

**WEDNESDAY, NOVEMBER 6, 2024**  
**ACADEMIC AFFAIRS AND STUDENT LIFE COMMITTEE MEETING**

Reginald A. Wilkinson, chair  
Elizabeth A. Harsh, vice chair  
Elizabeth P. Kessler  
Jeff M.S. Kaplan  
Michael F. Kiggin  
Bradley R. Kastan  
Kendall C. Buchan  
Eric Bielefeld  
John W. Zeiger (*ex officio*)

Location: Mount Leadership Room, Longaberger Alumni House  
2200 Olentangy River Rd., Columbus, Ohio 43210

Time: 3:00-5:00pm

**Executive Session**

**Public Session**

ITEM FOR DISCUSSION

4:45-4:50pm

1. *Office of Student Life Impact Report – Dr. Melissa Shivers*

ITEMS FOR ACTION

4:50-5:00pm

2. Approval of August 2024 Committee Meeting Minutes – Dr. Reginald Wilkinson
3. Approval to Establish a Master of Cybersecurity and Digital Trust – Dr. Karla Zadnik
4. Amendments to the *Rules of the University Faculty* – Dr. Karla Zadnik
5. Faculty Personnel Actions – Dr. Karla Zadnik
6. Degrees and Certificates – Dr. Karla Zadnik



# Office of Student Life Impact Report

2023-24

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**Engage. Learn. Thrive.**



**THE OHIO STATE UNIVERSITY**  
OFFICE OF STUDENT LIFE



# Overview of the Office of Student Life

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The Ohio State University's rich legacy was born in a single building that served multiple purposes: classroom, laboratory, living space. Over the years, these complementary uses have emerged as hallmarks of the iconic Ohio State education that generations of Buckeyes have come to strive for and expect.

In support of Ohio State's motto, "Education for Citizenship," the Office of Student Life is focused on creating unmistakably unique, supportive and productive environments in which students can expand their aspirations and achieve their full potential, prepare for a life of success and make a difference in the lives of others.

In a place so big in possibility, we work to connect the countless points where the university intersects with students' lives, bringing the experience full-circle from the classroom and professional development, to living spaces and co-curricular commitments. At The Ohio State University, we have a second-to-none commitment to the comprehensive student experience, and that fuels our collaborative efforts to provide the resources and support that our students, and staff, need to engage, learn and thrive.

## Message from the Senior Vice President

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As I close out my fifth year at Ohio State, I continue to be inspired by Ohio State’s tradition, excellence and vision. A critical part of which is our iconic student experience that the Office of Student Life is proud to be a partner in delivering. Students across our campuses learn and grow in countless ways throughout their time at Ohio State, from classrooms, libraries and labs to residence halls, on-campus jobs and the beautiful Ohio Union...and beyond.

Student Life’s work centers around our mission to foster students’ development, learning, well-being and sense of belonging; empower students to achieve their academic, personal and professional goals; and, prepare students to be engaged in a global society.

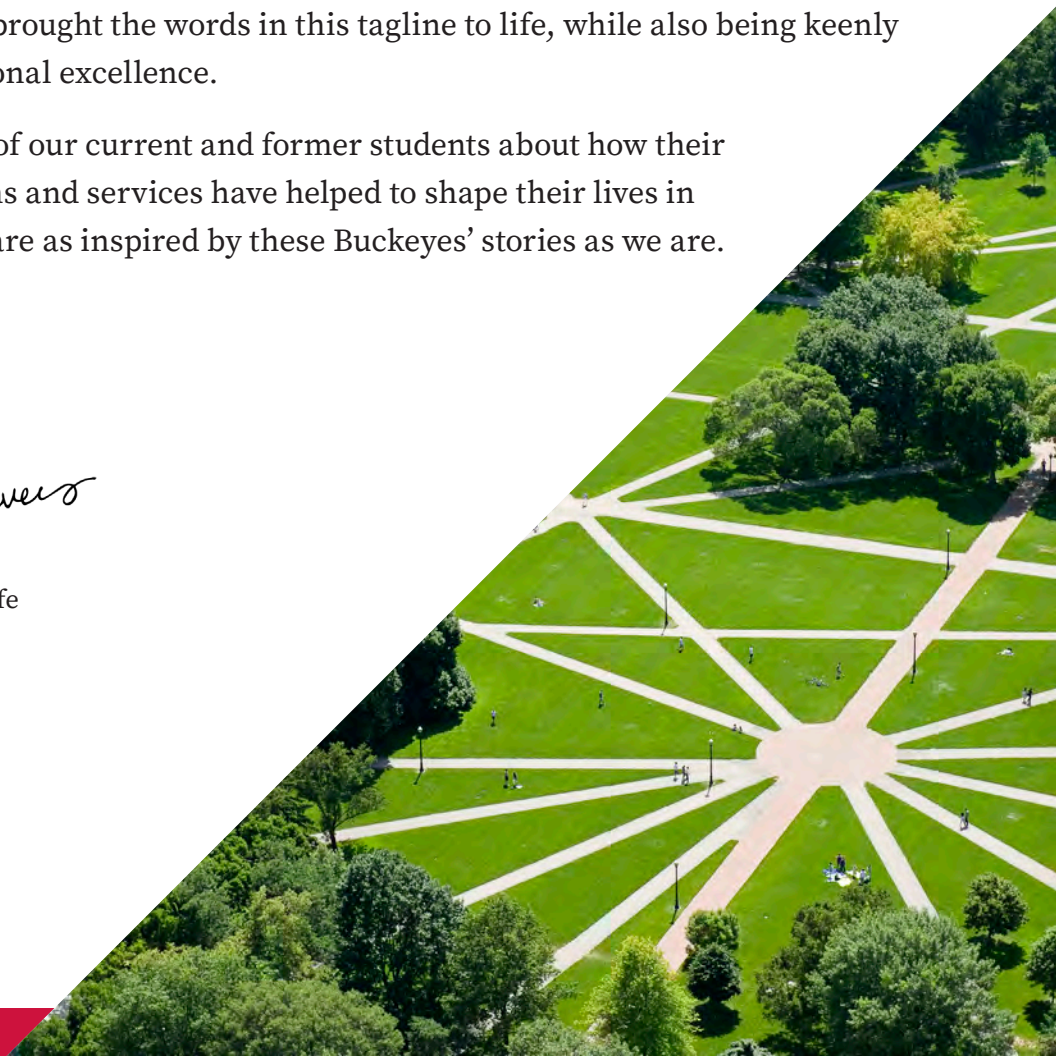
As I reflect on the 2023-24 academic year, there are boundless ways the Office of Student Life has helped students, and our staff, to “Engage, Learn and Thrive.” Throughout this report, you will see how Student Life has brought the words in this tagline to life, while also being keenly focused on advancing operational excellence.

You will also hear from some of our current and former students about how their experiences with our programs and services have helped to shape their lives in meaningful ways. I hope you are as inspired by these Buckeyes’ stories as we are.

In firm friendship,

A handwritten signature in black ink that reads "Melissa S. Shivers". The signature is written in a cursive, flowing style.

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







# Student Life Foundations

## Vision

To be the premier student affairs division in the country; student- and staff-centered with cross-cutting experiential learning and a dedication to facilitating an environment that is inclusive, supportive and welcoming.

## Mission

The Office of Student Life fosters students' development, learning, well-being and sense of belonging; empowers students to achieve their academic, personal and professional goals; and prepares students to be engaged in a global society.

## Our Culture Commitments



**APPRECIATION**



**CONNECTION**



**SUPPORT**



**CARE**



## Our Tagline

# Engage. Learn. Thrive.

## Our Values

As a premier student affairs division, The Ohio State University's Office of Student Life values and fosters a campus culture that affirms the dignity of every student and staff member and their unique backgrounds, identities and experiences. Our work is grounded in the cultivation of personal and professional skills that nurture a sense of belonging, grow empathy and compassion for others and contribute to positive change. We are steadfastly committed to advancing the university's Shared Values throughout our operations and interactions:

- Excellence and Impact
- Diversity and Innovation
- Inclusion and Equity
- Care and Compassion
- Integrity and Respect

## Student Learning Goals

- Embrace self-discovery
- Cultivate community
- Foster health and well-being
- Think critically







# Our People

The Office of Student Life employs more than 5,000 individuals, including:

**520+**

**ADMINISTRATIVE AND  
PROFESSIONAL STAFF**

**150+**

**CIVIL SERVICE  
STAFF**

**4,600+**

**PART-TIME STUDENT EMPLOYEES**

**300+**

**BARGAINING  
UNIT STAFF**  
(housekeeping, food  
service, maintenance)

**60+**

**GRADUATE  
ASSISTANTS**



# Facilities

Our footprint across Ohio State's campuses covers six million square feet and includes:



## Food Service

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More than 35 food service locations on Columbus, Newark, Mansfield and Wooster campuses

## Residence Halls

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36 residence halls and five houses on the Columbus Campus, three graduate residence halls and three housing complexes on the Wooster, Newark and Mansfield campuses

## Outdoor Recreation

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36 acres of outdoor recreation space on and around the Columbus campus



## Event Center

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One of the area's most comprehensive event centers, the Ohio Union



## Health, Wellness and Student Success

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Eight health, wellness and student success facilities on the Columbus campus including the Adventure Recreation Center, Jesse Owens Recreation Centers on North and South Campus, the North Recreation Center, the Recreation and Physical Activity Center (RPAC), McCorkle Aquatic Pavillion, the Wilce Student Health Center and the Younkin Success Center



# By the numbers:

Student Activities supported the work of **1,472** registered student organizations. These organizations feature a range of interests from academic, community service, religious affiliation, creative and performing arts, political affiliations and cultural backgrounds.

Student Life partnered with the City of Columbus to help students moving into or out of the University District dispose of unwanted items. The project resulted in nearly **23** tons of material recycled and more than **1,300** tons of trash collected.

Student Life celebrated Ohio State legends Barbie and Jim Tootle on their **80<sup>th</sup>** birthdays during Homecoming Weekend, raising more than **\$40,000** for Ohio State programs the Tootles are passionate about.

Buckeye Careers hosted **1,765** students in-person and **247** virtually at the 2023 Career and Internship Fair.

More than **3,700** students attended leadership workshops and programming offered by our Leadership and Community Engagement team.

Student Life celebrated staff members' years of service milestones to the university during an annual Years of Service Recognition event. In total, Student Life celebrated **1,425** years of service among **114** staff members.

**3,323** donors contributed more than **\$8.7 MILLION** to Student Life, including **487** new donors.

The average starting salary for Ohio State graduates was **\$65,778** for bachelor's degree recipients, **\$77,678** for master's degree recipients and **\$87,041** for professional degree recipients according to the 2022-23 First Destination Survey.

**12,996** rental units participated in the Off-Campus Housing Network, which establishes criteria for off-campus property owners for following the City of Columbus Housing Code and other key safety and security features.

More than **7,500** students are registered with Student Life Disability Services.

# Engage



## Strategic Goal

Create opportunities for engagement and community that foster an environment of belonging for all students, staff and the campus community

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## Highlights

### Regional campus engagement

Ohio State's regional campuses play an important role in providing access to an affordable, high-quality education taught by Ohio State's distinguished faculty while giving students an option for a smaller campus experience. Student Life team members on each campus work diligently to make this smaller campus experience vibrant and engaging.

The Office of Student Life on the Columbus campus actively collaborates with and supports Student Life efforts on the regional campuses of Lima, Mansfield, Marion and Newark as well as at the College of Food, Agricultural and Environmental Sciences (CFAES) at Wooster. This is a concerted effort because engaging on campus is

strongly related to student success outcomes and satisfaction.

Many services in Student Life on the Columbus campus are available to students on all campuses through virtual service offerings, such as career coaching, financial wellness coaching and leadership workshops.

Student Life also works collaboratively with regional partners to help prepare students who choose to campus change to Columbus. Off-Campus and Commuter Student Engagement actively supports students by offering campus change orientation sessions, inviting students to events like the Roommate Fair and by hosting Commuter Preview Day, which gives resources for students who may choose to commute to campus.

Student Life colleagues on all campuses actively work to bring students together. This year, students from each campus were provided transportation to attend Buckeye Kick-Off, a tradition that invites the first-year class to the ‘Shoe to experience the excitement, learn Ohio State cheers and songs, take pictures on the field, and hear from leaders and student athletes. This event was such a success in the fall that, during spring semester, students on all campuses were invited and provided transportation to attend another signature event, Taste of OSU. Taste of OSU, hosted by the Office of International Affairs in the Ohio Union, features an evening of cultural performances, exhibits and food from around the world from more than 40 different international clubs on campus. Future efforts will continue to explore ways to collaborate and engage with students across all campuses to make the entire university feel even more connected.







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## Buck-i-Frenzy

Ohio State's Welcome Week during autumn semester has an unmatched energy. Student Life hosted Buck-i-Frenzy for the first time since the pandemic, and it was bigger and better than ever. Buck-i-Frenzy is a highly interactive, fun-filled festival with food samples, music and free giveaway items from dozens of vendors. The goal of Buck-i-Frenzy, which occurs immediately following Convocation outside of the Recreation and Physical Activity Center (RPAC), is to provide new and returning students insight into what Columbus has to offer. More than 50 local and national companies offer samples of their latest products, services, fashions, sounds, technologies and tastes. Over 20,000 students attended Buck-i-Frenzy and the event generated \$114,116 for Student Life from sponsors and vendors.





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## Community Engagement

Each year, Student Life provides opportunities for students and staff to engage with the surrounding community in meaningful ways. Many of these efforts that bring students and staff together for service are organized under Student Life’s Kindness Initiative, with a goal of driving students’ sense of belonging to the Ohio State and Central Ohio communities. The initiative showcases the power of collective action, the strength of shared values and the positive impact of kindness.

- **Be Kind Food Packing Project.** Every year, hundreds of people gather on the Columbus campus to pack meals that are then distributed to areas with low food security around the state. Since the program’s launch five years ago, the Buckeye community has contributed to the distribution of 1.5 million meals to people in need. In 2023 alone, more than 700 students, staff and alumni came together to assemble an astounding 205,000 meals that were donated to nonprofit organizations in Harden, Allen and Marion counties.
- **Bowl Service Project.** The latest edition of Student Life’s decades-long annual tradition saw Cotton Bowl foes Ohio State and University of Missouri joining forces to pack 25,000 pounds of apples that were distributed by the Tarrant Area Food Bank in North Texas.



- Big Table. Social connections are vital to our mental and physical health, and this year Student Life hosted two events as part of the Columbus Foundation’s Big Table Initiative. Several hundred campus and community members gathered in the Ohio Union to discuss the importance of community connections, the danger in our country’s increasing levels of loneliness, how we can work together to re-energize and strengthen a sense of community.
- What it Means to Be a Buckeye. In March, Student Life hosted the second annual What it Means to Be a Buckeye event featuring Ohio State football Hall of Famer and two-time Super Bowl champion, Malcolm Jenkins. Jenkins reflected on his experience as a Buckeye and how the friendship and support he received at Ohio State, both through football and his fraternity, helped him become a leader. He also spoke candidly about his mental health struggles and reducing stigma for others. Gene Smith was honored with the What it Means to Be a Buckeye award for his dedication and contributions to Buckeye Nation. Approximately 200 people attended the event and were able to meet and have books signed by Jenkins.





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## Parent and Family Relations

Parent and Family Relations engages parents and families as key stakeholders in their students' experiences through enhanced communication, involvement in programming and leadership and support of fundraising initiatives. This year, the department launched a new communication platform, the Buckeye Family Connection, to strengthen information-sharing with parents and families. This tool allows users to personalize the content they receive, helping them connect to campus events and opportunities that they, and their students, find interesting with more refined and targeted information distribution.

The new technology will also provide significantly improved data and tracking capabilities, which can lead to the identification of families who want to support the university through the Parents Advancement Council or other ways of giving their time, talent and treasure.

In addition to communication, Parent and Family Relations hosts other major events throughout the year, including summer send-off events, Sibs, Kids and Family Day and the Legacy Dinner. This year, they welcomed more than 8,000 families to in-person campus events, including over 2,065 attendees at the first Buckeye Football Family Tailgate in September.

Parents wanting more sustained engagement can apply to join the Parent and Family Roundtable, which brings together a standing group of families to create opportunities for regular, ongoing dialogue focused on the holistic student experience. The group has virtual, monthly meetings where they discuss important topics, such as health, wellness, safety and student engagement. Members serve up to a two-year term and applications open every summer.



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## High-Profile Events

Student unions have often been called the living room of campus where students can relax, socialize and study. Yet, the Ohio Union is much more than just a living room. In addition to student events and activities, the Ohio Union and other Student Life facilities are also premier destinations for high profile events for both university and community organizations. Student Life Events and Conferences, supported by the Ohio Union Operations team, won the 2023 Unique Venues Award - Planner's Choice for Professional Meetings and Conferences.

Event highlights in the Ohio Union from the past year include the Barbie and Jim Tootle 80th Birthday Celebration, several Wexner Medical Center events, BuckeyeThon's Dance Marathon, President Carter's student welcome reception and the Legends Luncheon presented by Nationwide Children's Hospital. The Ohio Union is not the only facility in Student Life to host important events. During the summer, Recreational Sports, in partnership with the Wexner Medical Center, hosts the Special Olympics of Ohio Summer Games. Student Life looks forward to hosting even more exciting events in the future across its broad portfolio of facilities.

# Anthony Ashford III

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## Featured engagement

Homecoming Court

## Major

Business Administration

## Rank

Third-year student

## Campus

Newark

Anthony is engaged in many co-curricular activities on Ohio State's Newark campus, from being a team leader at the recreation center and working as a student employee, to serving as a student ambassador and being involved in various student organizations. One of Anthony's most memorable achievements as a Buckeye was being selected for Homecoming Court in both 2022 and 2023. Anthony shares that it was an amazing, fun and exciting experience. He was honored to be able to bring his mom to the Homecoming football

game and stand on the field in the 'Shoe with the other Homecoming royalty. When Anthony reflects on his co-curricular experiences, he says that being so engaged on campus is helping him learn how to balance everything, a lesson he continues to use as he works toward his future goals. When asked what he has learned through his engagement on campus, Anthony shares that he has a better sense of self-confidence and ability to speak up, which he believes will help him with his long-term goal of starting his own business.



# Heather Daly



Heather Daly recently completed her PhD in the field of Cognitive Psychology, which prepared her to work in that field, and her time as a Graduate Research Associate (GRA) in the Center for the Study of Student Life (CSSL) prepared her to work as a professional. Heather worked as a GRA focused on research and assessment around student mental health and well-being. She shared that her time in CSSL taught her how to work with partners and how to align research with strategic goals.

When asked what advice she would give other graduate students at Ohio State, Heather says she would encourage them to get involved on campus somewhere outside

## Featured engagement

Graduate Research Associate in the Center for the Study of Student Life

## Program

PhD in Cognitive Psychology

## Rank

Graduate (Spring 2024)

## Campus

Columbus

of their academic department. “During the first few years of my graduate program I never really saw much of campus besides my academic building and the library. I also did not interact with anyone outside of my department, so it was challenging to feel like a part of the university. However, once I began getting involved with the Council of Graduate Students as a delegate and then branching outside of my department by pursuing the CSSL position, I began to feel a greater sense of belonging at Ohio State. I only wish I’d gotten involved a bit sooner so I could have had more time to enjoy the expanded community!”

# Learn



## Strategic Goal

Invest in student and staff opportunities to deepen their learning, growth and development

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## Highlights

### Student Employment Experience Program Expansion

Ohio State employs nearly 15,000 students across our campuses and the medical center, giving important opportunities for students to engage in real-world, experiential learning. To enhance the professional development outcomes achieved through on-campus jobs, more than ten years ago the Student Employment Experience (SEE) program was designed to help students make connections between their job responsibilities and what they are learning in the classroom, all of which they can apply to their future aspirations.

The SEE program, housed in Buckeye Careers, was developed to recognize that everything a student does on campus should be intentional and focused on learning, and that includes work. SEE uses a three-pronged approach that focuses on students mastering their jobs, attending professional development workshops and,

most importantly, having intentional conversations with their supervisor about their growth. These are known as Guided Reflection on Work, or “GROW<sup>1</sup>,” conversations, an opportunity for student employees to make connections between their work, their academics and their future careers.

All the 4,600+ student employees in Student Life have been engaged in SEE for many years. At the beginning of the 2023-24 academic year, Student Life set the goal to increase the number of students in the program by 40%, from 4,600 students to 6,440. With tremendous support from campus partners, this goal was exceeded, with more than 6,600 students participating in the program, a 44% increase. This includes students on all of Ohio State’s campuses and departments across the Columbus campus. Moving forward, Student Life will continue to offer support, training and resources to supervisors who want to be engaged in this learning-focused program.

<sup>1</sup>GROW is used with the permission from the University of Iowa.



## Reusable Containers

As part of the university's efforts to achieve zero waste, Student Life Dining Services launched a reusable to-go container program at each of their all-you-care-to-eat locations. The program diverts waste from landfills while also encouraging a culture of environmental responsibility among students, staff and faculty. The containers utilize advanced identification technology to create an efficient and simple platform for diners to use. After enjoying their meal, diners simply return the container to one of the many conveniently located drop-off bins across campus. The containers are then washed, sanitized and put back into circulation. Over 10,000 students have taken part in this program at least once, and containers have a return rate of 99%. During the 2023-24 academic year, 248,639 containers were diverted from landfills and 24,733 pounds of waste were saved.



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## Collin's Law Anti-Hazing Education

Ohio State has zero tolerance for hazing in any form and all members of the university community are expected to do their part to support an environment free of hazing. Student Life works to advance this environment through robust anti-hazing education. All members of the university community can access the Collin's Law Anti-Hazing virtual education module 24/7. All Ohio State students must complete the anti-hazing education in BuckeyeLearn before participation or membership in any activity, sport, club or organization. All staff and volunteers who advise an organization and who have direct contact with students must complete the training as directed by the university in accordance with Collin's Law. The module provides information on how Ohio State defines hazing, how to report hazing, criminal penalties for hazing, university policies and resources and how to intervene when hazing occurs. In addition to the online module, trained Student Life staff provide in-person training to groups that request it.

Ohio State also participates in Ohio's annual Anti-Hazing Summit, bringing together college professionals from around the state to focus on prevention education, innovative resources, best practices and strategies to eliminate hazing. Twenty-one staff from Ohio State attended the 2023 Summit. Six staff from Student Life presented at four different sessions of the Summit on topics like handling Student Conduct cases for organizations, hazing prevention efforts in student organizations and changing culture within groups.





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## Buck-I-SERV

Buck-I-SERV offers weeklong, substance-free programs centered on community service and civic engagement, which are offered during winter, spring and summer academic breaks. The goal of Buck-I-SERV is to offer students challenging and engaging opportunities to travel, learn about various service experiences, reflect on the importance of civic engagement and serve the communities they visit. Focus areas for past trips have included environmental sustainability, health and wellness, hunger and poverty.

Buck-I-SERV began at Ohio State in 2003. During the 2023-24 academic year, nearly 300 participants took 33 trips to 14 states, Washington DC and six countries. Students completed 7,657 service hours through projects like supporting local masons in partnership with Construa Casa to construct homes for families from under-resourced communities in Guatemala and serving alongside Cherokee Nation's Community and Cultural Outreach Program in Oklahoma to assist with home repairs and landscaping for elderly and disabled Cherokee citizens, as well as a renovation project at a community center in Tahlequah, Oklahoma. When Buck-I-SERV participants aren't volunteering, they engage in cultural and educational immersion activities. Throughout each trip and at the conclusion, trip leaders guide reflection sessions so students can describe their learning, including articulating how the experience has impacted them and inspired their future leadership and service goals.

Buck-I-SERV is such a powerful experience that Student Life created the Student Access Fund to raise funds to support, expand and improve Buck-I-SERV by offsetting costs for student participants. This past year, the program utilized \$23,000 in donor gifts to support 34 students in financial need. This included fully funded trips for 15 students and partially funded trips for 19 additional students.





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## Student Learning Goals and Staff Professional Development

The Office of Student Life's work is grounded in a foundational set of Student Learning Goals:

- Embrace self-discovery
- Cultivate community
- Foster health and well-being
- Think critically

The goals were created in the 2021-2022 academic year after a rigorous review of literature, review of the general education curriculum and Student Life's offerings. An initial implementation team worked during the 2022-2023 year to create resources and to socialize the goals across all Student Life departments. This past year, a team worked to expand the understanding of the Student Learning Goals and provide professional development for staff across the division to assist in implementation.

One professional development program focused on writing student learning outcomes and another offered discussion guides that assist supervisors in having clear, intentional conversations with student employees about each goal. Student Life is also incorporating learning goals in other processes, including program review and annual planning.



# Thrive



## Strategic Goal

Promote a holistic culture of health and well-being to empower students and staff to thrive

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## Highlights

### Monda Student Resource Center

For the past several years, Student Life has been working to help students meet their essential needs. Research shows that fulfilling one's essential needs, like food, housing or clothing, are closely linked to students' academic success, yet many Ohio State students struggle to make ends meet. According to the Student Life Survey (2024), 30% of undergraduate, graduate and professional students qualify as having low levels of food security. Five percent of graduate students, 4% of undergraduates and almost 1% of professional students report that they experienced housing insecurity in the last year.

Ohio State has many university programs and community partnerships established to meet the essentials needs of students. Given the size of Ohio State and the decentralized nature of these efforts, barriers exist for students when accessing timely, seamless and holistic essential needs support.

Scheduled to launch in early 2025, the Monda Student Resource Center will open in the Younkin Success Center to provide a centralized hub for essential student services. The center aims to provide a one-stop shop for students to access amenities such as a food pantry, a Career Closet offering free professional attire and dedicated office space for students to collaborate with campus and community partners. Construction on the center began in June 2024.

# Ash Williams

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Getting involved has been a core part of Ash's Ohio State experience, from participating in student organizations to on-campus employment. In summer 2024, he served as one of two Ohio Welcome Leaders (OWL) Coordinators with Housing and Residence Education, a role in which he helped prepare 500 OWL student volunteers to help with move-in. Working with the OWL program is important to him because it helps students find their place at Ohio State and to know they belong here.

Getting involved helped Ash make campus feel smaller. Coming to Ohio State, he did not know anyone. In his first year, he was

## Featured engagement

Ohio Welcome Leader Coordinator and Community Ambassador

## Major

Biology, with a minor in business

## Rank

Third year

## Campus

Columbus

part of the Biological Sciences Scholars living-learning program. And now he mentors new students in the Scholars program because he knows that mentoring was important for his success in his first year, and he wants to pass that on to other students.

Ash's on-campus job working with the Willie J. Young, Sr Off-Campus and Commuter Student Engagement Office as a Community Ambassador also helps him to feel connected to Ohio State and to help students access resources. He is driven to support his fellow students, and his on-campus job helps him do just that.

# Martha Cibasu

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Martha graduated with a job in biotech waiting for her, and during her last year at Ohio State, she prepared by remaining actively engaged on campus. Martha served as a Student Organization Success Coach, a role that offers one-on-one coaching appointments to the university's more than 1,400 student organizations. She started out as a coach manager during her first year on campus despite not having any prior leadership experience. Her role grew over time as she made important contributions such as providing feedback

## Featured engagement

Student Organization Success Coach

## Major

Chemical Engineering with a minor in Pharmaceutical Sciences

## Rank

Graduate (Spring 2024)

## Campus

Columbus

to make the student organization website easier to navigate and creating educational content for coaches. When asked about her experience, Martha shares that being a Student Organization Success Coach taught her about working on a team and how to collaborate on projects. As a commuter student, it also provided insight into what different students' paths can look like and helped her find a sense of belonging on campus. As Martha enters her career field, she is eager to leverage what she has learned during her time as a success coach.





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## Mental Health and Well-being Investments

Thanks to a nearly \$2.5 million award from the state of Ohio, Ohio State is bringing specialized teletherapy, academic accommodation support and expanded mental health and well-being resources and programs to students. These efforts will be funded for two years as part of the \$20-million Governor Mike DeWine and Ohio's General Assembly have dedicated for college and university mental health support. Student Life will be at the forefront of investing in new services, programs and offerings that are evidence-based and will help enable students to thrive in college and beyond.

The resources supported by the new funding include:

- Teletherapy that provides a specialized service for after-hours and wellness programming.
- Mental health grants that provide funding to students for off-campus mental health resources. These dollars also fund positions for graduate students who work with grant recipients.
- Student organization wellness ambassador program which incentivizes and trains student organizations to identify a formal mental health ambassador position within their organization.



- Graduate student administrative associates who focus on promoting health and well-being resources. One assists the Student Wellness Center with programming, outreach and assessment of initiatives and another assists Counseling and Consultation Service (CCS) with outreach, including expanding the Let's Talk program and suicide prevention training.
- Academic accommodation support for mental health through Student Life Disability Services. 70% of registered students select mental health as either their primary or secondary accommodation need. These funds will increase their ability to offer support, such as exam accommodations, attendance and deadline modifications as well as adaptive technology.
- Biofeedback equipment at Counseling and Consultation Service that enables users to learn how to influence physiological activity to improve health and performance.
- Student Employee Experience (SEE) wellness program, which will offer health and well-being programming and resources to student employees.
- Digital mental health modules and self-help tools available on demand.
- Monda Student Resource Center will receive investments to support its opening.



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## Suicide Prevention Program

Ohio State's Suicide Prevention Program was founded in 2007 and funded by a grant until 2013, when the Office of Student Life and College of Education and Human Ecology partnered to continue the program. The ambitious and nationally recognized program created REACH© trainings that help faculty, staff and students recognize warning signs, engage with empathy, ask directly about suicide, communicate hope and help individuals with suicidal ideation access care and resources.

In 2022, the Suicide Prevention Program underwent a program review that recommended the program should transition from the College of Education and Human Ecology to the Office of Student Life. Working in close collaboration with the College, Student Life transitioned the program this academic year under the umbrella of Student Life's Counseling and Consultation Service. This structure bolsters the Suicide Prevention Program's keen focus on supporting current Ohio State students and aligns well with the Office of Student Life's multi-modal approach to supporting mental health and well-being.

During the 2023-24 academic year, more than 2,100 campus community members were trained in REACH©. The Suicide Prevention Program also hosted the Out of the Darkness Walk, which included over 400 participants on four different Ohio State campuses, raising over \$22,000 for suicide prevention efforts.





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## Collegiate Recovery Community 10th Anniversary

The Collegiate Recovery Community (CRC) celebrated its 10-year anniversary this year. This achievement highlights the important, expanded efforts that Student Life has put in place to support students in recovery from substance misuse. The CRC is a welcoming and inclusive environment for students in or seeking recovery through a community of support while they navigate the collegiate experience free of alcohol or other drugs.

Located in Baker Hall, near the Ohio Union, members of the CRC can engage with staff, access resources, attend recovery meetings or spend time in the student lounge. Financial support has also played a crucial role in the CRC's development. Starting with modest grants, the program now boasts two funded scholarship endowments and receives contributions from alumni dedicated to supporting students in recovery.

Since its founding, the program has celebrated the successful graduation of more than 70 students who have been a part of the CRC. As the CRC looks to the future, its focus remains on adapting to meet the changing needs of students, such as gambling addiction.



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## Life in Motion

Recreational Sports continually advances its motto of living a life in motion. During the 2023-2024 academic year, Recreational Sports rolled out several new initiatives and celebrated student successes in sport. The intramural program launched a new pass, giving students access to unlimited intramural participation in a semester, rather than signing up for each sport individually. A total of 4,358 students utilized the pass in its first semester and total intramural sports participation was 30,477 for the academic year, a 25% increase over the prior year.

Club sports also remain popular among students, with over 2,200 participants. Student Life was certainly rooting for the Sports Club All Girl Cheer team as they won their national championship. The Esports Arena hosted the first Big Ten Esports LAN (Local Area Network) Championship in April 2024, where more than 200 participants from 14 institutions attended the event.





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## Years of Service Recognition

Student Life actively works to promote our culture commitments of Appreciation, Care, Support and Connection. As part of Student Life's focus on appreciation, we held our inaugural Years of Service recognition event. The university annually holds a Years of Service recognition event for those with 25 to 55 years of service or more, and Student Life complemented that event to recognize individuals within the Student Life team who completed 5, 10, 15 and 20 and more years of service within the 2023 calendar year. This year's event celebrated more than 1,425 total years of university service.



# Vattsa Mehta



During Vattsa’s time at Ohio State, she combined her studies with a passion for helping others by becoming a student program assistant in the Scarlet and Gray Financial coaching program. Scarlet and Gray Financial is a nationally recognized peer financial coaching program that assists thousands of Ohio State students each year in creating the life they desire through a goal-driven financial coaching process. Vattsa’s work as a student program assistant included mentoring other peer financial coaches, regularly presenting to student groups and tracking student completion of peer coaching. She even had the opportunity to present about the program at a national conference in Washington, D.C.

## Featured engagement

Peer coach in Scarlet and Gray Financial

## Major

B.S. degree in Business Administration with a specialization in Finance and Economics

## Rank

Graduate (Spring 2019)

## Campus

Columbus

When Vattsa reflects on her time in the program, her favorite memories include seeing fellow students have a “lightbulb” moment when teaching them something new and practical. She still uses what she learned working with Scarlet and Gray Financial in her current role as a Management Consultant at Accenture. She says her job is to ask questions and find issues that clients face, and then come up with solutions, and that working as a coach prepared her for this. She reflects that “Consulting is very much a relationship business, so I would say that learning to navigate and manage a client relationship comes down to getting to know people and what their interests are.”

# Warren Lor



Warren came from Wisconsin to Ohio State for graduate school to study Higher Education and Student Affairs. As part of the decision process for graduate school, he interviewed with potential Graduate Teaching Associate roles. After interviewing with Student Life Disability Services (SLDS), he knew he had found his number one choice. Warren was looking for an experience where he would be student-facing and working to create personalized support. At SLDS, this is exactly what he does by coordinating notetaking by peers for students registered with SLDS, managing flexible accommodations around assignments and assisting with exams. He says this hands-on experience has provided him with knowledge of how to provide

## Featured engagement

Graduate Teaching Associate in Student Life Disability Services

## Program

Higher Education and Student Affairs

## Rank

First-year Master's student

## Campus

Columbus

well-rounded support and exposed him to the many diverse needs of college students. His biggest challenge in the role has been launching a new module in SLDS's online portal and database to support students and faculty. To do this successfully, he had to think outside of the box and collaborate with many other staff members and solicit student feedback. He is proud that he made the process as smooth as possible and that he was able to lean on others for support. Warren is excited to pursue a career in student affairs after he finishes his graduate program and believes his academic program, coupled with his work in SLDS, has prepared him well for his next steps.

# Operational Excellence



## Strategic Goal

Advance operational excellence initiatives to ensure Student Life continues to leverage our administrative structure to be a strong and successful organization

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## Highlights

### Events and Conferences

In September 2023, Student Life announced a new and innovative approach to maximize our events, conference services and associated units such as conference housing, catering and sponsorship.

The goal of the transition is to achieve operational efficiencies and new revenue generation, leading to affordability gains for students. This will also make it easier for clients to contact one department within Student Life when exploring our portfolio of facilities. The results are a consolidated event sales and management team, a streamlined process for clients, higher levels of organizational efficiency and opportunities for increasing crucial revenue streams.

Since the announcement of this organizational change, Student Life realigned reporting structures, reviewed all event space rates, reviewed revenue reporting, increased alignment with finance, launched a new, one-stop events and conference website ([slec.osu.edu](http://slec.osu.edu)) and streamlined processes for guests and clients to book, plan and experience events at Ohio State. During the 2023-2024 academic year, the team assisted with 26,574 event bookings, a 39% increase from the prior year.





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## Staff Engagement Survey

In an effort to best support staff engagement and well-being, Student Life administered its second Student Life Engagement Survey in January 2024. This was an opportunity for staff to provide anonymous feedback on their experiences as a team member. The goal was to outline concrete steps for advancing staff engagement within the division.

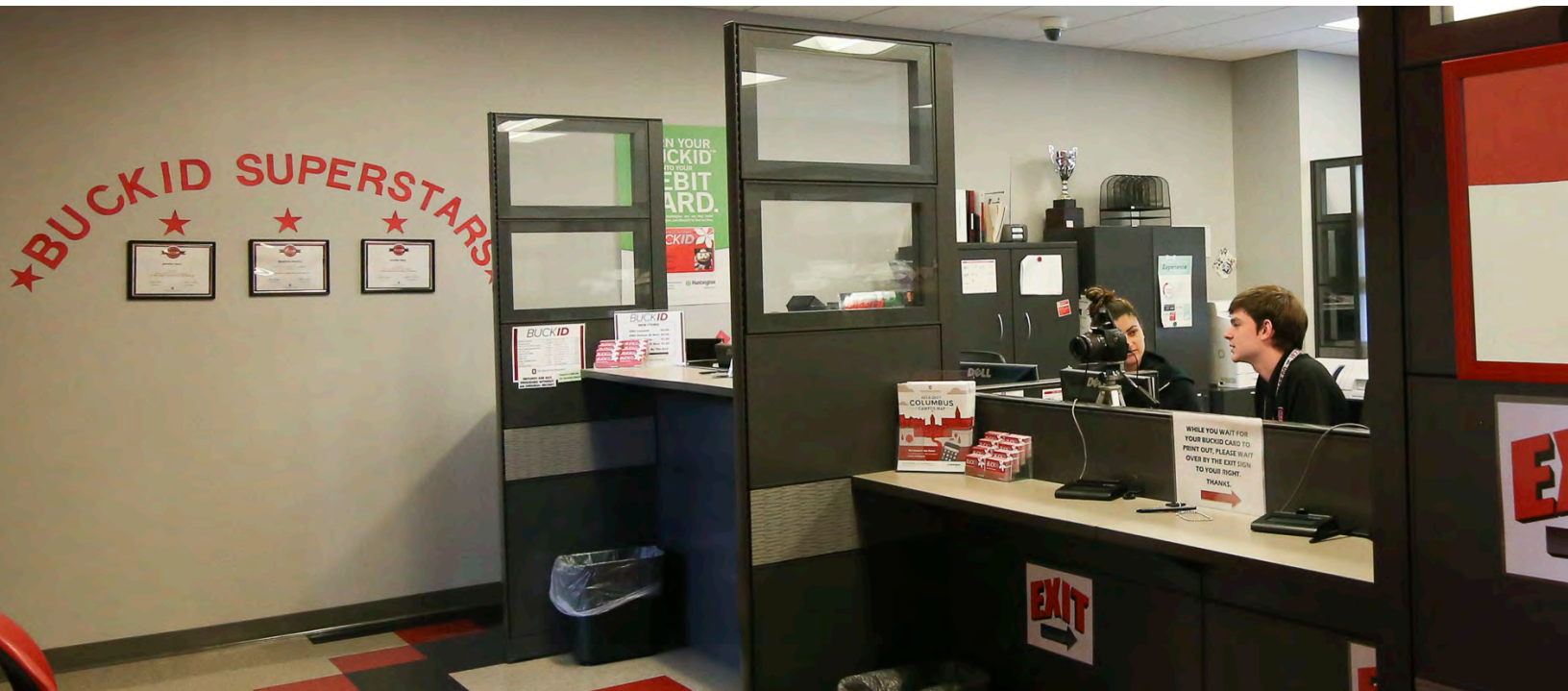
More than 700 staff members responded to the survey. On most key metrics of staff engagement and satisfaction, Student Life saw positive improvements over the 3-year time period since the last survey administration. More than three-quarters (78%) of staff agreed or strongly agreed that they are proud to work in the Office of Student Life, which was a 9% increase from 2021. Seventy percent of respondents agreed or strongly agreed that they would recommend working in Student Life to others, a 6.5% increase from 2021.

Student Life will continue to regularly monitor staff engagement through formal methods, such as the Staff Engagement Survey, and informal methods including tables talks, listening sessions and opportunities for pulse surveys to provide feedback on specific topics. The results of the 2024 Student Life Staff Engagement Survey will be used to create an action plan to continue to improve the culture of Student Life and bolster our team's ability to engage, learn and thrive.

## BuckID Innovation and Collaboration

This past year has been one of innovation and collaboration for Student Life’s BuckID unit. First, tap-card technology is now a feature on all newly issued BuckID cards. The new BuckID cards use Near Field Communications (NFC) technology, a short-range wireless communication system, that allows the card to securely exchange data with devices within close proximity. This will allow BuckID cardholders to simply tap their card to complete payments and unlock doors as compatible readers are installed across our campuses. In addition to being more convenient, this technology is also more secure. As of June 2024, BuckID exceeded their goal metrics, with 33% of students and 14% of faculty and staff using the new technology.

Collaboration has been another key advancement for BuckID this year. To improve security and the user experience, and to achieve efficiencies across the enterprise, BuckID is in the process of becoming Ohio State’s sole identification card, including for the Wexner Medical Center (OSUWMC) and on the regional campuses. Historically, OSUWMC employees were required to carry two cards because of incompatibilities between OSUWMC systems and BuckID. Going forward, a single BuckID card will be able to provide a university affiliate with access to facilities, accounts and services across the university and the medical center. Distribution of the new cards began this summer.







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## Student Life Disability Services

Since 2011, Student Life Disability Services (SLDS) has experienced exponential growth in the number of students registered with the service, from 1,464 in 2011 to more than 7,000 today – a 383% increase. This growth is reflective of national trends that are projected to continue, with an estimated 15% of K-12 students having a disability according to the Pew Research Center. The nature of accommodation requests is also changing, with students requiring more complex accommodations.

Student Life is critically reviewing the operations of SLDS through an operational excellence project, based in Lean Six Sigma methodology, to ensure resources are being effectively leveraged to meet student needs. It is fitting that as SLDS plans for the future, they also reflect on the past. Student Life Disability Services celebrated their 50th anniversary this year by acknowledging major milestones in the history of access and inclusion on campus. A complete history can be found online at [slds.osu.edu](http://slds.osu.edu).









# Carmen Ohio

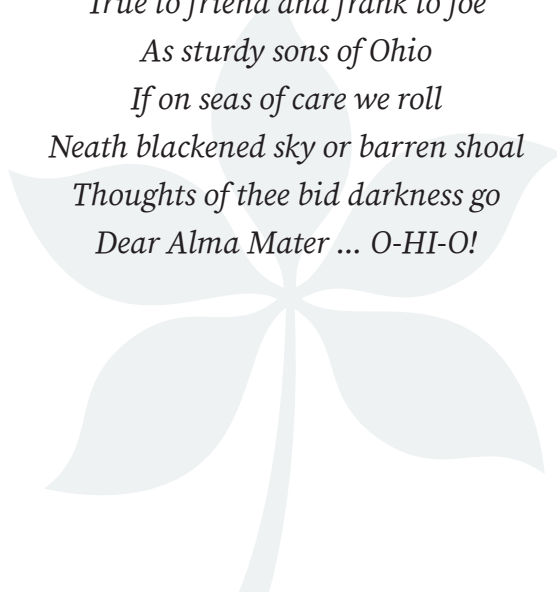
Ohio State's Alma Mater

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*Oh come let's sing Ohio's praise  
And songs to Alma Mater raise  
While our hearts rebounding thrill  
With joy which death alone can still  
Summer's heat or winter's cold  
The seasons pass the years will roll  
Time and change will surely (truly) show  
How firm thy friendship ... O-HI- O!*

*These jolly days of priceless worth  
By far the gladdest days on earth  
Soon will pass and we not know  
How dearly we love Ohio  
We should strive to keep thy name  
Of fair repute and spotless fame  
So in college halls we'll grow  
And love thee better ... O-HI-O!*

*Though age may dim our mem'ry's store  
We'll think of happy days of yore  
True to friend and frank to foe  
As sturdy sons of Ohio  
If on seas of care we roll  
Neath blackened sky or barren shoal  
Thoughts of thee bid darkness go  
Dear Alma Mater ... O-HI-O!*





**THE OHIO STATE  
UNIVERSITY**

OFFICE OF STUDENT LIFE





## **SUMMARY OF ACTIONS TAKEN**

*August 21, 2024 – Academic Affairs & Student Life Committee Meeting*

### **Members Present:**

Reginald A. Wilkinson  
Elizabeth A. Harsh  
Elizabeth P. Kessler

Jeff M.S. Kaplan  
Michael F. Kiggin  
Bradley R. Kastan

Eric Bielefeld  
John W. Zeiger (ex officio)

**Members Present via Zoom:** N/A

**Members Absent:** N/A

## **PUBLIC SESSION**

The Academic Affairs & Student Life Committee of The Ohio State University Board of Trustees convened on Wednesday, August 21, 2024, in person at Longaberger Alumni House on the Columbus campus. Committee Chair Reginald Wilkinson called the meeting to order at 2:59 p.m.

Dr. Wilkinson welcomed Dr. Eric Bielefeld to the committee and congratulated him on receiving the 2024 President and Provost's Award for Distinguished Faculty Service. His faculty award is included in the personnel actions today. This honor recognizes faculty members for their contributions to the development and implementation of university policies and programs through non-administrative roles while continuing to teach and pursue scholarship.

### ***Items for Discussion:***

1. **Provost's Report:** Karla Zadnik, interim executive vice president and provost, kicked off the meeting with her report. She noted Ohio State's new deans, discussion the STEAMM Rising Summer Institute, and provided updates on orientation and enrollment. She also highlighted the Tillman Scholar; the first graduates of the Bachelor of Science in Engineering Technology program from the regional campuses; the Salmon P. Chase Center for Civics, Culture, and Society, including the appointment of its inaugural executive director; and points of pride across the colleges.

(See Attachment X for background information, page XX)

2. **Senior Vice President for Student Life's Report:** Melissa Shivers, senior vice president for student life, reported focused plans for welcoming students to campus for the start of the new academic year.

(See Attachment X for background information, page XX)

### ***Items for Action:***

3. **Approval of Minutes:** No changes were requested to the May 15, 2024, meeting minutes; therefore, a formal vote was not required, and the minutes were considered approved.
4. **Resolution No. 2025-23, Faculty Personnel Actions:**



## THE OHIO STATE UNIVERSITY

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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 15, 2024, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

### Appointments

Name: KENT BARNETT\*  
Title: Dean and Professor (J. Gilbert Reese Chair in Contract Law)  
College: Law  
Term: August 15, 2024, through June 30, 2029

Name: STEPHEN BELL\*  
Title: Professor (Ohio Eminent Scholar in Industrial Microbiology)  
College: Arts and Sciences  
Term: August 15, 2024, through June 30, 2029

Name: TREVOR BROWN  
Title: Interim Dean  
College: Max M. Fisher College of Business  
Term: July 1, 2024, through June 30, 2025

Name: LISA BURRIS  
Title: Associate Professor (College of Engineering Innovation Scholar)  
College: Engineering  
Term: August 15, 2024, through June 30, 2029

Name: BRYAN CARSTENS  
Title: Professor and Chair (Robert W. and Estelle S. Bingham Designated Professorship)  
College: Arts and Sciences  
Term: August 15, 2024, through August 14, 2029

Name: EDWARD COOPER  
Title: Professor-Clinical (Wolfe Associates Inc. Endowed Professorship in Canine Clinical and Comparative Medicine)  
College: Veterinary Medicine  
Term: July 1, 2024, through June 30, 2028

Title: MARYAM GHAZISAEIDI  
College: Professor (Distinguished Professor of Engineering)  
Term: Engineering  
Term: August 15, 2024, through June 30, 2029

Name: PHILIP HART  
Title: Professor-Clinical (Endowed Professorship in Gastroenterology Research)  
College: Medicine  
Term: July 1, 2024, through June 30, 2028

Name: MAUREEN KELLEHER  
Title: Associate Professor-Clinical (Trueman Chair in Equine Medicine and Surgery)  
College: Veterinary Medicine  
Term: July 1, 2024, through June 30, 2028



## THE OHIO STATE UNIVERSITY

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Name: RYAN KENNEDY\*  
Title: Professor (Andrei Baronov and Ratmir Timashev Endowed Chair in Data Analytics)  
College: Arts and Sciences  
Term: August 15, 2024, through June 30, 2029

Name: RUSSELL LONER  
Title: Professor and Chair (Sanford and Rife Family Chair in Neuro-Oncology)  
College: Medicine  
Term: July 1, 2024, through June 30, 2028

Name: JASON NEWLAND  
Title: Professor (Henry G. Cramblett Chair in Medicine)  
College: Medicine  
Term: July 1, 2024, through June 30, 2028

Name: JASON OPAL\*  
Title: Dean and Professor  
College: The Ohio State University at Mansfield  
Term: August 15, 2024, through August 14, 2029

Name: CHRISTINE PETERSEN\*  
Title: Professor (Robert H. Rainier Endowed Chair in Industrial Veterinary Medicine and Research)  
College: Veterinary Medicine  
Term: June 15, 2024, through June 14, 2028

Name: SUNNIE RUCKER-CHANG  
Title: Associate Professor (Kenneth E. Naylor Professorship)  
College: Arts and Sciences  
Term: July 1, 2024, through June 30, 2029

Name: MATTHEW SMITH\*  
Title: Dean and Professor  
College: The Ohio State University at Newark  
Term: August 1, 2024, through July 31, 2029

Name: BRYAN WARNICK  
Title: Professor and Interim Chair (Daniel Tanner Foundation Endowed Professor in Curriculum Studies on Adolescence and Democracy)  
College: Education and Human Ecology  
Term: August 15, 2024, through August 14, 2029

Name: MARGARET YOUNG  
Title: Dean  
College: The Ohio State University at Lima  
Term: July 1, 2024, through June 30, 2029

### Reappointments

Name: GREG ALLENBY  
Title: Professor (Helen C. Kurtz Chair in Marketing)  
College: Fisher College of Business  
Term: October 1, 2024, through August 14, 2029





Name: SHARYN BAKER  
Title: Professor (Gertrude Parker Heer Chair in Cancer Research)  
College: Medicine  
Term: July 1, 2024, through June 30, 2028

Name: PROSPER BOYAKA  
Title: Professor and Chair (Stanton Youngberg Professorship of Veterinary Medicine)  
College: Veterinary Medicine  
Term: July 1, 2024, through June 30, 2028

Name: TERESA BURNS  
Title: Associate Professor (Bud and Marilyn Jenne Designated Professorship in Equine Clinical Sciences and Research)  
College: Veterinary Medicine  
Term: July 1, 2024, through June 30, 2028

Name: OSVALDO CAMPANELLA  
Title: Professor (Carl E. Haas Chair in Food Industries)  
College: Food, Agricultural, and Environmental Sciences  
Term: June 1, 2024, through June 30, 2029

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

Name: DANIEL CLINCHOT  
Title: Professor and Chair (Harry C. and Mary Elizabeth Powelson Professorship in Medicine)  
College: Medicine  
Term: July 1, 2024, through February 28, 2025

Name: ROGER FINGLAND  
Title: Professor (Frank Stanton Chair in Veterinary General Practice and Canine Health and Wellness)  
College: Veterinary Medicine  
Term: June 1, 2024, through May 30, 2029

Name: CHRISTOPHER HOCH  
Title: Associate Professor (Endowed Chair for Director of The Ohio State University Marching Band)  
College: Arts and Sciences  
Term: July 1, 2024, through June 30, 2028

Name: MARK LANDON  
Title: Professor and Chair (Richard L. Meiling Chair of Obstetrics and Gynecology)  
College: Medicine  
Term: July 1, 2024, through June 30, 2027

Name: CHERYL LEE  
Title: Professor and Chair (Dorothy M. Davis Chair in Cancer Research)  
College: Medicine  
Term: July 1, 2024, through June 30, 2028



## THE OHIO STATE UNIVERSITY

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Name: PETER MANSOOR  
Title: Professor (Major General Raymond E. Mason, Jr. Chair of Military History)  
College: Arts and Sciences  
Term: July 1, 2024, through June 30, 2029

Name: SAYOKO MOROI  
Title: Professor and Chair (William H. Havener, M.D. Chair in Ophthalmology Research)  
College: Medicine  
Term: January 5, 2024, through June 30, 2028

Name: ANDREW NIEHAUS  
Title: Professor-Clinical (The Vernon L. Tharp Professorship in Food Animal Medicine)  
College: Veterinary Medicine  
Term: July 1, 2024, through June 30, 2028

Name: TIMOTHY PAWLIK  
Title: Professor and Chair (Urban Meyer III and Shelley Meyer Chair for Cancer Research)  
College: Medicine  
Term: July 1, 2024, through June 30, 2028

Name: LAURA SELMIC  
Title: Professor (Teckie and Don Shackelford Chair in Canine Medicine)  
College: Veterinary Medicine  
Term: July 1, 2024, through June 30, 2028

Name: ORI YEHUNDAI  
Title: Associate Professor (Saul and Sonia Schottenstein Chair in Israel Studies)  
College: Arts and Sciences  
Term: August 15, 2024, through June 30, 2029

### Extensions

Name: ERIC ANDERMAN  
Title: Interim Dean and Director  
College: The Ohio State University at Mansfield  
Term: July 1, 2024, through August 14, 2024

Name: WILLIAM MACDONALD  
Title: Dean and Director  
College: The Ohio State University at Newark  
Term: July 1, 2024, through July 31, 2024

Name: GREG ROSE  
Title: Dean and Director  
College: The Ohio State University at Marion  
Term: July 1, 2024, through December 31, 2024

\*New Hire



University Faculty Awards

Name: JULIA APPEGATE  
Title: Senior Lecturer (2024 Provost's Award for Distinguished Teaching by a Lecturer)  
College: Arts and Sciences

Name: ERIC BIELEFELD  
Title: Professor and Chair (2024 President and Provost's Award for Distinguished Faculty Service)  
College: Arts and Sciences

Name: ANGELA COLLENE  
Title: Senior Lecturer (2024 Provost's Award for Distinguished Teaching by a Lecturer)  
College: Education and Human Ecology

Name: ELIZABETH HEWITT  
Title: Professor and Chair (2024 President and Provost's Award for Distinguished Faculty Service)  
College: Arts and Sciences

Name: CHRISTOPHER JARONIEC  
Title: Professor (2024 President and Provost's Award for Distinguished Faculty Service)  
College: Arts and Sciences

Name: KATRINA LEE  
Title: Professor-Clinical (2024 Alumni Award for Distinguished Teaching)  
College: Law

Name: JUDIT PUSKAS  
Title: Professor (Distinguished University Professor)  
College: Food, Agricultural, and Environmental Sciences

Name: JOE RACZKOWSKI  
Title: Associate Professor-Clinical (2024 Alumni Award for Distinguished Teaching)  
College: Food, Agricultural, and Environmental Sciences

Name: FRANCES SIVAKOFF  
Title: Assistant Professor (2024 Alumni Award for Distinguished Teaching)  
College: Arts and Sciences

Name: DAWN STARR  
Title: Senior Lecturer (2024 Provost's Award for Distinguished Teaching by a Lecturer)  
College: Arts and Sciences

Name: MARY STERENBERG  
Title: Assistant Professor-Clinical (2024 Alumni Award for Distinguished Teaching)  
College: Arts and Sciences

Name: AMY TIBBALS  
Title: Senior Lecturer (2024 Provost's Award for Distinguished Teaching by a Lecturer)  
College: Arts and Sciences





Name: ZACH WOODS  
Title: Assistant Professor-Practice (2024 Alumni Award for Distinguished Teaching)  
College: Pharmacy

(See Appendix X for background information, page XX)

Action: Upon the motion of Dr. Wilkinson, seconded by Mrs. Harsh, the foregoing motions were adopted by unanimous voice vote with the following members present and voting: Dr. Wilkinson, Mrs. Harsh, Ms. Kessler, Mr. Kaplan, Mr. Kiggin, Mr. Kastan, Dr. Bielefeld and Mr. Zeiger.

#### **EXECUTIVE SESSION**

It was moved by Dr. Wilkinson and seconded by Mr. Kaplan that the committee recess into executive session to discuss business-sensitive trade secrets required to be kept confidential by federal and state statutes 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 move into executive session with the following members present and voting: Dr. Wilkinson, Mrs. Harsh, Ms. Kessler, Mr. Kaplan, Mr. Kiggin, Mr. Kastan, Dr. Bielefeld and Mr. Zeiger.

The committee entered executive session at 3:44 p.m., and the meeting adjourned at 4:54 p.m.

**APPROVAL TO ESTABLISH A MASTER OF CYBERSECURITY AND DIGITAL TRUST**

IN THE COLLEGE OF ENGINEERING

Synopsis: Approval to establish a Master of Cybersecurity and Digital Trust degree program in the College of Engineering is proposed.

WHEREAS the goal of the degree program is to supply highly skilled individuals to the cybersecurity workforce in Ohio and the nation; and

WHEREAS the proposed program would focus on imparting cybersecurity knowledge and skill sets relevant to existing and emerging positions in the workforce; and

WHEREAS the program will be a minimum of 30 semester hours, have two tracks and include a mandatory project-oriented course, will be offered fully online, and can be completed in two semesters; and

WHEREAS the proposal has the support of the Departments of Electrical and Computer Engineering, Computer Science and Engineering, and Industrial and Systems Engineering, and will be offered in partnership with the Institute for Cybersecurity and Digital Trust and the College of Engineering's Professional and Distance Education Program; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on June 14, 2024; and

WHEREAS the University Senate approved this proposal on September 19, 2024:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Master of Cybersecurity and Digital Trust degree program in the College of Engineering.

**Proposal to the Chancellor’s Council on Graduate Studies  
for a new degree program:**

**Master of Cybersecurity and Digital Trust (MCDT)**

Mode of Delivery: *fully online*

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*Submitted by*

*The Ohio State University College of Engineering*

**Institute for Cybersecurity and Digital Trust**

**Department of Electrical and Computer Engineering**

**Department of Computer Science and Engineering**

*Revised February 22, 2024*

**BASIC CHARACTERISTICS OF THE EDUCATIONAL PROGRAM**

1. **Brief description of the disciplinary purpose and significance of proposed degree.***(max 300 words)*

We are seeking approval for a graduate program to award students a Professional Master’s degree in Cybersecurity and Digital Trust. The program’s primary goal is to supply highly skilled individuals to the cybersecurity workforce in Ohio and across the nation. Graduates will be trained in well-established and emerging areas of cybersecurity and meet the rapidly growing demand for well-trained cybersecurity professionals. A primary focus of the proposed degree program is the training of professionals in the workforce who seek to become experts in cybersecurity and digital trust. This program is designed as a Professional Master’s degree, as opposed to a research-oriented one, in that it focuses on imparting cybersecurity 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 daily. With the provided training, the graduates will be ready for employment in various industrial and government institutions, especially in Ohio, while benefiting from The Ohio State University’s established environment of diversity, ethics, responsibility, and professionalism.

The program will be offered fully online: This will address the existing educational constraints of the ongoing COVID-19 pandemic and lay the foundation of growth into national and global markets without being geographically constrained. The experimental 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 as well as by our industry partners, who have well-established track record of cybersecurity training excellence. Equipped with both theoretical as well as practical skillsets, the graduates will have opportunities to transition to high-skill cybersecurity and digital trust positions and become leaders in their organizations.



2. **Definition of the focus of the program.** *(max 300 words) This is only intended to be an overview. Make sure to explicitly identify if plans include defined lines of curricular focus within the degree program (tracks or concentrations) and whether they will be noted on the transcript.*

The focus of the program will be to educate and train students and working professionals in the area of cybersecurity and digital trust, within two highly-focused tracks (topical areas). The required curriculum will be a combination of didactic and experience-based coursework components. The curricular tracks are designed consistent 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 cybersecurity expertise and allow the participants to be trained in sub-areas that match their interests and backgrounds. The degree program will consist of two tracks, focusing on design & implementation and offense & defense.

3. **Rationale for degree name.** *(max 100 words)*

Professional Master of Cybersecurity and Digital Trust (MCDT) reflects the program's objective of educating students with fundamental and cutting-edge knowledge in cybersecurity and digital trust areas and preparing them for direct employment in the workforce. It is essential that all engineering professionals recognize that cyberspace is a sociotechnical system, or rather a system of systems, both technical and social. These should be equally valued and attended to in the effort to create 'trustworthy' digital systems.

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 Cybersecurity and Digital Trust degree. This minimum number is on-par with other online master's degrees on cybersecurity topics. Our program is structured clearly and builds in-depth knowledge in two selected tracks/topics with both theoretical and application-oriented courses as well as a mandatory project-oriented course. The application of cybersecurity principles to problems encountered in various workplace scenarios is central to the design of all courses. The project-oriented course is designed as a degree culmination point, where students collaborate to apply their gained knowledge and skills to solve larger scale cybersecurity problems in a collaborative group setting.

The MCDT degree requirement is the completion of the requirements of two topics, each of which requires 6 credit hours of coursework. In addition to the topical completion requirements, students will be required to take a 3-credit hour introduction to cybersecurity course, a 3-credit hour cybersecurity ethics course and a 3-credit hour project-oriented course.

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

The curriculum is designed to be completed in two semesters, typically spanning Autumn and Spring semesters of the same academic year. However, the curriculum has been designed to accommodate students taking courses at a slower pace (e.g., 6 credit-hours per semester for 5 semesters), specifically catering to the needs of students who are already in the workforce.

5. **Admission timing.**

The proposed date for implementation of the program is August 2024. It is expected to admit new cohorts every autumn and spring term. It is anticipated that the program will admit one cohort 50 students in its initial offering and reach an enrollment of 150 students in by the end of three years. At

steady state, the enrollment is expected to be 300 students per year.

6. **Primary target audience for the program and admission requirements.** (*max 300 words*)

There are two primary target audiences for this program: 1- Students who recently received their BS degrees, 2- Professionals employed in the workforce. Since the program is offered fully online, students can complete the course while being employed full or part time.

Students accepted to the program would be expected to hold a Bachelor's degree in a field related to computer science, cybersecurity, electrical or computer engineering, or information technology. Students with Bachelor's degrees in non-traditional backgrounds and degrees will be accommodated if they provide evidence of in-workforce experience and/or training in relevant topics.

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

- A personal statement of why the applicant is applying to the program
- An official transcript with proof of completed Bachelor's Degree (or higher) in any of the areas related to the program tracks, or a Bachelor's degree supplemented with proof of completion of professional training and experience in related areas.
- Three letters of recommendation.
- All international applicants whose native language is not English will be required to take the Test of English as a Foreign Language (TOEFL) and have an official score report sent directly to the Associate Dean for Graduate Studies from Educational Testing Service. The recommended minimum TOEFL scores are 560 (written) or 220 (electronic) or 89 (internet based).

Evaluation of applicants for admission to the program will be managed by the MCDT-GSC who will adhere to the principles of *individualized holistic review*. Therefore, GPA and test scores will be considered as contributors in the admissions process, but not exclusive criteria for admission into the program.

7. **Special efforts to enroll and retain underrepresented groups.** (*max 500 words*) *Offer plan to ensure recruitment, retention and graduation of groups underrepresented within the discipline. Provide as background (1) Institution and department profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline, and compare to (2) nationally reported values from NCES, Council of Graduate Schools, or other authoritative sources. Supply data by demographic group where available. Your Office of Institutional Research, or the Graduate School, can assist in gathering this data.*

We plan to work with our collaborating departments and colleges to facilitate recruitment and retention of minority students. Special efforts will be made to recruit and retain underrepresented groups in this program. We will work closely with The Community, Access, Retention and Empowerment Office (CARE) in the College of Engineering to recruit members of underrepresented groups into this program and retain them in the program to matriculation. We will coordinate our efforts in recruitment, admission, and retention of underrepresented groups with the CoE's ongoing and emerging initiatives. A key part of our efforts will include collaborations with employers in Central Ohio to reduce the financial burden on URM students through scholarships and employee contributions.

The College of Engineering had 350 new students (99 female) enroll in a master's program in 2022. Of those, 69 (21 female) were in Computer Science and Engineering, and 75 (14 female) in Electrical and Computer Engineering. For the College of Engineering, 138 of 350 identified as White. Comparatively, only 12 out of 69 in CSE and 16 out of 75 in ECE identified as White. In both programs, international students make up over 60% of the masters' enrollment. Per the Society of Women Engineers, the 2019-2010 master's degrees nationwide were awarded to 30.3% women. This is comparable to the 21 of 69 in the CSE master's program recently. The NSF reported that as of 2021, Science & Engineering (S&E) graduate students at the master's level are 57.6% White and 13.1% Asian.

## **INSTITUTIONAL PLANNING FOR THE PROGRAM**

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

The Professional Master of Cybersecurity and Digital Trust (MCDT) program will be housed in The Ohio State University College of Engineering. The program is being proposed by the Department of Electrical and Computer Engineering and the Department of Computer Science and Engineering. The program will be executed in partnership with the Institute for Cybersecurity and Digital Trust and Professional and Distance Education Programs (PDEP) in the College of Engineering.

The MCDT degree will be administered by the College of Engineering through the Professional and Distance Education Programs Office. The MCDT Graduate Studies Committee (GSC) will be established within the College to coordinate the oversight of the program.

#### **a. Graduate Studies Committee (GSC)**

An MCDT Faculty Director will act as the chair of the MCDT-GSC. The MCDT-GSC will be responsible for all curricular oversight, assessment of the degree, and the evaluation of applicants for admission to the degree. The MCDT-GSC will consist of these voting members, the MCDT Faculty Director, one representative from the Department of Electrical and Computer Engineering, one representative from the Department of Computer Science and Engineering, one representative from the Institute for Cybersecurity and Digital Trust. The MCDT-GSC 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. MCDT Operations**

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

Significant support from the faculty and staff in the Institute for Cybersecurity and Digital Trust will also be involved to support admissions, advising and program development through monitoring and continuous improvement of courses and growth of the program offerings.

- 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?** *(max 500 words) Using information added to the Appendix, provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics supporting program need include: Student interest and demand (Potential enrollment; Ability to sustain the critical mass of students. Surveys of potential student interest can be helpful); Institutional need (Plan for overall development of graduate programs at the proposing institutions); and, Societal*



*demand (Intellectual development; Advancement of the discipline; Employment opportunities to meet regional, national and/or international needs).*

Per the market survey report conducted in October 2020, cybersecurity professionals are employed in almost all medium-to-large scale corporations, federal and local governmental entities, and the military. Employers demonstrate robust demand for master's-level cyber security studies professionals. From September 2017 to August 2020, relevant regional and national employer demand increased faster than demand for master's-level professionals over all (i.e., 2.05 percent per month compared to 0.33, and 2.10 percent per month compared to 0.44 percent, respectively). Additionally, four of five regional and all five national top occupations relevant to master's-level cyber security studies professionals are projected to grow faster than all occupations.

The Ohio State University's plan to launch the program online aligns with the competitive market. One hundred and 95.30 percent of regional and national programs, respectively, offer 100 percent distance delivery options. However, the regional programs conferring degrees may not confer a large number of degrees. This provides The Ohio State University an opportunity to secure enrollments due to a strong national brand and untapped population of potential students. The Learning House 2018 Online College Students Report indicates 75 percent of online students enroll in programs offered by institutions within 100 miles of home.

The Ohio State University's curriculum offers considerable alignment with top in-demand regional and national skills and competitor programs. Five of 17 courses display alignment with top in-demand skills such as "Intro to Operations Analytics" conferring "operating systems" and "Software Security and Reverse Engineering" conferring "software development." The Ohio State University's plan to require 26 credits for degree completion is lower than competitor offerings, potentially positioning the program as more accessible than competitors.

## STATEWIDE ALTERNATIVES

*(max 300 words) You are encouraged to talk with your colleagues at other institutions to learn more about their programs and discuss your unique opportunities.*

1. **What programs are available in other institutions and how do they differ from the program being proposed?** *Explain the unique features of your program compared to others in the State.*

Although The Ohio State University has a great potential for cybersecurity education and training with its experts working on various aspects of cybersecurity, there are currently no other programs at bachelor's or graduate levels specializing in cybersecurity. There are a limited number of state-level alternatives offered at the professional master's level. The most recent available data dating back to 2018-2019 academic year indicates only two programs (offered by Franklin University and The University of Findlay) reported non-zero number of degree completions (14 and 10, respectively). These low numbers of degree completions (i.e., 14 and 10) suggest The Ohio State University may successfully enter the market and become a regional leader. Institution size and reputation may likely contribute to program launch opportunity.

There are also a limited number of traditional MS degrees in Cybersecurity. The closest and most relevant one is the MS in Cyber Security program offered by Wright State University, which can also be accessed online. It follows a classical MS program structure with 6 required courses, 1 elective course, and 9 credit hours of thesis work. Targeting almost exclusively students with a bachelor's degree in

computer science, this program is not well-suited for students with diverse educational backgrounds or those currently employed in the workforce, and not cross-disciplinary.

The Professional Master of Cybersecurity and Digital Trust program is a *professional* and *cross-disciplinary* master's program, which is offered *fully online*. Other online programs can also be viewed as locally significant as potential competitors. Among the top-tier competitors, the programs offered by Georgia Institute of Technology and University of Maryland can be taken exclusively online. The Georgia Tech structure requires 32 credit hours, with 9 credit hour of core courses, and offers a choice of one track out of available three. University of Maryland follows a more traditional structure with a rigid core and a number of unstructured electives, requiring 30 credit hours for matriculation. Our approach is significantly different in that the program provides students with two tracks combining the departments of Computer Science & Engineering and Electrical & Computer Engineering. It is a professional master's program, and the curriculum can accommodate working professionals' constraints.

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

While the program has nation-wide access through its online structure, our primary target is the Central Ohio region with its rich and diverse employment opportunities. Regional employer demand trends suggest strong need for program graduates. Across September 2017 to August 2020, employer demand for master's-level cyber security studies professionals increased 2.05 percent on average monthly, outpacing average monthly demand growth for master's-level professionals overall (i.e., 0.33 percent). This suggests graduates may enter a favorable labor market.

At a national level, national employer demand trends also suggest strong need for program graduates. From September 2017 to August 2020, employer demand for master's-level cyber security studies professionals increased 2.10 percent on average monthly, outpacing average monthly demand growth for master's-level professionals overall (i.e., 0.44 percent). This indicates students choosing to relocate after graduation will likely enter a favorable labor market as well.

**3. Address opportunities for inter-institutional collaboration.**

Inter-institutional collaborations are possible across the state. Due to its proximity, Wright State University can serve as a partner institution to streamline the cybersecurity specializations offered by the two universities. Further collaborations can include joint workforce education activities, open houses bringing together students and employers, and technical content development.

## **GROWTH OF THE PROGRAM**

*(max 300 words) Answers to the following questions should be consistent with the Fiscal Impact Statement in Appendix.*

**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?**

**Enrollment growth:** We expect to start this program with 50 students in its initial offering. The steady-state enrollment is expected to be ~150 students based on the available courses. The enrollment is expected to increase with the inclusion of subsequent topic and elective offerings, appealing to a wider audience with more diverse backgrounds and learning goals. The program is expected to be self-sufficient no later than the end of the second year of full delivery.

Due to online format, the program can handle larger class sizes more flexibly. However, additional support in teaching (e.g., additional GTAs 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 and graduates, the program will maintain an active self-assessment process. This will include 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 faculty committee); annual evaluations of the program by member faculty; 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 PDEP Director and staff annually and provided for review by the MCDT-GSC and used to continually refine the program. These data will also serve as support of applications seeking program funding.

**Content growth:** The degree includes two tracks and anticipates adding track options. Likely additional tracks are (1) *Law, Policy and Management* in conjunction with Glenn College and Moritz College and (2) one in conjunction with the Department of Integrated Systems Engineering (ISE) which would provide students content about digital trust with essential information about human factors engineering.

## CURRICULUM AND INSTRUCTIONAL DESIGN

1. **Curricular content.** *Using a variation on the Table below to match your proposed program, list here all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions in the Appendix for all courses that are a part of the curriculum, including those required for transcripted tracks or specializations.*

COURSE #	TITLE	CREDITS
Required core courses for degree		
IS 5195	Ethics in the Information Age	3
ECE 5561 / CSE 5471	Introduction to Cybersecurity	3
ECE or CSE 6193	Independent Studies	3
<i>1. Design and Implementation</i>		
ECE 5024	Introduction to Hardware Security	3
ECE 5555	Securing Autonomous Systems	3
<i>2. Offense and Defense</i>		
CSE 5472	Software Security	3
CSE 5194.7	Information Security	3
Elective courses (9 credits must be selected in this category)		
CSE 5473	Network Security	3
CSE 5351	Introduction to Cryptography	3
ECE 5567.01 / CSE 5477.01	Offensive Computing	3
ECE 5567.02 / CSE 5477.02	Reverse Engineering and Malware Analysis	3

All courses will be delivered online. The transition to remote instruction during the COVID-19 pandemic of 2020 and 2021, the majority of our faculty gained first-hand experience in preparing instructional material. These experiences extend to many aspects of instruction traditionally associated with in-person learning, such as laboratory sections and experiments. In computer-based practical work,



course design for online teaching is well-established. Our faculty is also well-versed in adapting classical laboratory experiments requiring access to specialized circuits and hardware using low-cost platforms that can be shipped to students (at a cost of less than \$100 per student). In other cases, students are also able to purchase the required hardware (similarly at very low cost) on their own. These experiences, combined with the ODEE’s support, positions the program development on an accelerated track towards excellence.

The majority of the courses in the MCDT program are already available in various departments curricula, and new ones are approved as part of the degree requirements for other programs. Therefore, each course will be recorded and broadcast synchronously at least once a year, to accommodate students that take these courses as part of other degree requirements. All courses will be prepared for asynchronous access by students. Laboratory instructions will also be made available asynchronously. When taught exclusively asynchronously, both lectures as well as practical experiences will be paced closely by instructors. Students will have goals to achieve and have access to instructors through online office hours.

**Expected Learning Outcomes and Assessment**

Students who complete the degree will learn both the fundamental engineering skills (including secure circuit and autonomous system design), fundamental science skills (including cryptography and game theory) and practical skills (including reverse engineering, vulnerability discovery, malware analysis) of cybersecurity related design and implementation aspects and cyber offense and defense.

The following learning outcomes are associated with the learning goals:

a	Be familiar with policies, standards, and guidelines
b	Be familiar with cryptography algorithms
c	Be familiar with reconnaissance and various types of attacks
d	Be familiar with common software vulnerabilities and countermeasures
e	Be familiar with taxonomy of malwares and reverse engineering techniques
f	Be familiar with hardware security vulnerabilities, attacks, and countermeasures
g	Be familiar with information security threats and countermeasures
h	Be familiar with network security protocols
i	Be familiar with fundamental concepts of different real-world attacks

The students will have a good understanding to the following three questions: What is cybersecurity? Why cybersecurity is important? How to design and implement successful solutions to satisfy security needs. To understand these questions, they will be familiar with fundamental concepts of different areas in cybersecurity such as: external and internal information security threats to an organization and how to analyze and deal with them; mathematical foundations of cryptography; network security threats and countermeasures; threats and countermeasures; software vulnerabilities and countermeasures; taxonomy

of malwares and reverse engineering techniques; different real-world attacks targeted on computer systems.

*Assessment Plan.* The learning objectives will be reflected in exams in ECE 5561 Introduction to Cybersecurity, ECE 5024 Introduction to Hardware Security, CSE 5194.7 Information Security, and ECE or CSE 6193 Independent Studies.

2. **What are the requirements students must fulfill to complete the program successfully?** (*max 500 words*) *Expand on information in Table above, if needed including specific courses, course options and any other requirements (e.g. clinical hours, experiential learning, competencies, projects, minimal research credits, defined number of credits in different focus areas, etc). Define the minimal credits needed to complete the degree in any transcribed tracks or specializations.*

The requirements for degree completion are as follows:

- 30 semester credit hours
- Completion of the requirements from the list above

3. **Description of a required culminating, or integrated learning, experience.** (*max 500 words*).  
*Examples of suitable culminating experiences for different kinds of degrees include, but are not limited to: preparation of a thesis, dissertation or other creative written work; capstone or exit projects, which may be applied in nature and not necessarily involve research; comprehensive examinations; supervised field experiences, or any other integrated learning experience.*

The Master of Cybersecurity and Digital Trust program achieves a balance of theoretical and hands-on learning experiences throughout the duration of study. The required courses involve significant laboratory-based experiences, which prepare the students for the workforce requirements and demands. The knowledge attained throughout the study leads to a final project-oriented Independent Study course. Sections of this course will focus on open-ended projects and be administered by different instructors focusing on different aspects of practical cybersecurity scenarios. Where applicable, those projects will include real world scenarios and projects addressing emerging trends in cybersecurity and digital trust.

## **INSTITUTIONAL STAFFING, FACULTY, AND STUDENT SUPPORT**

1. **Faculty.** (*max 300 words*)

The courses offered in this program will be primarily taught by the faculty and instructors currently employed at The Ohio State University. The proposed program includes a number of courses that have already been offered multiple times, augmented with additional courses that have been approved for offering in partnering departments. These courses are expected to be taught mainly by tenure-track faculty and full-time instructors. Two of the courses in the program will be taught by the domain experts currently employed at our industry partner Battelle. An agreement between OSU and Battelle is being finalized.

We anticipate a total of 10 faculty members will be involved in the program, and no new faculty lines will be needed to maintain the program going forward. If tracks are added to the program, the number of faculty members associated with the program will increase, as well. With the anticipated growth in the number of tracks, we project an increased load in the Independent Studies course, which will require the hiring of a full-time instructor supervising the final projects.

2. **Administration and Support.** (*max 300 words*) *What are the administrative arrangements for the*

*proposed program, including oversight at the program, department and school/college level? Where will any needed financial support and staffing come from?*

### **Faculty Director**

The MCDT Faculty Director will be selected by the MCDT Graduate Studies Committee. The MCDT Faculty Director will have graduate faculty status with the Graduate School and strong affiliation with ICDT.

### **Administrative Staff**

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

### **Master Engineering Management – Graduate Studies Committee (MCDT-GSC)**

All voting members of the MCDT-GSC will have graduate faculty status with the Graduate School. The MCDT-GSC will handle all tasks normally associated with a graduate studies committee (admissions, new courses, monitoring progress of students, and so on).

### **Financial Support**

The College of Engineering financially supports PDEP and values the future MCDT. Both the Departments of CSE and ECE are also behind the roll out of this new degree, working to bootstrap the cost of faculty to teach the first few semesters, with anticipation of growing enrollments where tuition revenue will eventually meet and exceed the expenses required. Examples of the financial creativity includes time sharing administrative staff, offering supplemental pay for faculty overload, and gradually increasing the course offering schedule. All parties understand there will be a loss before there is a gain.

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## **ADDITIONAL PROPOSAL SECTIONS FOR ENTRY LEVEL GRADUATE PROGRAMS, PROFESSIONAL GRADUATE PROGRAMS, AND PROFESSIONAL SCIENCE MASTERS**

*The following three sections are not needed for all program proposals, but you must complete the relevant sections if they apply to your program. Delete the sections that are not relevant for your proposal.*

### **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 MCDT program is a professional master's program. While a Bachelor's degree is required for admission, the expectation is to focus on the relevance of the applicants' experience to the degree requirements. 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.*

N/A

- 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 faculty employed at The Ohio State University. Additional instructional support from our industry partners are assessed with their professional experiences as well as their prior teaching experiences in other training and education programs.

- 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?*

The tracks that make up the program has been informed by the National Initiative for Cybersecurity Education (NICE) Cybersecurity Workforce Framework developed by the National Institute of Standards and Technology (part of U.S. Department of Commerce). While the graduates of the program will be well-prepared for accreditation programs based on the NICE framework, accreditation is not an explicit or immediate goal of MCDT.

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

The courses are designed to integrate both didactic instruction as well as hands-on/practical experiences. The program also includes a final project-oriented course where all topical contents are put to use to solve an open-ended, real-life-inspired problems in a team setting.

- 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 professional master's degree programs focusing on cybersecurity and other 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 the cybersecurity and digital trust topics from a wider vantage point. In practice, professionals employed in cybersecurity and digital trust positions have a narrow field of expertise, which is known to inhibit their ability to assess multi-faceted nature of complex cybersecurity problems. The MCDT 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 in each track prepares the students to tackle these complex problems at an expert level. As the MCDT program requires the completion of two such tracks, the graduates will be ready for employment with larger number of prospects, preparing them for future professional growth and advancement opportunities.

**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 new rule 3335-8-30 would create a uniform and consistent standard for Dean's List recognition across the university, creating greater clarity, understanding, and opportunity to recognize academic excellence; and

WHEREAS the amendment to rule 3335-2-23 would align Council of Deans membership with those who report to the provost; and

WHEREAS the amendment to rule 3335-5-33 removes a reference to "faculty cabinet" and replaces with "senate cabinet"; and

WHEREAS the proposed amendments were approved by the University Senate during meetings on September 19, 2024, and October 31, 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* in three areas:

**1. 3335-8-30: Creation of a uniform, consistent standard for Dean's List recognition.**

- a. The University Senate's Committee on Enrollment and Student Progress (CESP) revisited this topic during the 2023-24 academic year. The intention is to create one set of Dean's List rules that are universal and consistent across all undergraduate programs.
- b. The greatest inconsistency at present across programs is whether students can or cannot include credits that are taken as Satisfactory/Unsatisfactory of Pass/No Pass within the 12 credit hours required to be enrolled.
- c. The uniform rule would provide consistency across the university, greater opportunities to publicly recognize academic excellence across disciplines, and greater clarity and understanding of requirements.

**2. 3335-5-23: Revisions to Council of Deans membership.**

- a. This revision would add the dean of online learning to the Council of Deans, an advisory committee chaired by the executive vice president and provost.
- b. The revision would remove the senior vice president for business and finance and the vice president for research, who report to the president and not to the provost.

**3. 3335-5-19: Replacing the term "faculty cabinet" with "senate cabinet"**

- a. The group that brings together the chairs of all the standing committees of the university senate has been known as faculty cabinet.
- b. The members of the cabinet include committee chairs who are not faculty, and the cabinet proposed that the name be changed to senate cabinet.
- c. The Office of Government Affairs and the Steering Committee of University Senate are supportive of the proposed new committee.



**3335-8-30: Creation of a uniform, consistent standard for Dean's List recognition.**

**3335-8-30 Academic Standards for Dean's List.**

**(A) Full-time Dean's List**

- (1) To be recognized with the "Dean's List" status, an undergraduate student must:
  - a. Earn a minimum GPA of 3.5 while successfully completing 12 or more hours of graded coursework in a single term.
  - b. Not earn any of the following marks during the term in which a 3.5 GPA is achieved: "E," "EN," "NP," "NEN," "U," "UEN," "I," "IX, or "NG."
  - c. Not have any unresolved "I" or missing marks which, when resolved, might disqualify the student from meeting either (1) or (2), above.
- (2) For the purposes of this Rule, up to and including three (of the minimum 12) credit hours may be from a course utilizing "S/U" grading, when an "S" mark is earned.
- (3) For the purposes of this Rule, credit hours in a course graded "PA/NP" may not be considered toward the "12 or more hours of graded coursework" required for this recognition.
- (4) The granting of grade forgiveness will not result in dean's List being added to a previous term.

**(B) Part-time Dean's List**

- (1) To be recognized with the "Part-Time Dean's List" status, an undergraduate student must:
  - a. Be enrolled less than full time in three terms, Summer Term through the following Spring Semester. The student must not be enrolled full time in any of the three terms.
  - b. Earn a minimum overall GPA of 3.5 while successfully completing 12 or more collective hours of graded coursework during the three terms.
  - c. Not earn any of the following marks during the three terms in which a 3.5 GPA is achieved: "E," "EN," "NP," "NEN," "U," "UEN," "I," "IX, or "NG."
  - d. Not have any unresolved "I" or missing marks which, when resolved, might disqualify the student from meeting either (2) or (3), above.
- (2) For the purposes of this Rule, up to and including three (of the minimum 12) credit hours may be from a course utilizing "S/U" grading, when an "S" mark is earned.
- (3) For the purposes of this Rule, credit hours in a course graded "PA/NP" may not be considered toward the "12 or more hours of graded coursework" required for this recognition.
- (4) The granting of grade forgiveness will not result in Dean's List being added to a previous term.

**3335-5-23: Revisions to Council of Deans membership.**

**3335-3-23 Council of deans.**

- (A) The executive vice president and provost, the deans of the colleges, ~~the senior vice president for business and finance, the vice president for research,~~ the dean of the graduate school, the deans and directors of the regional campuses, the dean of undergraduate education, ~~the dean of online education,~~ and the dean of libraries shall comprise the council of deans of the university. The executive vice president and provost shall be chair of the council.

**3335-5-19: Replacing the term “faculty cabinet” with “senate cabinet”**

**3335-5-33 Membership.**

There shall be a graduate council constituted as follows:

- (A) Chair. A faculty chair of the graduate council shall be elected annually by members of the graduate council. The chair will sit on the senate's ~~faculty~~ cabinet as defined in the bylaws of the faculty council.

## 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 21, 2024, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

### Appointments

Name: MOHAMED ABDEL-RAHMAN  
Title: Professor (Irene D. Hirsch Chair in Ophthalmology)  
College: Medicine  
Term: December 1, 2024, through June 30, 2028

Name: RICHARD BRUNO  
Title: Professor (Carol S. Kennedy Professorship in Human Nutrition)  
College: Education and Human Ecology  
Term: August 15, 2024, through August 14, 2029

Name: GINNY BUMGARDNER  
Title: Professor (Olga Jonasson, MD Professorship in Surgery)  
College: Medicine  
Term: November 1, 2024, through June 30, 2028

Name: CYNTHIA CARNES  
Title: Professor and Senior Associate Vice President (ENGIE-Axium Endowed Chair)  
College: Office of Academic Affairs  
Term: September 1, 2024, through August 31, 2029

Name: ANNE CO  
Title: Professor (Dow Professorship in Chemistry)  
College: Arts and Sciences  
Term: August 15, 2024, through August 14, 2029

Name: ANA-PAULA CORREIA  
Title: Professor (The Ted and Lois Cyphert Distinguished Professorship in Teacher Education)  
College: Education and Human Ecology  
Term: August 15, 2024, through August 14, 2029

Name: MATTHEW CORRIERE  
Title: Professor (The Luther M. Keith Professorship in Surgery)  
College: Medicine  
Term: November 1, 2024, through June 30, 2028

Name: JODI FORD  
Title: Professor (Grayce M. Sills Endowed Professorship in Psychiatric-Mental Health Nursing)  
College: Nursing  
Term: November 22, 2024, through November 21, 2029

Name: SARAH HAYFORD  
Title: Professor (Robert Lazarus Professorship in Population Studies)  
College: Arts and Sciences  
Term: September 1, 2024, through June 30, 2029

Name: BENJAMIN HOFFMANN  
Title: Professor (Designated Professorship in French and Francophone Literature)  
College: Arts and Sciences  
Term: September 1, 2024, through June 30, 2029

Name: EZEKIEL JOHNSON-HALPERIN  
Title: Professor (ENGIE-Axium Endowed Professor)  
College: Office of Academic Affairs  
Term: September 1, 2024, through August 31, 2029

Name: JOHN MAHARRY  
Title: Acting Dean and Director  
College: The Ohio State University Marion Campus  
Term: January 1, 2025, through March 16, 2025

Name: RUSTIN MOORE  
Title: Dean and Professor (The Rita Jean Wolfe Deanship in the College of Veterinary Medicine)  
College: Veterinary Medicine  
Term: December 1, 2024, through June 30, 2027

Name: JENNIFER SCHLUETER\*  
Title: Dean and Professor  
College: The Ohio State University Marion Campus  
Term: March 17, 2025, through March 16, 2030

Name: WINSTON THOMPSON  
Title: Associate Professor (The William H. and Laceryjette V. Casto Professorship in Interprofessional Education)  
College: Education and Human Ecology  
Term: August 15, 2024, through August 14, 2029

#### Reappointments

Name: RAFAEL BRUSCHWEILER  
Title: Professor (Ohio Research Scholar in Chemistry)  
College: Arts and Sciences  
Term: September 1, 2023, through August 30, 2028

Name: GREGORY CALDEIRA  
Title: Distinguished University Professor (Ann and Darrell Dreher Chair in Political Communication and Policy Thinking)  
College: Arts and Sciences  
Term: July 1, 2024, through June 30, 2028



Name: JAMES LANDERS  
Title: Associate Professor-Clinical (The Harold L. and Audrey P. Enarson Professorship in Public Policy)  
College: John Glenn College of Public Affairs  
Term: August 15, 2025, through August 14, 2028

Name: MARIA PALAZZI  
Title: Professor (Ohio Eminent Scholar in Art and Design Technology)  
College: Arts and Sciences  
Term: August 1, 2024, through July 31, 2029

Name: CARMEN WINANT  
Title: Professor (Roy Lichtenstein Chair of Studio Art)  
College: Arts and Sciences  
Term: August 15, 2024, through August 14, 2028

Extensions

Name: DAMON JAGGARS  
Title: Vice Provost and Dean of University Libraries  
College: Office of Academic Affairs  
Term: July 1, 2025, through June 30, 2027

Name: BERNADETTE MELNYK  
Title: Professor (Helene Fuld Health Trust Endowed Professorship for Evidence-based Practice in Nursing and Healthcare)  
College: Nursing  
Term: November 1, 2024, through January 10, 2025

Name: RUSTIN MOORE  
Title: Dean  
College: Veterinary Medicine  
Term: July 1, 2025, through June 30, 2027

\*New Hire

Appointments/Reappointments of Chairpersons

KRISTINA BOONE (extension), Director, Ohio State Agricultural Technical Institute, July 1, 2025, through June 30, 2026

DAVID CIVITTOLO (extension), Interim Director, Department of Extension, July 1, 2024, through June 30, 2025, or until a new Director is appointed

SARAH HAYFORD\*\*, Director, Institute for Population Research, July 1, 2025, through June 30, 2029

ALECIA NAUGLE\*, Chair, Department of Veterinary Preventive Medicine, January 1, 2025, through June 30, 2029

DETRA PRICE\*\*, Executive Director, Center for Digital Learning Innovation, August 15, 2024, through August 14, 2027

\*\*Reappointment

\*New Hire

Faculty Professional Leaves

ERYNN BEATON, Associate Professor, John Glenn College of Public Affairs, FPL for Fall 2025 and Spring 2026

STEVEN JOYCE, Associate Professor, Germanic Languages and Literatures, Mansfield, FPL for Spring 2025

PATRICK SCHNELL, Associate Professor, College of Public Health, FPL for Fall 2025 and Spring 2026

SHAWNITA SEALY-JEFFERSON, Associate Professor, College of Public Health, FPL for Fall 2025 and Spring 2026

HEATHER TANNER, Professor, History, Mansfield, FPL for Fall 2024

Faculty Professional Leave Changes/Cancellations

RAEF BASSILY, Associate Professor, Department of Computer Science and Engineering, Change of FPL from Fall 2024 and Spring 2025 to Spring 2025 only

ALISON BENNETT, Associate Professor, Department of Evolution, Ecology and Organismal Biology, Change of FPL from Fall 2024 and Spring 2025 to Fall 2024 only

FORBES LIPSCHITZ, Associate Professor, Knowlton School of Architecture, Change of FPL from Spring 2025 to Fall 2025

ERIC MACGILVRAY, Professor, Department of Political Science, Change of FPL from Fall 2024 and Spring 2025 to Spring 2025 only

ARATI MALEKU, Associate Professor, College of Social Work, Correction of FPL from Fall 2024 and Spring 2025 to Fall 2024 only

ZAKEE SABREE, Associate Professor, Department of Evolution, Ecology and Organismal Biology, Cancellation of FPL-submitted to OAA in error

SCOTT SWEARINGEN, Associate Professor, Department of Design, Change of FPL from Fall 2024 to Spring 2025

KRYSTAL TAYLOR, Associate Professor, Department of Mathematics, Change of FPL from Fall 2024 and Spring 2025 to Spring 2025 only

Emeritus Titles

WILLIAM BUONI, Department of Family and Community Medicine, with the title of Associate Professor-Clinical Emeritus, effective January 7, 2025

CHERYL GARIEPY, Department of Pediatrics, with the title of Professor-Clinical Emeritus, effective January 18, 2025

JONATHAN GRONER, Department of Surgery, with the title of Professor-Clinical Emeritus, effective August 3, 2024

DENNIS HELDMAN, Department of Food Science and Technology, with the title of Professor Emeritus, effective August 15, 2024

ERIC KRAUT, Department of Internal Medicine, with the title of Professor Emeritus, effective January 1, 2024

CARL MARESH, Department of Human Sciences, with the title of Professor Emeritus, effective August 1, 2024

JODI MCDANIEL, College of Nursing, with the title of Associate Professor-Emeritus, effective June 1, 2025

BERN MELYNK, College of Nursing, with the title of Professor Emeritus, effective January 11, 2025

MARY ANN NELIN, Department of Pediatrics, with the title of Associate Professor-Clinical Emeritus, effective October 25, 2024

CAROL POTTER, Department of Pediatrics, with the title of Professor-Clinical Emeritus, effective November 2, 2024

JESSICA PRINZ, Department of English, with the title of Associate Professor-Emeritus, effective January 1, 2025

BARBARA WARREN, College of Nursing, with the title of Professor-Clinical Emeritus, effective May 15, 2025

PEDRO WEISLEDER, Department of Pediatrics, with the title of Professor-Clinical Emeritus, effective November 16, 2024

MACDONALD WICK, Department of Animal Sciences, with the title of Professor Emeritus, effective September 1, 2024

BARBARA WYSLOUZIL, Department of Chemical and Biomolecular Engineering, with the title of Professor Emeritus, effective October 1, 2024

VICKI WYSOCKI, Department of Chemistry and Biochemistry, with the title of Professor Emeritus, effective October 1, 2024

MEI ZHUANG, Department of Mechanical and Aerospace Engineering, with the title of Professor Emeritus, effective January 1, 2025



# **2024/2025 Promotion, Tenure and Reappointment Results**

## **COLLEGE OF ARTS AND SCIENCES CLINICAL**

### **REAPPOINTMENT**

Brello, Jennifer, Speech and Hearing Science, September 1, 2025  
Chapman, Bridget, Speech and Hearing Science, September 1, 2025  
Jacewicz, Ewa, Speech and Hearing Science, June 21, 2025

## **JOHN GLENN COLLEGE OF PUBLIC AFFAIRS CLINICAL**

### **REAPPOINTMENT**

Landers, James, August 15, 2025

## **COLLEGE OF ENGINEERING CLINICAL**

### **REAPPOINTMENT**

Burton, Kim, Knowlton School of Architecture, August 15, 2025  
Mokashi, Prasad, Mechanical and Aerospace Engineering, August 15, 2025  
Pruchnicki, Shawn, Integrated Systems Engineering, August 15, 2025  
Sutton, Parker, Knowlton School of Architecture, August 15, 2025

## **COLLEGE OF ENGINEERING RESEARCH**

### **REAPPOINTMENT**

Arehart, Aaron, Electrical and Computer Engineering, August 15, 2025  
Nassiri, Ali, Integrated Systems Engineering, August 15, 2025  
Noll, Scott, Mechanical and Aerospace Engineering, August 15, 2025  
Varghese, Juliet, Biomedical Engineering, July 1, 2025

## **COLLEGE OF VETERINARY MEDICINE**

### **PROMOTION TO PROFESSOR**

Aarnes, Turi, Veterinary Clinical Sciences, November 20, 2024

## **2024/2025 Hires**

### **COLLEGE OF ARTS AND SCIENCES**

#### **DIVISION OF ART AND HUMANITIES**

##### PROMOTION TO PROFESSOR WITH TENURE

Opal, Jason, History, August 15, 2024

Smith, Matthew, English, August 1, 2024

#### **DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES**

##### PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Landauer, Matthew, Political Science, July 1, 2025

### **COLLEGE OF ENGINEERING**

##### PROMOTION TO PROFESSOR WITH TENURE

Bodnar, Cheryl, Engineering Education, August 15, 2025

### **COLLEGE OF LAW**

##### PROMOTION TO PROFESSOR WITH TENURE

Strang, Lee, August 26, 2024

### **COLLEGE OF MEDICINE**

##### PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Kanisicak, Onur, Emergency Medicine, October 24, 2024

Wang, Chenran, Radiation Oncology, January 13, 2025

## DEGREES AND CERTIFICATES

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

WHEREAS pursuant to paragraph (E) of rule 3335-1-06 of the Administrative Code, the Board of Trustees 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 December 15, 2024, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.