dean, College of Nursing

Welcome, Jason Lemon

- Ohio State's first vice provost and dean for online leaning

- Providing oversight and strategic leadership for the growth and expansion of online learning programs

- Previously served as vice provost and dean of UC Online (University of Cincinnati)

Distinguished University Professors

Stuart Cooper
Chemical and Biomolecular
Engineering

Elena Irwin
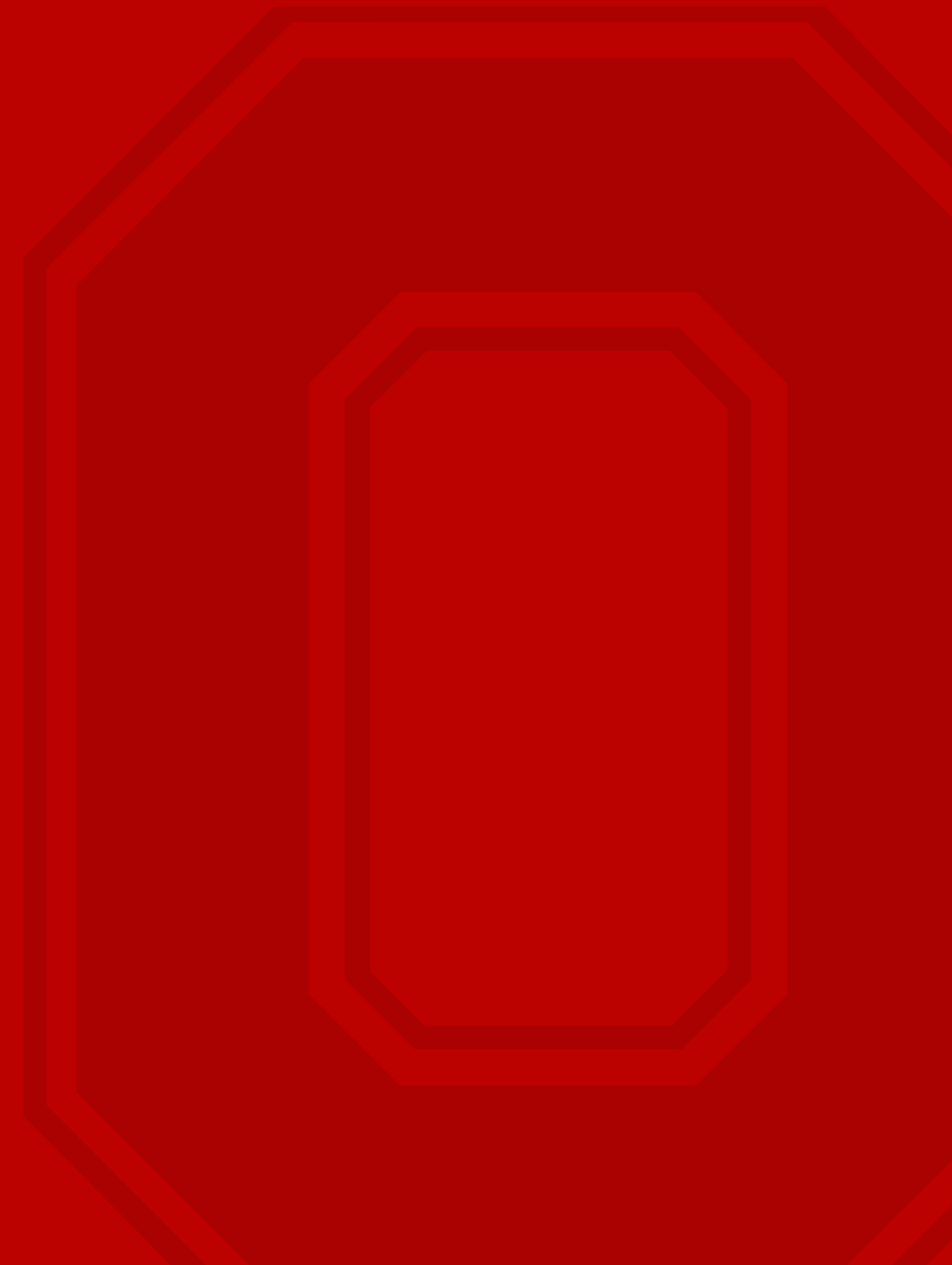Agricultural, Environmental, and
Development Economics

Stanley Lemeshow
Public Health

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Thank you!

Ohio State Student Well-Being

Mental Health

34% of students report they have been diagnosed with anxiety

27% of students report they have been diagnosed with depression

49% of students report ever receiving mental health treatment

Loneliness

24% of students report they have difficulty creating and maintaining social relationships

53% of students score positive for loneliness

Alcohol and Other Drug Use

80% of students report using alcohol in their lifetime

45% of students report using cannabis in their lifetime

12% of students report misusing a prescription stimulant in their lifetime

Data sources: National College Health Assessment, 2022; College Prescription Drug Study, 2022; Student Life Survey, 2023

10 Dimensions of Wellness

SOCIAL

DIGITAL

ENVIRONMENTAL

FINANCIAL

CAREER

Well-Being
at Ohio State

PHYSICAL

SPIRITUAL

INTELLECTUAL

EMOTIONAL

CREATIVE

Multi-Modal Approach

Peer-to-peer support

Referrals

On-demand and online resources

MULTI-MODAL APPROACH

Fitness and movement resources

1:1 coaching and counseling

Workshops
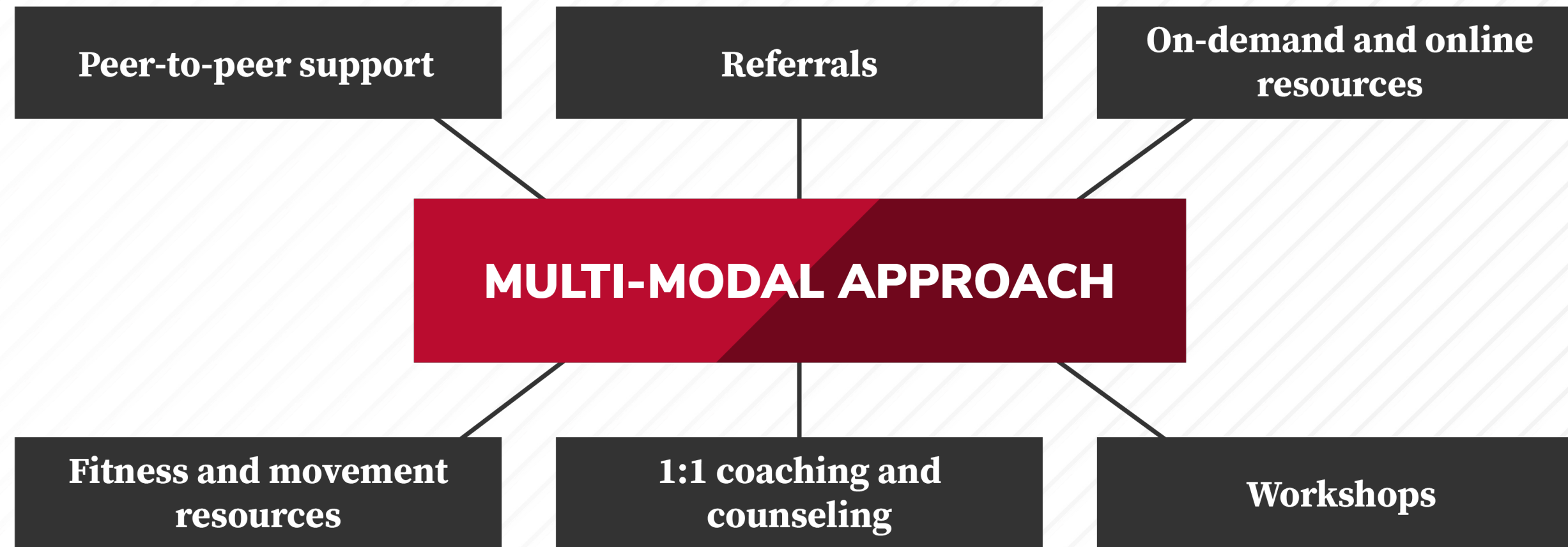
Student Advocacy Center

Helps students navigate Ohio State's structure to resolve issues

Support for wide range of needs:

• Academic

• Enrollment

• Financial

• Health

• Personal Crisis

• Response for student death or serious injury

Student Advocacy Center Impact

By the numbers

- **4,199** students supported (22-23 academic year)

- **312** students received a Student Emergency Fund grant averaging $896 (22-23 academic year)

- **100%** of grant recipients reported they would go to the Student Advocacy Center for help again in the future if needed

- **93%** of students who received an emergency grant in 2021-22 either graduated or are still enrolled at Ohio State

"I would like to say thank you for how much the emergency fund helped me. I think this fund can help a lot of people in similar positions to me. It can prevent students from being homeless or having extra mental health struggles from not being able to solely focus on school without financial stressors."

– Ohio State graduate and Student Emergency Fund grant recipient

Investing in a Culture of Care

Questions?

SUMMARY OF ACTIONS TAKEN

May 17, 2023 – Academic Affairs and Student Life Committee Meeting

Members Present:

Jeff M.S. Kaplan   Reginald A. Wilkinson   Susan E. Cole
Elizabeth A. Harsh   Pierre Bigby   Hiroyuki Fujita (ex officio)
Elizabeth P. Kessler   Taylor A. Schwein

Members Present via Zoom:

Michael Kiggin

Members Absent: N/A

The Academic Affairs and Student Life Committee of The Ohio State University Board of Trustees convened on Wednesday, May 17, 2023, in person at Longaberger Alumni House on the Columbus campus and virtually via Zoom. Committee Chair Jeff Kaplan called the meeting to order at 2:31 p.m.

PUBLIC SESSION

Items for Discussion

1. <u>Provost's Report</u>: Provost Melissa Gilliam kicked off the committee's public session with her Provost's Report, featuring updates on academic excellence. Highlights included updates on the Academic Plan, faculty awards and recognition, new deans, and updates on recruiting and supporting first-generation students and students around the state of Ohio.

   Dr. Ayanna Howard, dean of the College of Engineering, shared information and answered questions on ChatGPT and generative artificial intelligence technologies as they relate to higher education. Dean Howard studies human-robotic systems and artificial intelligence and, among her many accolades, she has been appointed to serve on the National Artificial Intelligence Advisory Committee.

   (See Attachment X for background information, page XX)

2. <u>Senior Vice President for Student Life's Report</u>: During her report, Dr. Melissa Shivers, senior vice president for student life, featured a look at student engagement as a strategic driver of student success.

   (See Attachment X for background information, page XX)

Items for Action

3. <u>Approval of Minutes</u>: No changes were requested to the February 15, 2023, meeting minutes; therefore, a formal vote was not required, and the minutes were considered approved.

4. <u>Resolution No. 2023-107, Approval to Establish a Master of Health and Wellness:</u>

   IN THE COLLEGE OF NURSING

   Synopsis: Approval to establish a Master of Health and Wellness degree in the College of Nursing is proposed.

1

WHEREAS the new program is designed to prepare expert leaders in evidence-based health and wellness programming and building wellness cultures to improve population health and well-being in a variety of settings; and

WHEREAS the program is designed for professionals who have earned at least a bachelor's degree in a healthcare-related discipline such as health sciences, counseling, public health, nursing, psychology, or social work, or a health- or wellness-related discipline such as allied health, exercise science, exercise physiology, health promotion, or public health; and

WHEREAS the new program will consist of 35 credit hours and can be completed in an online hybrid-flexible model or a fully online model with a full-time one-year completion or a part-time two-year completion, and there is memorandum of understanding in place with the Office of Technology and Digital Innovation; and

WHEREAS the resources available to establish and maintain the program, and the proposal has the support of the college faculty and dean; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on March 1, 2023; and

WHEREAS the University Senate approved this proposal on April 20, 2023:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Master of Health and Wellness degree program in the College of Nursing.

(See Attachment X for background information, page XX)

5. Resolution No. 2023-108, Approval to Change the Name of the Master of Dental Hygiene Degree Program:

Synopsis: Approval to change the name of the Master of Dental Hygiene degree program in the College of Dentistry to the Master of Science in Dental Hygiene is proposed.

WHEREAS the Master of Dental Hygiene is not a commonly used degree within the profession, and respected peer institutions offer a Master of Science degree; and

WHEREAS students complete thesis research for partial fulfillment of the degree, and the new title is recognizable and validates the rigor of the program; and

WHEREAS the structure and content of the degree will remain the same at 38 credit hours and the completion of a thesis and internship; and

WHEREAS there are no anticipated changes to the descriptions of the curriculum, recruitment, admissions, institutional resources, program assessment or learning outcomes; and

WHEREAS the proposal has the support of the Division of Dental Hygiene and the dean of the College of Dentistry; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on March 1, 2023; and

WHEREAS the University Senate approved this proposal on April 20, 2023:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to change the name of the Master of Dental Hygiene degree program to the Master of Science in Dental Hygiene.

(See Attachment X for background information, page XX)

6. Resolution No. 2023-109, 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 Bylaws of the University Senate in chapter 3335-19 and to rule 3335-5-46 of the *Rules of the University Faculty* would clarify procedure for setting the University Senate agenda, clarify types of proposals for Senate action, clarify the pathway for submitting a report to Senate, and move language on Senate committee attendance; and

WHEREAS the proposed changes to rule 3335-13-06 in the *Rules of the University Faculty* would amend the process for approving non-substantive changes to the university Intellectual Property policy; and

WHEREAS the proposed changes to rule 3335-5-48.7 in the *Rules of the University Faculty* would add faculty and student members to the Committee on Academic Misconduct, making the work of the committee more effective and efficient in the prompt adjudication of academic misconduct cases; and

WHEREAS the proposed changes to rules 3335-19, 3335-5-46, and 3335-13-06 of the *Rules of the University Faculty* were approved by the University Senate on March 23, 2023, and the proposed changes to rule 3335-5-48.7 of the *Rules of the University Faculty* were approved by the University Senate on April 20, 2023:

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.

(See Attachment X for background information, page XX)

7. Resolution No. 2023-110, Adoption of Campus Free Speech Policy and Complaint Investigation, Hearing, and Resolution Process:

Synopsis: Adoption of a campus free speech policy and process as required under Ohio Revised Code 3345.0215 is proposed.

WHEREAS the Board of Trustees recognizes that free speech is a foundational value in a free and open society; and

WHEREAS the Board of Trustees further believes that universities play a vital role in encouraging and supporting the wide-ranging and open discourse that is crucial to the marketplace of ideas; and

WHEREAS Ohio Revised Code 3345.0215 codified the public policy of the state of Ohio concerning campus free speech, and requires the Board of Trustees to adopt a policy affirming several principles of campus free speech and a process under which a student, student group, or faculty member may submit a complaint about an alleged violation of the forgoing policy; and

WHEREAS the Board of Trustees passed an interim Campus Free Speech Policy and Process at its August 18, 2022 meeting to emphasize the university's commitment to free speech for all members of the university community; and

WHEREAS following that meeting the university reviewed the interim policy through the established university policy process, including by soliciting feedback from students, faculty, and staff to ensure that the policy emphasizes the value of free speech and promotes its application through established university rules, procedures, and practices; and

WHEREAS this feedback was reviewed and synthesized into the attached Campus Free Speech policy and Complaint Investigation, Hearing, and Resolution Process and approved in accordance with the university policy process:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby adopts the attached Campus Free Speech policy and standards for the Complaint Investigation, Hearing, and Resolution Process in place of the interim policy.

(See Attachment X for background information, page XX)

8. <u>Resolution No. 2023-111, Faculty Personnel Actions:</u>

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 15, 2022, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

<u>Appointments</u>

Name:	CINDY ANDERSON
Title:	Professor (Distinguished Professor of Maternal-Infant Health)
College:	Nursing
Term:	March 5, 2023, through March 5, 2028

Name:	AARON CLARK
Title:	Associate Professor-Clinical and Chair (The Warner M. and Lora Kays Pomerene Chair in Medicine)
College:	Medicine
Term:	March 1, 2023, through June 30, 2027

Name:	JENNIFER CLARK
Title:	Professor (Knowlton School Distinguished Professor)
College:	Engineering
Term:	June 1, 2023, through June 30, 2028

Name:	CHYKE DOUBENI
Title:	Professor (The Klotz Chair in Cancer Research #6)
College:	Medicine
Term:	May 1, 2023, through June 30, 2027

Name:	JAMES IPPOLITO*
Title:	Professor (Dr. Rattan Lal Endowed Professor)
College:	Food, Agricultural, and Environmental Sciences
Term:	July 1, 2023, through June 30, 2028

Name:	COURTNEY JATANA

Title: Associate Professor-Clinical (Dr. Larry J. Peterson Endowed Professorship in
                  Oral and Maxillofacial Surgery)
College: Dentistry
Term: May 1, 2023, through May 30, 2028

Name: MATTHEW KALADY
Title: Professor (The John L. Marakas Nationwide Insurance Enterprise Foundation
                  Chair in Cancer Research)
College: Medicine
Term: May 1, 2023, through June 30, 2027

Name: KELLY KENNEDY
Title: Associate Professor-Clinical (Dr. Morgan L. Allison Endowed Professorship in
                  Oral and Maxillofacial Surgery)
College: Dentistry
Term: May 1, 2023, through May 30, 2028

Name: DEANNA KROETZ
Title: Dean and Professor
College: Pharmacy
Term: September 1, 2023, through June 30, 2028

Name: DANA MCTIGUE
Title: Professor (The Belford Family Endowed Chair in Spinal Cord Injury (Belford
                  Family Chair))
College: Medicine
Term: May 1, 2023, through June 30, 2027

Name: LORRAINE MION
Title: Research Professor (Distinguished Professor of Gerontological Nursing)
College: Nursing
Term: April 10, 2023, through April 10, 2028

Name: ANTHONY PADGETT*
Title: General Manager (Tom Rieland Endowed WOSU General Manager)
College: Administration and Planning
Date: March 6, 2023

Name: SIDDHARTH RAJAN
Title: Professor (Distinguished Professor of Engineering)
College: Engineering
Term: July 1, 2023, through June 30, 2028

Name: KAREN ROSE
Title: Dean and Professor
College: Nursing
Term: July 1, 2023, through June 30, 2028

Name: BALASUBRAMANIAM SHANKER
Title: Professor and Chair (The Elizabeth and John Tinkham Endowed Professorship
                  in Engineering)
College: Engineering
Term: July 1, 2023, through June 30, 2028

Name:	ERIC SINGER
Title:	Professor-Clinical (The Dave Longaberger Endowed Chair in Urology)
College:	Medicine
Term:	May 1, 2023, through June 30, 2027

Name:	JOSHUA SMYTH*
Title:	Professor (Ohio Eminent Scholar in Health Psychology)
College:	Arts and Sciences
Term:	August 1, 2023, through July 31, 2028

Name:	MARGARET YOUNG
Title:	Interim Dean and Director
College:	The Ohio State University at Lima
Term:	April 19, 2023, through June 30, 2024, or until a new Dean and Director is appointed

Title:	Professor (The William H. Saunders M.D. Professorship in Otolaryngology)
College:	Medicine
Term:	March 1, 2023, through June 30, 2027

Name:	JENNIFER BOGNER
Title:	Professor (Bert C. Wiley, M.D., Chair in Physical Medicine and Rehabilitation)
College:	Medicine
Term:	October 1, 2023, through June 30, 2027

Name:	JOHN CHRISTMAN
Title:	Professor (The John A. Prior Professorship)
College:	Medicine
Term:	July 1, 2023, through June 30, 2027

Name:	DANIEL CLINCHOT
Title:	Professor and Chair (The Harry C. and Mary Elizabeth Powelson Professorship of Medicine)
College:	Medicine
Term:	September 1, 2023, through June 30, 2027

Name:	PHILIP DIAZ
Title:	Professor (The Battelle Professorship in Inhalation Therapeutics)
College:	Medicine
Term:	September 1, 2023, through June 30, 2027

Name:	RAMESH GANJU
Title:	Professor (Ernest Scott, M.D., Endowed Professorship in Pathology)
College:	Medicine
Term:	July 1, 2023, through June 30, 2027

Name:	W.S. WINSTON HO
Title:	Professor (Distinguished Professor of Engineering)
College:	Engineering
Term:	July 1, 2022, through June 30, 2027

Name:	SAFDAR KHAN
Title:	Professor-Clinical (The Dr. Benjamin R. and Helen Slack Wiltberger Memorial Chair in Orthopaedic Surgery)
College:	Medicine
Term:	July 1, 2023, through June 30, 2027

Name:	JAMES LANDERS
Title:	Associate Professor-Clinical (Harold L and Audrey P Enarson Professorship in Public Policy)
College:	John Glenn College of Public Affairs
Term:	August 15, 2022, through August 14, 2025

Name:	PETER MANSOOR
Title:	Professor (Raymond E. Mason Chair in Military History)
College:	Arts and Sciences
Term:	July 1, 2019, through June 30, 2024

Title:	Professor (The John H. and Mildred C. Lumley Chair in Medicine)
College:	Medicine
Term:	July 1, 2023, through June 30, 2027

Name:	NAHUSH MOKADAM
Title:	Professor (The Gerard S. Kakos, MD and Thomas E. Williams, Jr., MD, PhD, Professorship)
College:	Medicine
Term:	August 15, 2023, through June 30, 2027

Name:	OLUYINKA OLUTOYE
Title:	Professor (The E. Thomas Boles Jr. M.D. Chair in Pediatric Surgery)
College:	Medicine
Term:	August 1, 2023, through June 30, 2027

Name:	JEFFREY PARVIN
Title:	Professor (The Louis Levy Professorship for Cancer)
College:	Medicine
Term:	July 1, 2022, through June 30, 2026

Name:	RAPHAEL POLLOCK
Title:	Professor (The Klotz Chair in Cancer Research #4)
College:	Medicine
Term:	November 1, 2023, through June 30, 2027

Name:	JAN SCHWAB
Title:	Professor (The William E. Hunt, M.D. and Charlotte M. Curtis Chair in Neuroscience)
College:	Medicine
Term:	February 1, 2023, through June 30, 2027

Title:	Professor (Diane Nye and Michael Rayden Chair in Innovative Cancer Research)
College:	Medicine
Term:	July 1, 2023, through June 30, 2024

Extensions

Name: DONALD POPE-DAVIS
Title: Dean
College: Education and Human Ecology
Term: July 1, 2023, through June 30, 2025

Name: KARLA ZADNIK
Title: Dean
College: Optometry

9. Resolution No. 2023-112, 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:

    General John M. Murray   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)

10. Resolution No. 2023-113, Degrees and Certificates:

    Synopsis: Approval of Degrees and Certificates for summer term 2023 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 6, 2023, 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 Dr. Wilkinson, 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, Ms. Schwein, Dr. Cole and Dr. Fujita.

EXECUTIVE SESSION

It was moved by Mr. Kaplan, and seconded by Mrs. Harsh, 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, Ms. Schwein, Dr. Cole and Dr. Fujita.

The committee entered executive session at 3:37 p.m. and the meeting adjourned at 4:29 p.m.

APPROVAL TO ESTABLISH A DOCTOR OF EDUCATION IN TEACHING AND LEARNING

IN THE COLLEGE OF EDUCATION AND HUMAN ECOLOGY

Synopsis: Approval to establish a Doctor of Education in Teaching and Learning degree with a specialization in practitioner inquiry of equity-based advocacy in the College of Education and Human Ecology is proposed.

WHEREAS the need for such a program was identified through stakeholder engagement with department faculty and local educators, in addition to benchmarking programs at similar institutions; and

WHEREAS the new degree program will enhance the Department of Teaching and Learning's engagement with school districts through teaching, research, and outreach; and

WHEREAS the program will draw on the expertise of the faculty to prepare educational professionals to develop knowledge, skills, and dispositions for transforming their communities toward equity-based advocacy; and

WHEREAS the program will require a practice-based educational research project to take place in school settings where the degree candidate involves schools and districts in the design and implementation of the project, thus respecting the district's culture, strengths and assets; and

WHEREAS the program plans to focus locally within Franklin County's 19 school districts for educators with master's degrees looking to earn a doctoral degree, with the intent of expanding recruitment across the state and beyond; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on February 1, 2023; and

WHEREAS the University Senate approved this proposal on March 23, 2023:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Doctor of Education in Teaching and Learning degree program in the College of Education and Human Ecology.

PROGRAM DEVELOPMENT PLAN

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The new Doctorate of Education (Ed.D.) degree program is initiated through the Department of Teaching and Learning at The Ohio State University. The proposed program will uniquely focus on *Practitioner Inquiry for Equity-based Advocacy*. Housed in the Department of Teaching and Learning, the proposed Ed.D. program will draw on the expertise of the faculty to prepare educational professionals to develop knowledge, skills, and dispositions for transforming their communities towards equity-based advocacy. The Department of Teaching and Learning has long established national and international reputations in teacher education, boasting highly-ranked teacher education programs. According to the recent U.S. News and World Report's Best Graduate Schools, the department's Secondary Education and Elementary Education programs are both ranked No. 9 in the nation, and the Curriculum and Instruction ranks No. 8. In addition, the Department is working at the frontier of international collaborations to create global opportunities and experience for students across all programs. Since the proposed EdD is at the department level, it is anticipated that there will be no other EdD specializations in the future.

The proposed Ed.D. program in Teaching and Learning will uniquely focus on *Practitioner Inquiry for Equity-based Advocacy.* It will be a professional degree with a focus on practice-oriented inquiries located within practitioners' professional settings. It has become increasingly clear that the current educational environment requires practitioners who can advocate for equity having conducted inquiries within their own contexts to understand and communicate more effectively about pressing issues in education. Practitioners can meet this need by engaging in systemic inquiry and strategic advocacy to address and seek to resolve problems that they identify in their professional contexts. The Ed.D. in Teaching and Learning – *Practitioner Inquiry for Equity-based Advocacy* is designed to support working professionals in honing and developing their knowledge, skills and dispositions needed for leading in their respective educational communities, both in and out of school settings. Ed.D. participants will leave the program as highly-equipped professionals ready to implement theory-guided practices and take on challenges as classroom teachers, curriculum specialists, policy designers, related service personnel (e.g. speech therapist, school psychologist, school counselor), higher education instructors and/or in other pertinent roles.

The need for an Ed.D. program is further highlighted in a recent survey of the faculty in the Department of Teaching and Learning. Thirty-five tenure-track and clinical faculty members participated in the survey. On a 5-point Likert scale with 1 being strongly disagree and 5 being strongly agree, the average ratings were 4.06 and 4.12 respectively for the following two statements: "*I believe an EdD is a valuable graduate program option*" and "*An EdD program could help support our department's mission and vision*". Nearly all the respondents stated that they could "*see a distinction in the goals and content between an EdD and PhD program*".

In a separate exploration of creating a critical practitioner inquiry doctoral strand in the Department, a group of faculty members organized 2 focus-group discussions with 13 local educators. Themes that emerged from the discussions included integrating educational theories

into practice, making what is learned applicable to educators' classroom instruction, and preparing doctoral candidates with advocacy power to impact the educational system. These findings all point to an urgent need for an EdD program that focuses on practice-driven inquiry, advocacy, and equity in teaching and learning.

The proposed EdD program also creates new and sustainable possibilities for the Department. Specifically, the program will (a) enable the Department of Teaching and Learning to develop richer and more productive relationships with local and regional school districts; (b) increase opportunities for scholarly inquiries in districts that need support; (c) provide authentic opportunities to develop outreach across the state of Ohio in ways that explicitly use our research to support teaching and learning in classrooms, schools, and communities; (d) raise the department profile locally, nationally, and globally.

II. DESCRIPTION OF THE PROPOSED CURRICULUM

The EdD proposal is consistent with provisions of the Graduate School and respective program handbooks. The number of credit hours required for graduation is consistent with the Graduate School policies for professional doctorates. The proposed EdD presents a broad outline of study in foundational courses, practitioner research/inquiry, practice-based inquiry, and **degree** specialization courses and electives [See the attached EdD course sequence document]. The course of study is linked to programs goals and learning outcomes [See the attached EdD curriculum map identifying how courses link to program goals and learning outcomes document]. The student-advising sheet is explicit providing advisors and students with a clear path for student course work once admitted to the EdD program [See the attached Student Advising Sheet document].

Each student's program of study will devise a course of study and a cohort–organized matriculation schedule of completion. The EdD degree in Teaching and Learning will meet all doctoral program requirements as set forth by Graduate School guidelines. The total credit hours required to complete the EdD post masters: minimum 51 hours. The program is designed as a three year program. The first two years consist of courses with the third year focused on the dissertation of practice. This program model is fairly consistent with other programs in the state of Ohio. Most programs are between 51-60 hours, use a cohort model, and can be finished in 7-8 semesters (e.g., Franklin University, Ashland University, University of Dayton)

We differentiate the EdD from the PhD through our Guiding *Principles* for EdD Practice-based Educational Research. Practiced-based educational research inquiry into local and regional school districts will be the focal point of the EdD candidate's research. Practice-based educational research explicitly recognizes the value of local knowledge within each district and operates on the premise that working with school districts as co-researchers produces research more accessible, accountable, and authentic opportunities to develop outreach across the state of Ohio.

Practice-based educational research takes place in school settings where the EdD candidate involves schools and districts in the design and implementation of the research project. The

practice-based educational research project respects the culture, strengths and assets of the school districts as well as being guided by the principle of "doing no harm." The following principles guide the development of practice-based educational EdD research projects:

Principles
1. EdD students with an earned master's degree and a minimum of 5 years of professional experience work with colleagues in a cohort over a 3-year period to engage in practice-driven inquiries.
2. EdD students come from, develop, and sustain collaborative relations with local and regional communities for practice-driven inquiry
3. EdD students carry out inquiries intending to address and resolve problems in practice
4. EdD students develop the knowledge, skills, and dispositions needed to take on leadership positions as they engage in equity-based advocacy through policy making and teacher leadership.

Goals
Graduates of the EdD program will:
1. apply educational research and theories to advocate for equity-based practices in their professional settings.
2. engage in careful, systemic inquiry to identify, analyze, grapple with, and work to resolve aspects of problems intending to bring about and advocate for more equity within their professional settings.
3. effectively communicate outcomes of their practitioner-inquiries, from within and beyond the program, to various stakeholders and constituents.
4. create inclusive practices, policies, and procedures that will ensure every individual has a chance for success.
5. lead their colleagues toward equity-based advocacy in their professional contexts and be able to influence administrative work and policies to support teachers, students, families, and communities.

Learning Outcomes
- Theoretical Foundations: Candidates can comprehend and apply educational theory and research that serves as a foundation for practice.
- Community Relationships: Candidates can effectively and ethically establish, nurture, and provide leadership for collaborative relationships in professional community settings
- Advocacy: Candidates can use practitioner inquiry to facilitate equity-based change in educational-related organizations.
- Research and Evaluation: Candidates can critically evaluate research and apply scientific and other methodologies to analysis of empirical data and conduct inquiry projects to resolve aspects of problems that they identify in their educational communities.
- Diversity: Candidates can comprehend and value human diversity in professional settings
- Professional Identity: Candidates can value and demonstrate attitudes essential for continual learning and scholarly inquiry

Anticipated impact on the PhD program

The Department thought carefully about the impact on the PhD program. As such, we do not believe it will have a significant impact. Per the T & L Graduate Student Handbook, the PhD is described as "a rigorous research-based degree designed to prepare graduates to work and succeed in research-intensive settings". Through surveys and focus groups, we know that teachers and other education personnel desire a doctoral program that allows them to work full time, provides an opportunity to expand their knowledge base, and most importantly apply what has been learned to their current job situation. Thus, we believe that people who apply to the EdD will be different in their goals and aspirations then those that apply to the PhD program. We are also cognizant that EdD students should follow a different curriculum than PhD students which the department has carefully crafted so that the majority of the courses are EdD specific.

EdD Curriculum
To match the above program goals and learning outcomes, the proposed curriculum is presented as a model with the following six integrated components.
1. *Doctoral Core*
   (a) Core courses
   EDUTL8003   Theorizing and Researching Teaching and Learning (3 cr. hrs.)
   EDUTL8015   Diversity and Equity in Education (3 cr. hrs.)
   EDUTLXXXX   A course on equity-based advocacy and community relationship will be developed. (3 cr. hrs)

   (b) Professional Seminars
   Prosem 1   Introduction to EdD program, addresses questions that include what is a dissertation in practice, how to work in a cohort, and how to draw on professional resources (3 cr. hrs.)
   Prosem 2   EdD candidacy assessment and preparation for dissertation in practice (3 cr. hrs.)

2. *Practitioner Research/Inquiry*
   (a) Survey of research methodologies
   A course on qualitative and quantitative methodologies for practitioner inquiry will be developed. It will be equivalent to ESQREM 6625 Introduction to Educational Research that is required of PhD students in T&L (3 cr. hrs.)
   (b) Practice-based inquiry
   A course on practitioner inquiry will be developed. It will be a doctoral level course similar to EDUTL 6052 Classroom-based Inquiry (3 cr. hrs.)
3. *Specialization/Concentration*
   The Department of Teaching and Learning is restructured into three sections, each presenting an area of study. There is one broad specialization:
   Practitioner Inquiry for Equity Based Advocacy, students take five courses from three sections within T & L for the specialization.
4. *Electives*
   Each section in the department will identify courses that will be listed as electives. 2 courses**/**6 credit hours**)** for Electives.
5. *Research Composition and Dissemination*

A course will be created to support EdD students in generating, presenting and disseminating various inquiry products including written documents, digital/visual outputs and creative/artistic work. (3 cr. hrs.)

6. *Dissertation*

A total of 6 credit hours is required of EdD students to engage in inquiries and complete dissertation in practice

Ed.D. Assessment of student performance

Student performance in the Teaching and Learning Ed.D. program will occur in the following ways:

1. Student mastery of coursework at a 3.5 GPA or higher.
2. Faculty advisor and committee members will meet to review students in their final semester of coursework to determine their readiness for the candidacy examination.
3. Students must successfully pass a written candidacy examination based on the criteria established for the Ed.D. in Teaching and Learning.
4. Successfully complete the dissertation in practice.
5. Defend their dissertation of practice

Dissertation in Practice

Section 7.17.8 of the Graduate School Handbook outlines that Students in professional doctoral programs submit an original final document demonstrating original thinking and the ability to evaluate research in the field analytically. Students in professional doctoral programs are expected to follow the document formatting standards of their disciplines. Each committee member indicates approval of the student's final document by posting their decision on the Report on Final Document in GRADFORMS. The final version of the student's final document is retained permanently by the student's program. Final documents must not contain material restricted from public disclosure.

To comply with the graduate school rules, students in the EdD program are required to successfully complete a dissertation in practice before receiving the degree. By nature, EdD is a doctoral degree, and hence the EdD dissertation in practice must be of high rigor and meet the standards required of all doctoral candidates. The production of the EdD dissertation should culminate through a sequence of steps, which include:

1. By the end of Year 1, candidates develop preliminary ideas for issues/problems in their professional contexts that can potentially serve as the focus of their inquiry topics.
2. By the end of Year 2, candidates formulate questions/problems of practice as their inquiry topics. If possible, candidates also develop preliminary methodologies pertinent to their chosen inquiry topics. Candidates should successfully complete candidacy assessment by the end of Year 2.
3. By the end of Year 3, candidates complete dissertation and satisfactorily defend their work.

The format of EdD dissertation in practice should follow the general guidelines for doctoral dissertation outlined by the Graduate School Handbook Section 7.8.5 (https://gradsch.osu.edu/document-preparation). Candidates should organize their dissertations in ways that can clearly identify, investigate and resolve issues/problems in their chosen topics.

Each candidate will be advised by a dissertation committee consisting of a tenure-track faculty member and one clinical faculty member. The clinical faculty member is a designated manager of the EdD program and will serve on the dissertation committees for all EdD candidates. See Section VIII for the need of hiring a clinical faculty member to oversee the EdD program.

III. ADMINISTRATIVE ARRANGEMENTS FOR THE PROGRAM: DEPARTMENT AND SCHOOL INVOLVED

As a proposal for a Department of Teaching & Learning degree within the College of Education and Human Ecology, the plan that follows is consistent with provisions of the Graduate School and respective program handbooks. The final document and the final document process will follow the rules for professional doctorates in the Graduate School Handbook [Note: To remain consistent with Graduate School policy for professional doctorates, all references to the final document refer to the standards for dissertations agreed on and approved by faculty governing committees at all levels in the College of Education and Human Ecology].

The EdD within the Department of Teaching and Learning will have admission requirements that emphasize demonstrated excellence as a professional in the field and demonstrated ability for academic doctoral work. Graduate School as well as College program area guidelines for professional doctorates will be used in the determination of admissions criteria. Admission criteria will include evaluation of traditional academic measures, such as successful graduate or professional school coursework and strong recommendations from faculty and from leaders in their educational settings, as required by the faculty in each EdD program of study. Moreover, the quality of candidate admitted into this program will be consistent with the quality of candidates admitted into PhD programs in the Department of Teaching and Learning within the College of Education and Human Ecology. Additionally, EdD candidates will hold a master's degree and have a minimum of 5 years of professional experience in teaching positions or other education related fields, preferably in educational settings, both broadly construed. We expect the majority of candidates to be currently practicing teachers in Ohio public school settings. We expect these candidates will already hold some form of teaching licensure granted by the State of Ohio.

There will be an ongoing oversight process for the EdD that will review curriculum, program, and graduate student advisement. The policies for oversight will be consistent with current rules governing the Department of Teaching and Learning. The Graduate Studies Committee will provide oversight consistent with their role in all Department of Teaching and Learning graduate degrees.

EdD students will be required to submit an approved advising sheet/program of study within the first year of study. The approved advising sheet/program of study will be developed between the student and the student's advisor. It will be submitted for review to the student's committee.

IV. EVIDENCE OF NEED FOR THE NEW DEGREE PROGRAM, including the
opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

The EdD Program at The Ohio State University is proposed in alignment with the vision of Teaching and Learning (T&L) within the College of Education and Human Ecology. To stay relevant and provide graduate opportunities that reflect a commitment to teacher education, T&L proposes an EdD that serves the needs and interests of current educators, aligned with the vision of the department. Earning an Ed.S. degree is no longer a viable option for practicing professionals who already hold a master's degree and the PhD does not serve the needs and interests of this population. Through the creation and implementation of an EdD in T&L, our department will be able to develop richer and more productive relationships with local school districts, increase opportunity for research in districts that want and need support, provide authentic opportunities to develop outreach across the state of Ohio, raise the profile of T&L locally, nationally, and globally, and create opportunities that may facilitate openings for regional campuses to generate cohorts.

Beginning in 2020, in response to a motion passed by the T&L Faculty to investigate the option of creating an EdD, three separate planning committees have worked on this proposal to provide evidence of the need for a new degree program, including an investigation of similar programs and opportunities for employment of program graduates.

Within the state of Ohio, there are EdD programs offered within specific departments at eight (8) Ohio institutions, including Bowling Green, Miami, Ohio University, University of Akron, University of Cincinnati, University of Dayton, University of Toledo, Youngstown State, and Ashland. In addition, there are two (2) EdD options available within the Department of Educational Studies within the College of Education and Human Ecology at Ohio State: Higher Education and Student Affairs and Educational Administration; there is currently no EdD programming within T&L. In addition to Ohio institutions, committee research explored additional EdD offerings at Big Ten universities, including Illinois, Indiana, Maryland, Michigan – Dearborn, Michigan State, Nebraska, Penn State, and Rutgers.

In studying the structure and design of these programs, we learned that most current programs tend to focus on leadership, catering to principals and other leadership. There was an absence of programs that offer a venue for teachers or teacher leaders to study systematic methods of inquiry that improve practice. Equipping teachers and teacher leaders, and other education personnel with the knowledge and skills that will allow them to lead efforts and advocate for policies that govern equitable educational practices is central to creating and sustaining just communities. The T&L proposal of an EdD in Practitioner Inquiry, Equity-based Advocacy, and Equity is unique, filling a niche that will allow current educators to expand their knowledge to support their practitioner roles. This proposed degree will target classroom teachers and teacher leaders who wish to develop skills for transforming their communities towards advocacy, equity, and inclusion.

Franklin county alone houses 19 school districts, each employing many educators who have already secured master's Degrees and are looking for alternative options to a PhD Degree. Although the intention is to start locally, the long-term plan for the EdD Program is to branch out across the state, country, and internationally. Graduates will be well-prepared for professional career paths that focus on solutions to problems within real-world settings, continuing as educators within school settings, but prepared with the knowledge and advocacy skills needed to

step up as teacher leaders, without assuming responsibilities that come with administrative roles. Graduates will be well-equipped to apply inquiry for problem solving, generate solutions for classroom issues, practice and publish success strategies, collaborate with other professionals to determine best outcomes, and lead efforts that advocate for policies that govern equality in education.

V. PROSPECTIVE ENROLLMENT

The 19 school districts in Franklin County currently employ a large number of educators, many of whom have already secured a Master's Degree, and are looking for opportunities to earn a doctoral degree. The traditional PhD degree is theory-heavy and not ideal for these educators. Instead, they wish to participate in a program that allows them to engage in practitioner-driven inquiries that can lead to resolving practical issues in their own professional and educational communities. Although our intention is to start locally, we plan to eventually branch out across the state, country, and internationally. We expect to begin with a cohort of 12-15 EdD candidates in the first year and subsequently admit new cohorts every other year. Over the next three years we will have enrolled two cohorts totaling approximately 24-30 students.

VI. SPECIAL EFFORTS TO ENROLL AND RETAIN UNDERREPRESENTED GROUPS IN THE GIVEN DISCIPLINE

The Department of Teaching and Learning will continue to be committed to recruiting, retaining, and advancing aspiring underrepresented student groups for the EdD program while closely working with the College and the University. The Department of Teaching and Learning will collaborate with university initiatives and centers on campus. For instance, we will work with the [Graduate and Professional Student Recruitment Initiative (GPS), which is](#) the premier diversity recruitment program on campus. We also have outreach resources in local School Districts and State Agencies. In addition, the Department of Teaching and Learning has a track record of fostering strong partnerships with local school districts by offering professional development and research opportunities to local teachers and administratorsIn addition, the Department will engage in active, whole-person mentoring along with visible role models for success in the recruitment and retention of underrepresented minorities in the program.

VII. AVAILABILITY AND ADEQUACY OF THE FACULTY AND FACILITIES AVAILABLE FOR THE PROGRAM.

Most of the courses will be EdD specific. However, it is anticipated that 40% of courses that EdD students take will be with MA or PhD students. Faculty who have submitted a CV have agreed to have some involvement in the EdD program which consists of advising or teaching or both. We believe that we have the capacity to offer this new curriculum including courses that will be EdD only. More importantly, in addition, the department recently hired three Senior Lecturers who could contribute some of their teaching to course delivery in the program. There is faculty expertise in the department to teach the new EdD courses. No additional facilities will be needed.

VIII. NEED FOR ADDITIONAL FACILITIES AND STAFF AND PLANS TO MEET THIS NEED.

One additional faculty member is required. As in the Department of Educational Studies, we will require a clinical faculty member to both administer cohorts, take primary responsibility for teaching the required proseminars, act as a member of the EdD committee, and **a**dvise at least half of the cohort. advise. The clinical faculty member, in addition to their administrative tasks, will teach at least five required EdD courses, which includes several of the newly designed courses for the degree. A redesign of the Office of Student Services has allowed for the assignment of EdD support to a staff member. Thus, we believe we will have the necessary support to administer this new degree program.

IX. PROJECTED ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAM AND EVIDENCE OF INSTRUCTIONAL COMMITMENT AND CAPACITY TO MEET THESE COSTS.

There are no projected additional costs associated with the program to initiate the EdD in Teaching and Learning and maintain a cohort of 12-15 students. We anticipate a significantly higher demand for the EdD.

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 May 17, 2023, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name:	SHEIKH AKBAR
Title:	Professor (2023 Alumni Award for Distinguished Teaching)
College:	Office of Academic Affairs
Term:	N/A

Name:	FLOOR BACKES
Title:	Professor (The Larry J. Copeland, M.D. Professorship in Gynecologic Oncology)
College:	Medicine
Term:	September 1, 2023, through June 30, 2027

Name:	STEVEN BENGAL
Title:	Lecturer (2023 Provost's Award for Distinguished Teaching by a Lecturer)
College:	Office of Academic Affairs
Term:	N/A

Name:	MICAH BERMAN
Title:	Professor (The Stephen F. Loebs Professorship in Health Services Management and Policy)
College:	Public Health
Term:	August 15, 2023, through August 14, 2028

Name:	LIJUAN BI
Title:	Lecturer, Newark (2023 Provost's Award for Distinguished Teaching by a Lecturer)
College:	Office of Academic Affairs
Term:	N/A

Name:	NICHOLAS BREITBORDE
Title:	Professor (The Charles F. Sinsabaugh Chair in Psychiatry)
College:	Medicine
Term:	August 1, 2023, through June 30, 2027

Name:	STEVEN BROWN
Title:	Associate Professor-Clinical (2023 Alumni Award for Distinguished Teaching)
College:	Office of Academic Affairs
Term:	N/A

Name:	AMY BRUNELL
Title:	Professor (2023 Alumni Award for Distinguished Teaching)
College:	Office of Academic Affairs
Term:	N/A

FACULTY PERSONNEL ACTIONS (cont)

Appointments
(contd)

Name:	NICK BRUNELLI
Title:	Associate Professor (Ervin G. Bailey Chair in Energy Conversion)
College:	Engineering
Term:	July 1, 2023, through June 30, 2028

Name:	CHRISTIN BURD
Title:	Associate Professor (2023 Alumni Award for Distinguished Teaching)
College:	Office of Academic Affairs
Term:	N/A

Name:	CARLOS CASTRO
Title:	Professor (The Ralph W. Kurtz Chair in Mechanical Engineering)
College:	Engineering
Term:	July 1, 2023, through June 30, 2028

Name:	NATALIA HIGUITA CASTRO
Title:	Associate Professor (College of Engineering Innovation Scholar)
College:	Engineering
Term:	July 1, 2023, through June 30, 2028

Name:	WEI-LUN (HARRY) CHAO
Title:	Assistant Professor (Distinguished Assistant Professor of Engineering Inclusive Excellence)
College:	Engineering
Term:	August 15, 2023, through June 30, 2028

Name:	TED CLARK
Title:	Professor (2023 Provost's Award for Distinguished Teaching by a Lecturer)
College:	Office of Academic Affairs
Term:	N/A

Name:	STUART COOPER
Title:	Professor (Distinguished University Professor)
College:	Office of Academic Affairs
Term:	N/A

Name:	GREG DAVIS
Title:	Professor (The George R. and Genevieve B. Gist Endowed Chair in Ohio State University Extension)
College:	Food, Agricultural, and Environmental Sciences
Term:	July 1, 2023, through June 30, 2028

Name:	LAURA DEETER
Title:	Professor (Sandy and Andy Ross Endowed Director of the Chadwick Arboretum and Learning Gardens)
College:	Food, Agricultural, and Environmental Sciences
Term:	August 15, 2023, through August 14, 2028

FACULTY PERSONNEL ACTIONS (cont)

Appointments
(contd)

Name: LIN DING
Title: Professor (2023 Alumni Award for Distinguished Teaching)
College: Office of Academic Affairs
Term: N/A

Name: MOLLY DOWNING
Title: Assistant Professor-Practice (2023 Provost's Award for Distinguished Teaching by a Lecturer)
College: Office of Academic Affairs
Term: N/A

Name: THEODORA DRAGOSTINOVA
Title: Professor (2023 Alumni Award for Distinguished Teaching)
College: Office of Academic Affairs
Term: N/A

Name: RACHEL GETMAN
Title: Professor (Bernice L. Claugus Endowed Chair in Chemical and Biomolecular Engineering)
College: Engineering
Term: August 15, 2023, through June 30, 2028

Name: ERIC GREEN
Title: Professor (Excellence in Veterinary Care Diagnostic Imaging Professorship in the College of Veterinary Medicine)
College: Veterinary Medicine
Term: July 1,2022, through June 30, 2027

Name: L. CAMILLE HEBERT
Title: Professor (Robert J. Lynn Chair in Law)
College: Law
Term: August 15, 2023, through August 15, 2028

Name: ELENA IRWIN
Title: Professor (Distinguished University Professor)
College: Office of Academic Affairs
Term: N/A

Name: JULIE JOHNSON*
Title: Professor (Dr. Samuel T. and Lois Felts Mercer Professor of Medicine and Pharmacology)
College: Medicine
Term: October 9, 2023, through October 8, 2027

Name: KAY BEA JONES
Title: Professor (2023 President and Provost's Award for Distinguished Faculty Service)
College: Office of Academic Affairs
Term: N/A

FACULTY PERSONNEL ACTIONS (cont)

Appointments
(contd)

Name: JOSHUA JOSEPH
Title: Associate Professor (Endowed Professorship for Research in Internal Medicine)
College: Medicine
Term: July 1, 2023, through June 30, 2027

Name: ZAK KASSAS
Title: Professor (The Transportation Research Center, Inc. Chair in Intelligent
            Transportation Systems)
College: Engineering
Term: July 1, 2023, through June 30, 2028

Name: STANLEY LEMESHOW
Title: Professor (Distinguished University Professor)
College: Office of Academic Affairs
Term: N/A

Name: JASON LEMON
Title: Dean and Vice Provost for Online Learning
College: Office of Academic Affairs
Term: July 1, 2023

Name: ZAIBO LI
Title: Professor-Clinical (University Pathology Services Anatomic Pathology Professorship)
College: Medicine
Term: July 1, 2023, through June 30, 2027

Name: TREVON LOGAN
Title: Professor (ENGIE-Axium Endowed Professorship)
College: Office of Academic Affairs
Term: August 15, 2023, through May 1, 2028

Name: STEVEN LOPEZ
Title: Associate Professor (2023 President and Provost's Award for Distinguished Faculty
            Service)
College: Office of Academic Affairs
Term: N/A

Name: BERNADETTE MELNYK
Title: Professor (Vice President for Health Promotion and Chief Wellness Officer)
College: Office of Academic Affairs
Term: July 1, 2023, through June 30, 2025

Name: TODD MONROE
Title: Research Professor (Distinguished Professor of Aging Research)
College: Nursing
Term: April 24, 2023, through April 24, 2028

FACULTY PERSONNEL ACTIONS (cont)

Appointments
(contd)

Name: STEVE OGHUMU
Title: Associate Professor (Excellence in Research and Education Leadership
            Professorship in the College of Medicine)
College: Medicine
Term: July 1, 2023, through June 30, 2027

Name: JOEL PAULSON
Title: Assistant Professor (The H.C. 'Slip' Slider Professorship in Chemical and
            Biomolecular Engineering)
College: Engineering
Term: September 1, 2023, through June 30, 2028

Name: ASHLEY PEREZ
Title: Assistant Professor (2023 Alumni Award for Distinguished Teaching)
College: Office of Academic Affairs
Term: N/A

Name: DANIEL GALLEGO PEREZ
Title: Associate Professor (The Edgar C. Hendrickson Designated Chair in Biomedical
            Engineering)
College: Engineering
Term: July 1, 2023, through June 30, 2028

Name: STEPHEN QUAYE
Title: Professor (2023 Alumni Award for Distinguished Teaching)
College: Office of Academic Affairs
Term: N/A

Name: EDUARDO REATEGUI
Title: Associate Professor (College of Engineering Innovation Scholar)
College: Engineering
Term: July 1, 2023, through June 30, 2028

Name: KATELYN SWINDLE REILLY
Title: Associate Professor (College of Engineering Innovation Scholar)
College: Engineering
Term: July 1, 2023, through June 30, 2028

Name: VINCENT ROSCIGNO
Title: Professor (2023 Alumni Award for Distinguished Teaching)
College: Office of Academic Affairs
Term: N/A

Name: ABDOLLAH SHAFIEEZADEH
Title: Professor (2023 Alumni Award for Distinguished Teaching)
College: Office of Academic Affairs
Term: N/A

FACULTY PERSONNEL ACTIONS (cont)

Appointments
(contd)

Name: JENNY SHELDON
Title: Assistant Professor-Clinical (2023 Provost's Award for Distinguished Teaching by a Lecturer)
College: Office of Academic Affairs
Term: N/A

Name: PATRICK SOURS
Title: Senior Lecturer (2023 Provost's Award for Distinguished Teaching by a Lecturer)
College: Office of Academic Affairs
Term: N/A

Name: HUAN SUN
Title: Associate Professor (College of Engineering Innovation Scholar)
College: Engineering
Term: August 15, 2023, through June 30, 2028

Name: PIERS NORRIS TURNER
Title: Associate Professor (2023 President and Provost's Award for Distinguished Faculty Service)
College: Office of Academic Affairs
Term: N/A

Name: DEVINA PURMESSUR WALTER
Title: Associate Professor (College of Engineering Innovation Scholar)
College: Engineering
Term: July 1, 2023, through June 30, 2028

Name: KARLA ZADNIK
Title: Interim Dean
College: Public Health
Term: July 1, 2023, through June 30, 2024, or until a new Dean is appointed

Name: PATRICIA ZETTLER
Title: Professor (John W. Bricker Professorship in Law)
College: Law
Term: August 15, 2023, through August 22, 2028

Reappointments

Name: STUART COOPER
Title: Professor (Distinguished Professor of Engineering)
College: Engineering
Term: September 1, 2023, through June 30, 2028

Name: ISABELLE DESCHENES
Title: Professor and Chair (Bernie Frick Research Chair in Heart Failure and Arrhythmia)
College: Medicine
Term: August 1, 2023, through June 30, 2027

FACULTY PERSONNEL ACTIONS (cont)

<u>Reappointments</u>
<u>(contd)</u>

Name:	LIANG-SHIH FAN
Title:	Distinguished University Professor (The C. John Easton Professor in Engineering)
College:	Engineering
Term:	July 1, 2023, through June 30, 2028

Name:	GERALD FRANKEL
Title:	Professor (Distinguished Professor of Engineering)
College:	Engineering
Term:	September 1, 2023, through June 30, 2028

Name:	ANDREW GLASSMAN
Title:	Professor and Chair (Frank J. Kloenne Chair of Orthopaedic Surgery)
College:	Medicine
Term:	July 1, 2023, through June 30, 2025

Name:	WILLIAM MARRAS
Title:	Professor (The Honda Chair in Transportation)
College:	Engineering
Term:	July 1, 2023, through June 30, 2028

Name:	HARVEY MILLER
Title:	Professor (Bob and Mary Reusche Chair in Geography)
College:	Arts and Sciences
Term:	August 1, 2023, through June 30, 2028

Name:	UMIT OZKAN
Title:	Professor (Distinguished Professor of Engineering)
College:	Engineering
Term:	July 1, 2023, through June 30, 2028

Name:	BOYD PANTON
Title:	Professor (Lincoln Electric Company Endowed Professor)
College:	Engineering
Term:	September 1, 2023, through June 30, 2028

Name:	MARK PARTRIDGE
Title:	Professor (The C. William Swank Chair in Rural and Urban Policy Fund)
College:	Food, Agricultural, and Environmental Sciences
Term:	July 1, 2023, through June 30, 2024

Name:	KINH LUAN PHAN
Title:	Professor and Chair (Jeffrey Schottenstein Endowed Chair of Psychiatry and Resilience)
College:	Medicine
Term:	July 1, 2023, through June 30, 2027

FACULTY PERSONNEL ACTIONS (cont)

Reappointments
(contd)

Name:	GIORGIO RIZZONI
Title:	Professor (The Ford Motor Company Chair in Electromechanical Systems)
College:	Engineering
Term:	July 1, 2023, through June 30, 2028

Name:	BRIAN ROE
Title:	Professor (The Fred N. Van Buren Professorship in Farm Management)
College:	Food, Agricultural, and Environmental Sciences
Term:	July 1, 2023, through June 30, 2028

Name:	IAN SHELDON
Title:	Professor (The Andersons Endowed Chair in Agricultural Marketing, Trade and Policy)
College:	Food, Agricultural, and Environmental Sciences
Term:	July 1, 2023, through June 30, 2028

Name:	LINDA WEAVERS
Title:	Professor (John C. Geupel Chair)
College:	Engineering
Term:	July 1, 2023, through June 30, 2028

Name:	MARCIA WORLEY
Title:	Professor (Merrell Dow Professorship in Pharmaceutical Administration)
College:	Pharmacy
Term:	July 1, 2023, through June 30, 2026

Extensions

Name:	WENDY FRANKEL
Title:	Professor and Chair (Ralph W. and Helen Kurtz Chair in Pathology)
College:	Medicine
Term:	July 1, 2023, through June 30, 2024

*New Hire

Appointments/Reappointments of Chairpersons

PAUL BELLAIR**, Director, Criminal Justice Research Center, July 1, 2023, through June 30, 2027

MARTHA BELURY, Chair, Department of Food Science and Technology, July 1, 2023, through June 30, 2027

ADAM CARBERRY*, Chair, Department of Engineering Education, August 1, 2023, through May 31, 2027 (change of dates)

ISABELLE DESCHENES**, Chair, Department of Physiology and Cell Biology, August 1, 2023, through June 30, 2027

HAROLD FISK (extension), Interim Director, Center for Life Sciences Education, July 1, 2023, through June 30, 2024

BRIAN FOCHT, Interim Chair, Department of Educational Studies, August 15, 2023, through August 14, 2024

WENDY FRANKEL (extension), Chair, Department of Pathology, July 1, 2023, through June 30, 2024

MARK FULLERTON, Chair, Department of Classics, July 1, 2023, through June 30, 2027

BENNET GIVENS (extension), Secretary of the University Senate, OAA, July 1, 2023, through June 30, 2024

ANDREW GLASSMAN**, Chair, Department of Orthopaedic Surgery, July 1, 2023, through June 30, 2025

TIM HAAB, Interim Director, School of Environment and Natural Resources, August 15, 2023, through June 30, 2024, or until a new Director is named.

ELLY KAIZAR, Chair, Department of Statistics, July 15, 2023, through June 30, 2027

ANDREW LEBER**, Director, Center for Cognitive and Brain Sciences, July 1, 2023, through June 30, 2027

KINH LUAN PHAN**, Chair, Department of Psychiatry and Behavioral Health, July 1, 2023, through June 30, 2027

JODI MCDANIEL, Director, Center for Healthy Aging, Self-Management, and Complex Care, July 1, 2023, through June 30, 2024

HARVEY MILLER**, Director, Center for Urban and Regional Planning (CURA), July 1, 2023, through June 30, 2027

MARK PARTHUN**, Chair, Department of Biological Chemistry and Pharmacology, July 1, 2023, through June 30, 2027

PIERCE PAUL, Chair, Department of Plant Pathology, July 1, 2023, through June 30, 2027

WILLIAM SCHULER, Interim Chair, Department of Linguistics, July 1, 2023, through June 30, 2024

STEPHANIE SCHULTE, Interim Director, Prior Health Sciences Library, July 1, 2023, through June 30, 2024

SCOTT SHEARER**, Chair, Department of Food, Agricultural, and Biological Engineering, July 1, 2023, through June 30, 2027

DONGBIN XIU, Interim Chair, Department of Mathematics, July 1, 2023, through June 30, 2024

**Reappointment
*New Hire

Faculty Professional Leaves

DONNA BOBBITT-ZEHER, Associate Professor, Department of Sociology, Marion, FPL for Spring 2024

QIAN CHEN, Professor, Department of Food, Agricultural and Biological Engineering, FPL for Fall 2023, and Spring 2024

NJERI KAGOTHO, Associate Professor, College of Social Work, FPL for Fall 2023

KENNETH MADSEN, Associate Professor, Department of Geography, Newark, FPL for Spring 2024

MARK MITTON-FRY, Associate Professor, College of Pharmacy, FPL for Spring 2024

TASLEEM PADAMSEE, Associate Professor, College of Public Health, FPL for Fall 2023, and Spring 2024

KELLEY TILMON, Professor, Department of Entomology, FPL for Spring 2024

CHRISTOPHER WOLTERS, Professor, Department of Educational Studies, FPL for Spring 2024

Faculty Professional Leave Changes/Cancellations

HANNA CHO, Associate Professor, Department of Mechanical and Aerospace Engineering, Change of FPL from Fall 2023, and Spring 2024 to Fall 2023 only.

NOAH DORMADY, Associate Professor, John Glenn College of Public Affairs, Change of FPL from Fall 2023 to Fall 2023 and Spring 2024

KATHY FAGAN-GRANDINETTI, Professor, Department of English, FPL cancellation

KATHY NORTHERN, Associate Professor, College of Law, FPL cancellation

<u>Emeritus Titles</u>

DAVID APSLEY, Department of Extension, with the title of Associate Professor-Emeritus, effective September 1, 2023

BHAVIK BAKSHI, Department of Chemical and Biomolecular Engineering, with the title of Professor-Emeritus, effective July 1, 2023

CHUNSHENG BAN, Department of Mathematics, with the title of Professor-Emeritus, effective July 1, 2023

WILLIAM BENNETT, Department of Radiology, with the title of Associate Professor-Emeritus, effective August 1, 2023

DAVID CLAMPITT, School of Music, with the title of Professor-Emeritus, effective June 1, 2023

JAMES COE, JR., Department of Chemistry and Biochemistry, with the title of Professor-Emeritus, effective July 1, 2023

NENA COUCH, University Libraries, with the title of Professor-Emeritus, effective March 16, 2023

PAUL DE BOECK, Department of Psychology, with the title of Professor-Emeritus, effective August 15, 2023

ANNE DORRANCE, Department of Plant Pathology, with the title of Professor-Emeritus, effective September 1, 2023

MARTIN GOLUBITSKY, Department of Mathematics, with the title of Professor-Emeritus, effective July 1, 2023

DAVID GREENBERG, Department of Pediatrics, with the title of Professor-Emeritus, effective July 1, 2023

BARBARA KEYFITZ, Department of Mathematics, with the title of Professor-Emeritus, effective July 1, 2023

TERESA LANKER, Agricultural Technical Institute, with the title of Associate Professor-Emeritus, effective September 1, 2023

STEPHEN LESSNICK, Department of Pediatrics, with the title of Professor-Emeritus, effective July 1, 2023

KENNETH ALAN LOPER, Department of Mathematics, with the title of Professor-Emeritus, effective June 1, 2023

MARY ALICE MOMEYER, College of Nursing, with the title of Assistant Professor-Clinical Emeritus, effective June 1, 2023

LYNN SCHOENFIELD, Department of Pathology, with the title of Associate Professor-Clinical Emeritus, effective July 1, 2023

MICHAEL TWEEDLE, Department of Radiology, with the title of Professor-Emeritus, effective July 1, 2023

PAUL WAKELY, Department of Pathology, with the title of Professor-Emeritus, effective July 1, 2023

Promotion, Tenure, and Reappointments

COLLEGE OF VETERINARY MEDICINE
CLINICAL

REAPPOINTMENT
Lerche, Phillip, Veterinary Clinical Sciences, August 15, 2024