

THURSDAY, NOVEMBER 20, 2025
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
Kara J. Trott
Patrick C. Arp
Phillip Popovich
Eric Bielefeld
Stefanie Sanford
John W. Zeiger (*ex officio*)

Location: Alumni Room, Fawcett Center
2400 Olentangy River Road, Columbus, OH 43210

Time: 1:00-3:45 p.m.

Executive Session

1:00-2:30 p.m.

Public Session

2:30-3:45 p.m.

ITEMS FOR DISCUSSION

- | | |
|----------------------------------------------------------------------------------------------|----------------|
| 1. <i>Provost's Report – Dr. Ravi Bellamkonda</i> | 2:30-2:45 p.m. |
| 2. <i>Senior Vice President for Student Life Report – Dr. Melissa Shivers</i> | 2:45-3:00 p.m. |
| 3. <i>Introduction to the Vice President for Research – Dr. John Horack</i> | 3:00-3:15 p.m. |
| 4. <i>The Future of Career Development at Ohio State – Dr. Anne McDaniel, Ms. Ann Talbot</i> | 3:15-3:30 p.m. |

ITEMS FOR ACTION

3:30-3:45 p.m.

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Approval of July 2025 Committee Meeting Minutes – Dr. Reginald Wilkinson |
| 6. <i>Hand Carry</i> : Revocation of Degrees – Dr. Ravi Bellamkonda |
| 7. Approval to Establish an Executive Master of Health Administration – Dr. Ravi Bellamkonda |
| 8. Approval of the Report on Low Enrollment Courses and Duplicate Programs – Dr. Ravi Bellamkonda |
| 9. Approval of Revisions to the Interim Policy on Faculty Appointments, Faculty Workload, Tenure, and Retrenchment – Dr. Ravi Bellamkonda |
| 10. Amendments to the <i>Rules of the University Faculty</i> – Dr. Ravi Bellamkonda |
| 11. Faculty Personnel Actions – Dr. Ravi Bellamkonda |
| 12. Degrees and Certificates – Dr. Ravi Bellamkonda |



Provost's Report

November 20, 2025

Ravi V. Bellamkonda, Executive Vice President and Provost



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Reflections on the fall semester



New leaders



Trevor Brown, PhD
Senior Vice Provost
for Academic Affairs
*Office of Academic
Affairs*



Paula Song, PhD
Dean
*College of Public
Health*



**Aravind
Chandrasekaran,
PhD**
Interim Dean
*Fisher College of
Business*

New leaders



John M. Horack, PhD
Vice President for Research
*Enterprise for Research,
Innovation and Knowledge*



Erik J. Porfeli, PhD
Interim Dean (beginning Jan. 1)
*College of Education and Human
Ecology*

Investing in our faculty

- Provost's Endowed Chair Matching Program
 - \$100M investment to augment endowed chairs at Ohio State
- AI Faculty Hiring Initiative
 - Hiring 100 AI-enabled faculty across our colleges in the next five years
- Game Changer Scholars Initiative
 - Attracting top faculty talent to Ohio State
- Faculty awards
 - Increasing resources to recognize faculty and nominate for external awards

National Academy of Medicine

Two faculty newly elected in 2025



Deanna L. Kroetz, PhD

Dean and Professor
College of Pharmacy



Gail Besner, MD

Director, Division of Pediatric Surgery
Chief of Pediatric Surgery, Nationwide Children's
Hospital
H. William Clatworthy, Jr. Professor of Surgery
College of Medicine

Barry Prize for Distinguished Intellectual Achievement

American Academy of
Sciences & Letters



Janet M. Box-Steffensmeier

Vernal G. Riffe Professor in
Government and Politics
College of Arts and Sciences

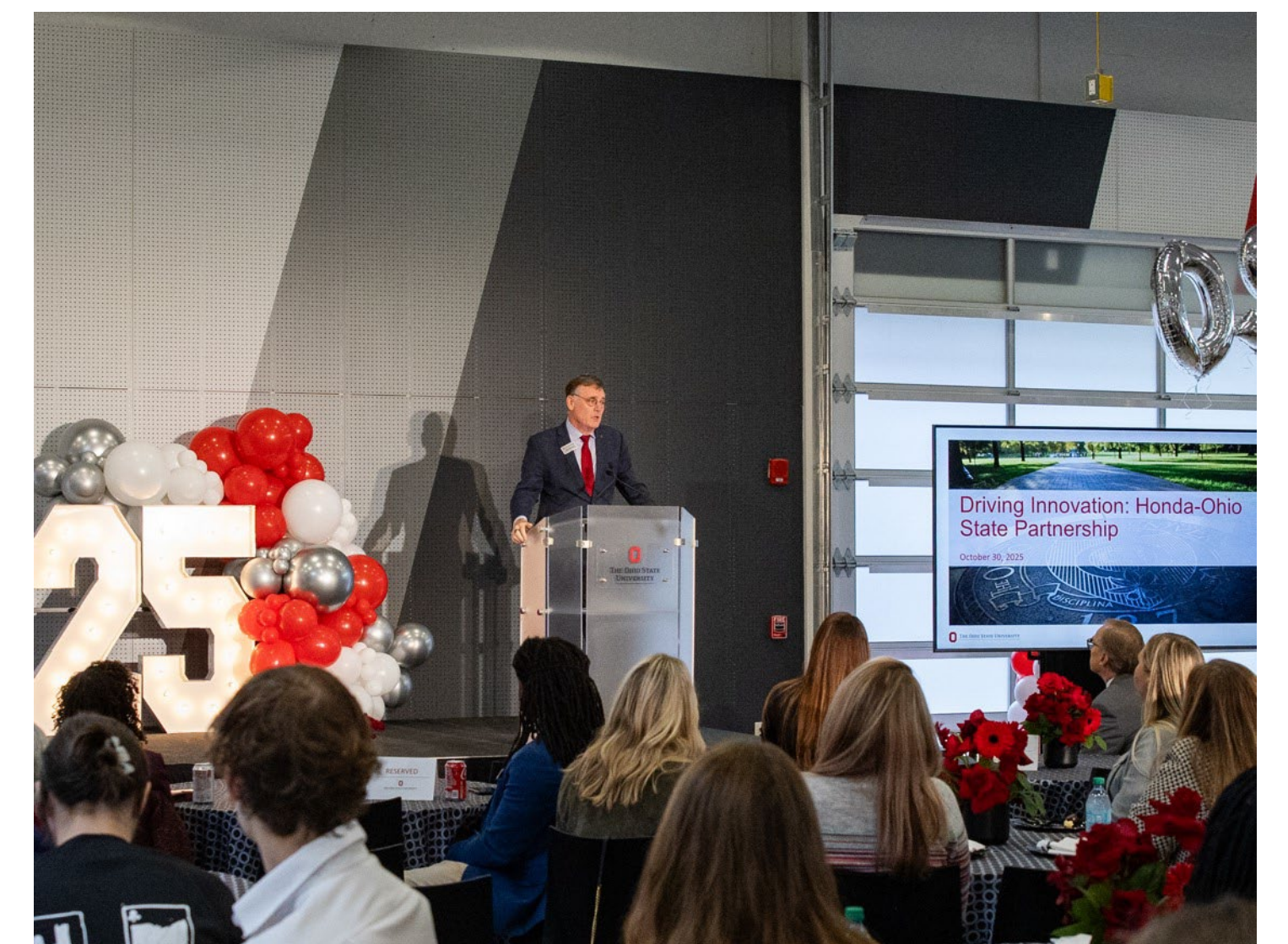
Research, discovery and creative expression

- Working in strong alignment with the Ohio State Wexner Medical Center
- Opportunities in national defense, health, energy, computing, quantitative social sciences, faculty entrepreneurship and more
- Operational excellence
- Exploration through the arts



25 years of innovation: Ohio State & Honda

- More than \$130M in philanthropy and sponsored research
- More than 400 research projects
- Hands-on learning opportunities for thousands of students



Koloma Establishes Research Presence in the Innovation District at Ohio State

- Clean energy startup founded on Ohio State research
- Tech behind Koloma comes from co-founder and CTO **Tom Darrah**, professor in the College of Arts and Sciences



Signature Undergraduate Experience

- Expanding access, affordability and lowering college debt
 - President's Ohio Scholarship Program
 - Regional Campus Commitment
 - Buckeye Bridge
- Front loading experiential learning where possible – early introduction to the 'Why?'
- A focus on student experience and graduation
- Career Center of Excellence
- Accelerating infrastructure and support for student startups
- Creating, nurturing and supporting curricular and extra-curricular spaces for reflection, meaning making, and purpose



Supporting graduate and professional students

- Graduate student stipends
 - 13.4% increase to minimum graduate associate stipends over the past two years
- International students
- Interdisciplinary PhD programs
- Graduate student support for community engagement (seed grants, community of practice)
- Advancing research pinnacle areas



AI at Ohio State

- **AI Fluency:** Ensuring students are “bilingual” – AI fluent, domain experts
- **AI Faculty Hiring Initiative:** Hiring 100 AI-focused faculty in the colleges over the next five years
- **AI^(X) Hub:** Creating a “core facility” and supporting infrastructure for AI-enabled research across disciplines
- **AI Pathway courses:** Advancing AI education and skill building for Ohio small business community, legislators and other community members
- **Faculty/Instructor resources:** Teaching endorsements, courses, workshops, and reference guides through the Drake Institute for Teaching and Learning



Thank you





Engage. Learn. Thrive.

Senior Vice President for Student Life Report

Dr. Melissa S. Shivers

Senior Vice President for Student Life



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OFFICE OF STUDENT LIFE

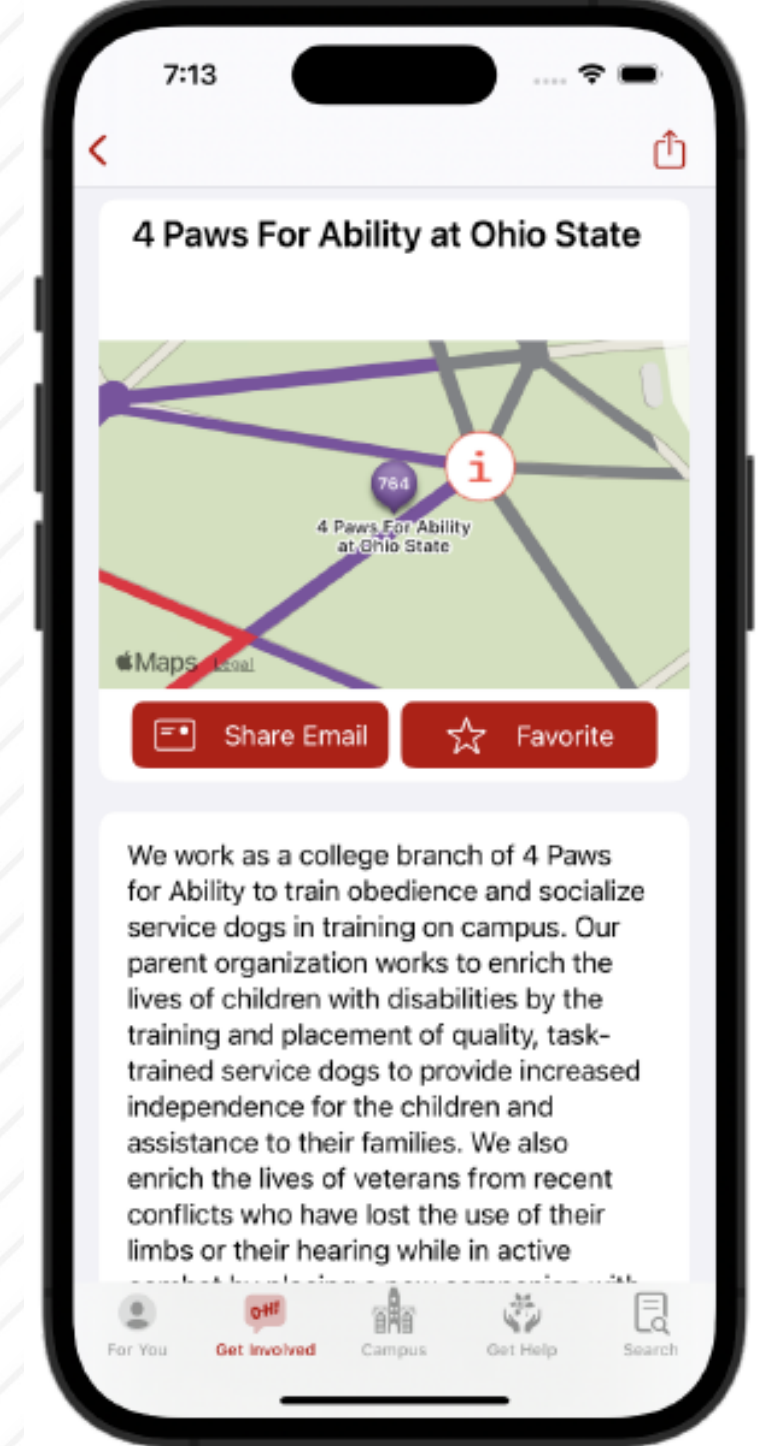
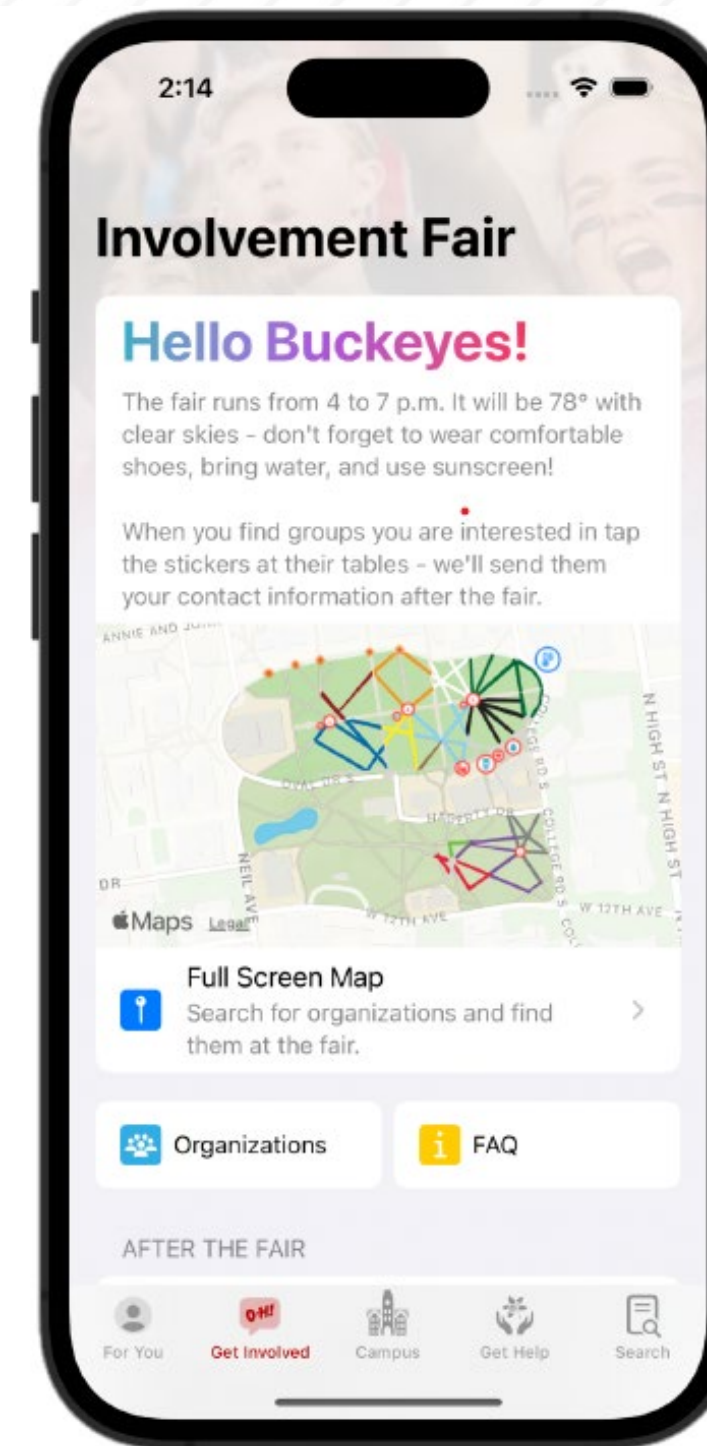


Innovation in Involvement



By the Numbers

- **1,400+** registered student organizations
- **65,000** screen views and **11,000** unique users of 2025 Student Involvement Fair page of Ohio State app during the event
- **9,100** student organizations saved as a favorite on app
- **2,400** students shared their contact information directly with student organization from app



Well-being and Academic Success



Monda Student Resource Center



August through October

- **2,567** overall visits among 809 unique students
- **2,307** visits to food pantry
- **332** visits to Reid Family Career Closet



Residential Experience



By the Numbers

- **15,053** students live in residence halls on the Columbus campus
- **82%** of students report they enjoy living in their residence hall
- **89%** of students report there are opportunities for social interactions among residents
- **86%** of students agree that their residence hall is conducive to academic success and studying
- **74%** of students report they have stronger skills resolving problems with peers due to living in the residence hall



An Alumna Perspective



Taylor Schwein Kachala '21, '23, '24

Current role: Psychiatric Mental Health Nurse Practitioner,
Nationwide Children's Hospital Behavioral Health Pavilion

Degrees: Bachelor of Science, Nursing; Master of Science
in Nursing; Doctorate of Nursing Practice

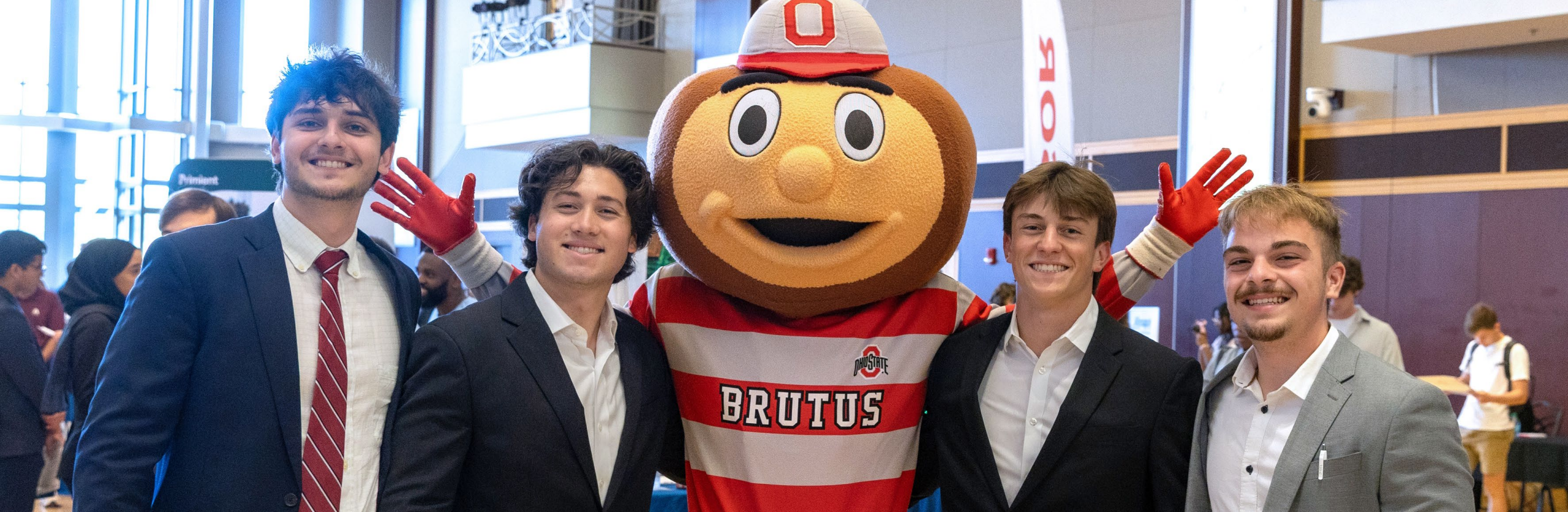
Hometown: Mansfield, Ohio





Questions?





Career Services Center of Excellence

Anne McDaniel, PhD, Associate Vice President, Office of Student Life

Ann Talbot, Associate Vice President, Office of Academic Affairs



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Ohio State Career Services Opportunities



Student



College



Employer



University

Career Services Center of Excellence



Internships and Innovation

Serve as a catalyst for career navigation innovation by administering seed funding for internships and serving as hub for incubation.



Technology and Reporting

Coordinate and manage all career technology for university, including KPI reporting and data management.



Strategy and Best Practice

Lead university-wide initiatives and efforts focused on career navigation and disseminate best practices to colleges for tailored implementation.



Targeted Employer Support

Coordinate, streamline and increase employer engagement.



Internship Acceleration Plan

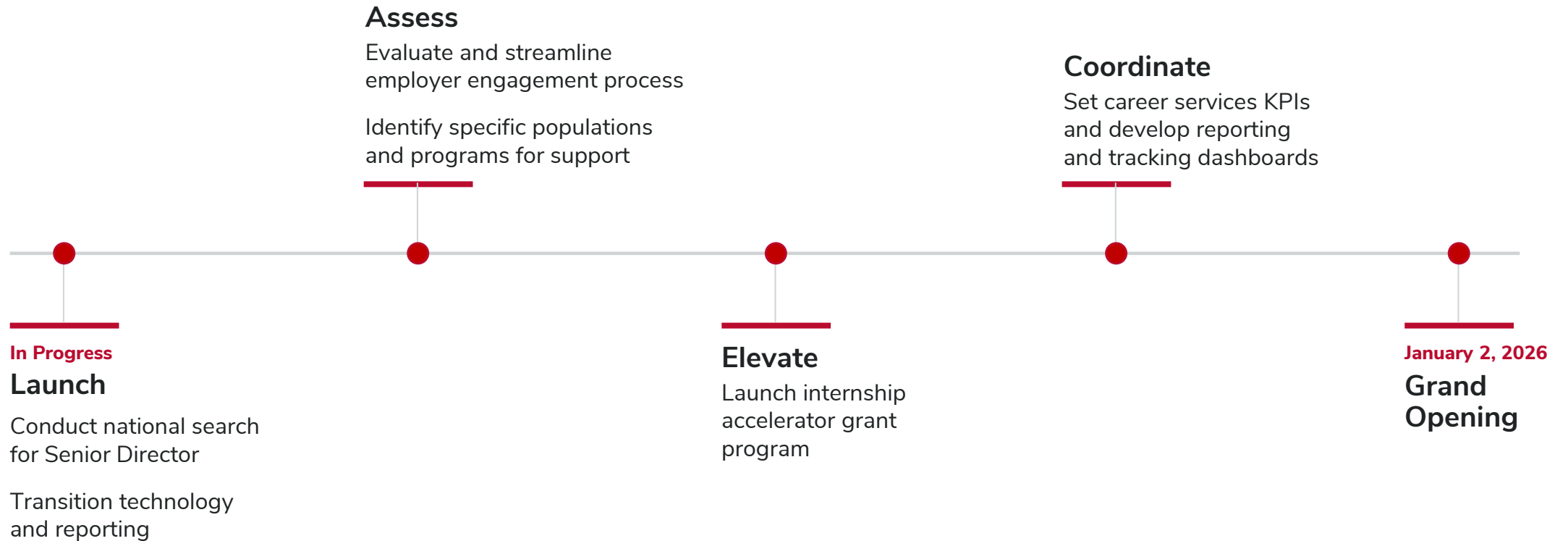


Key Metrics and Outcomes



Milestones

Center of Excellence will officially open on January 2, 2026



Questions?



SUMMARY OF ACTIONS TAKEN

July 16, 2025 – Academic Affairs and Student Life Committee Meeting

Members Present:

Reginald A. Wilkinson
Elizabeth A. Harsh
Jeff M.S. Kaplan

Bradley R. Kastan
Kendall C. Buchan

Eric Bielefeld
John W. Zeiger (ex officio)

Members Present via Zoom:

Michael F. Kiggin (arr. 2:40 p.m.) Stefanie Sanford (arr. 2:05 p.m.)

Members Absent:

Elizabeth P. Kessler

EXECUTIVE SESSION

The Academic Affairs and Student Life Committee of The Ohio State University Board of Trustees convened on Wednesday, July 16, 2025, in person and via Zoom in the Mount Leadership Room at Longaberger Alumni House on the Columbus campus. Committee Chair Reginald Wilkinson called the meeting to order at 2:00 p.m.

It was then moved by Dr. Wilkinson and seconded by Mr. Kaplan that the committee recess into executive session to discuss business-sensitive trade secrets and 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, Mr. Kaplan, Mr. Kastan, Dr. Buchan, Dr. Bielefeld and Mr. Zeiger. Mr. Kiggin and Dr. Sanford were not present for this vote.

The committee entered executive session at 2:02 p.m. and reconvened in public session at 4:07 p.m.

PUBLIC SESSION**Items for Discussion:**

1. Provost's Report: AI Fluency: Executive Vice President and Provost Ravi Bellamkonda and Executive Director of the Center for Software Innovation Shereen Agrawal provided an update on the university's new AI Fluency initiative. Announced earlier this summer, the effort will ensure every Ohio State graduate, beginning with the Class of 2029, understands how to engage with and ethically deploy artificial intelligence tools in their field of study.

The presentation covered the curricular focus of the AI Fluency initiative (acquiring foundational knowledge, applying in diverse areas of study, and considering implications and use cases); the



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process for rolling out components of the initiative; and the creation of infrastructure to support its success.

Associate Professor of Marketing Jeff Dotson then demonstrated an example assignment he utilizes in one of his courses to familiarize students with the potential uses of artificial intelligence.

(See Attachment X for background information, page XX)

2. Senior Vice President for Student Life Report: Impact and Opportunity: Senior Vice President for Student Life Melissa Shivers reviewed work underway during the summer months to prepare for a successful move-in and high-quality student experience during the fall and spring. She made special mention of the outstanding contributions of the 42 volunteer members of the Campus Activism and Engagement Team; the public-private partnerships in Dining Services and the 120 food-delivery rovers that now operate on the Columbus campus; as well as the value of the new Monda Student Resource Center. Dr. Shivers closed by congratulating the team in the Office of Student Life for receiving the Association of College and University Housing Officers International Presidential Service Award.

(See Attachment X for background information, page XX)

Items for Action:

3. Approval of April 2025 Committee Meeting Minutes: No changes were requested to the April 16, 2025, meeting minutes; therefore, a formal vote was not required, and the minutes were considered approved.
4. Resolution No. 2026-18: Approval to Establish a Master of Systems Engineering:

IN THE COLLEGE OF ENGINEERING

Synopsis: Approval to establish a Master of Systems Engineering degree program in the College of Engineering is proposed.

WHEREAS the proposed Master of Systems Engineering is a professional program aimed at practicing engineers seeking to increase their systems engineering modeling, planning, and decision-making skills; and

WHEREAS the proposed program would be technically based and education on concepts, principles, tools, and methods to model and manage systems engineering projects and programs across engineering settings and disciplines; and

WHEREAS the target audience for the program is engineers in business, industry, healthcare, and government who have worked in the field and are responsible for modeling, designing and deploying complex systems and may be employed in the public or private sectors; and

WHEREAS the curriculum is a minimum of 30 semester credit hours, will be delivered completely online, has well-developed learning outcomes, includes 15 required credit hours, 12 credit hours of electives and a three-credit hour capstone course, with content offered by faculty in the College of Engineering and the John Glenn College of Public Affairs; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on March 19, 2025; and

WHEREAS the University Senate approved this proposal on April 17, 2025:



NOW THEREFORE

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

(See Appendix X for background information, page XX)

5. Resolution No. 2026-19: Faculty Personnel Actions:

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the May 21, 2025, meeting of the board, including the following appointments, faculty awards, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: ROBERT BAKER
Title: Professor (The Phyllis and Richard Leet Endowed Chair in Chemistry)
College: Arts and Sciences
Term: August 15, 2025, through August 14, 2030

Name: GLEN BARBER
Title: Professor (The Klotz Chair in Cancer Research #2)
College: Medicine
Term: May 1, 2025, through June 30, 2029

Name: ARAVIND CHANDRASEKARAN
Title: Interim Dean (The John W. Berry, Sr. Chair in Business)
College: Fisher College of Business
Term: June 1, 2025, through June 30, 2027, or until a permanent dean is appointed

Name: WEI-LUN (HARRY) CHAO
Title: Associate Professor (College of Engineering Innovation Scholar)
College: Engineering
Term: August 15, 2025, through June 30, 2030

Name: DENNIS HIRSCH
Title: Professor (The Kara J. Trott Endowed Professorship in Law in honor of Prof. Lawrence Herman)
College: Law
Term: August 15, 2025, through August 15, 2030

Name: YUHENG HU
Title: Associate Professor (Fisher College of Business Distinguished Associate Professor)
College: Fisher College of Business
Term: August 15, 2025, through August 14, 2028

Name: JEN-YI HUANG*
Title: Professor (The Dale A. Seiberling Professorship in Food Engineering)
College: Food, Agricultural, and Environmental Sciences
Term: January 1, 2026, through December 31, 2031

Name: KIM JORDAN



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Title: Professor-Clinical (The Joseph S. Platt-Porter, Wright, Morris, & Arthur Professorship)
College: Law
Term: August 15, 2025, through August 15, 2030

Name: MARGARET KWOKA
Title: Professor (The Frank R. Strong Chair in Law)
College: Law
Term: August 15, 2025, through August 15, 2030

Name: GABRIEL LADE*
Title: Professor (The C. William Swank Chair in Rural and Urban Policy)
College: Food, Agricultural, and Environmental Sciences
Term: August 15, 2025, through August 14, 2030

Name: KRISTEN LINDQUIST*
Title: Professor (Robert K. and Dale J. Weary Chair in Social Psychology)
College: Arts and Sciences
Term: August 15, 2025, through June 30, 2030

Name: GREGORY NIXON
Title: Professor-Clinical (The Vision Service Plan (VSP) Chair for the Advancement of Professional Practice)
College: Optometry
Term: June 1, 2025, through June 30, 2026

Name: MASAKI OSHIKAWA*
Title: Professor (Ohio Eminent Scholar in Condensed Matter Theory)
College: Arts and Sciences
Term: January 1, 2026, through June 30, 2030

Name: MARC SPINDELMAN
Title: Professor (The Heck-Faust Memorial Chair in Constitutional Law)
College: Law
Term: August 15, 2025, through August 15, 2030

Name: JOHN STAFFORD*
Title: Professor (The Charles Austin Doan Chair of Medicine Funded by the Charles Austin Doan Fund)
College: Medicine
Term: August 1, 2025, through June 30, 2029

Name: TODD STARKER
Title: Professor-Clinical (Charles W. Ebersold and Florence Whitcomb Ebersold Professorship)
College: Law
Term: August 15, 2025, through August 15, 2030

Name: YU SU
Title: Associate Professor (College of Engineering Innovation Scholar)
College: Engineering
Term: August 15, 2025, through June 30, 2030

Name: SHIGEO TAMIYA
Title: Associate Professor (The Dr. Frederick H. Davidorf Honorary Professorship Fund)



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College: Medicine
Term: August 1, 2025, through June 30, 2029

Name: WEN TANG
Title: Associate Professor (Burghes Professorship in the College of Medicine)
College: Medicine
Term: August 1, 2025, through June 30, 2029

Name: JIN WANG
Title: Professor (Distinguished Professor of Engineering)
College: Engineering
Term: August 15, 2025, through June 30, 2030

Name: JENNIFER WOYACH
Title: Professor (The Bertha Bouroncle M.D. and Andrew Pereny Chair of Medicine)
College: Medicine
Term: July 1, 2025, through June 30, 2029

Reappointments

Name: GEORGIOS ANAGNOSTOU
Title: Professor (The Miltiadis Marinakis Endowed Professorship of Modern Greek Language and Culture)
College: Arts and Sciences
Term: July 1, 2025, through June 30, 2030

Name: MICHAEL BEVIS
Title: Professor (Ohio Eminent Scholar in Geodynamics)
College: Arts and Sciences
Term: June 1, 2022, through May 31, 2027

Name: STEVEN CLINTON
Title: Professor (The Robert A. and Martha O. Schoenlaub Cancer Research Chair)
College: Medicine
Term: July 1, 2025, through June 30, 2029

Name: SARAH COLE
Title: Professor (The Michael E. Mortiz Chair in Alternative Dispute Resolution)
College: Law
Term: June 1, 2025, through May 31, 2030

Name: VADIM FEDOROV
Title: Professor (Corrine Frick Research Chair in Heart Failure and Arrhythmia)
College: Medicine
Term: July 1, 2025, through June 30, 2029

Name: DATTA GAITONDE
Title: Professor (The John Glenn Endowed Chair for Technology and Space Exploration and Ohio Research Scholar in Advanced Propulsion System Integration)
College: Engineering
Term: July 1, 2025, through June 30, 2030

Name: B. SCOTT GAUDI
Title: Professor (The Thomas Jefferson Chair for Discovery and Space Exploration)
College: Arts and Sciences



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Term: September 1, 2024, through August 31, 2029

Name: ANDREW GLASSMAN
Title: Professor and Chair (The Frank J. Kloenne Chair in Orthopedic Surgery)
College: Medicine
Term: July 1, 2025, through June 30, 2026

Name: SUSAN OLESIK
Title: Divisional Dean for Natural and Mathematical Sciences
College: Arts and Sciences
Term: July 1, 2025, through June 30, 2027

Name: LISA PINKERTON
Title: Associate Professor-Clinical (The Marie Clay Endowed Chair in Reading Recovery and Early Literacy)
College: Education and Human Ecology
Term: August 15, 2025, through August 14, 2030

Name: FRANK SCHWARTZ
Title: Professor (Ohio Eminent Scholar in Hydrogeology)
College: Arts and Sciences
Term: June 1, 2022, through May 31, 2027

Name: JAMI SHAH
Title: Professor (Honda Designated Professorship in Engineering Design for Manufacturing)
College: Engineering
Term: July 1, 2025, through June 30, 2028

Name: LU ZHANG
Title: Professor (John W. Galbreath Chair in Real Estate)
College: Fisher College of Business
Term: October 1, 2025, through August 14, 2030

*New Hire

University Faculty Awards

Name: BRUCE ACKLEY
Title: Lecturer (Provost's Award for Distinguished Teaching by a Lecturer)
College: Food, Agricultural, and Environmental Sciences

Name: LAURA BOUCHER
Title: Associate Professor-Clinical (Alumni Award for Distinguished Teaching)
College: Medicine

Name: KELLEN CALINGER-YOAK
Title: Assistant Professor-Clinical (Provost's Award for Distinguished Teaching by a Lecturer)
College: Arts and Sciences

Name: MEOW GOH
Title: Associate Professor (Alumni Award for Distinguished Teaching)
College: Arts and Sciences

Name: PETER HAHN



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Title: Professor (Distinguished University Professor)
College: Arts and Sciences

Name: L. CAMILLE HÉBERT
Title: Professor (President and Provost's Award for Distinguished Faculty Service)
College: Law

Name: ANITA HOPPER
Title: Professor (Distinguished University Professor)
College: Arts and Sciences

Name: JEFFREY JOHNSTON
Title: Senior Lecturer (Provost's Award for Distinguished Teaching by a Lecturer)
College: Pharmacy

Name: SARA GOMBASH LAMPE
Title: Assistant Professor-Clinical (Alumni Award for Distinguished Teaching)
College: Medicine

Name: MITCHELL LERNER
Title: Professor (President and Provost's Award for Distinguished Faculty Service)
College: Arts and Sciences, Newark

Name: ANDY MAY
Title: Associate Professor (Alumni Award for Distinguished Teaching)
College: Engineering

Name: LISA NGUYEN
Title: Lecturer (Provost's Award for Distinguished Teaching by a Lecturer)
College: Arts and Sciences

Name: TANYA NOCERA
Title: Professor-Clinical (Alumni Award for Distinguished Teaching)
College: Engineering

Name: NIKOLE PATSON
Title: Professor (Alumni Award for Distinguished Teaching)
College: Arts and Sciences, Marion

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

Name: PHILLIP POPOVICH
Title: Professor and Chair (Distinguished University Professor)
College: Medicine

Name: COLLEEN SETTINERI
Title: Professor-Clinical (Alumni Award for Distinguished Teaching)
College: Law

Name: RUTH SMITH
Title: Assistant Professor-Clinical (Provost's Award for Distinguished Teaching by a Lecturer)
College: Arts and Sciences



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Name: KRISTIN STOVER
Title: Assistant Professor-Clinical (Alumni Award for Distinguished Teaching)
College: Medicine

Name: SARA WATSON
Title: Associate Professor (President and Provost's Award for Distinguished Faculty Service)
College: Arts and Sciences

Name: LINDY WEAVER
Title: Associate Professor-Clinical (Alumni Award for Distinguished Teaching)
College: Medicine

Name: SHIRLEY YU
Title: Associate Professor (Alumni Award for Distinguished Teaching)
College: Education and Human Ecology

(See Appendix X for background information, page XX)

6. Resolution No. 2026-20: Adoption of Required Policies, Rules and Plans Pursuant to Ohio Senate Bill 1, The Advance Ohio Higher Education Act:

Synopsis: Adoption of policies and plans for which Board of Trustees approval is required under Ohio Senate Bill 1, the Advance Ohio Higher Education Act.

WHEREAS Ohio Senate Bill 1 (SB1), the Advance Ohio Higher Education Act, took effect on June 27, 2025; and

WHEREAS the university created an implementation committee to identify all applicable requirements in SB1, consult with key organizational constituencies about each such measure (including faculty, staff, and student representatives), and develop appropriate action steps to meet these requirements; and

WHEREAS SB1 requires the Board of Trustees to adopt a series of policies in accordance with statutory requirements, including those concerning diversity, equity, and inclusion (DEI), intellectual diversity, controversial beliefs, faculty annual reviews, post-tenure review, tenure, and retrenchment, and to submit those policies to the chancellor of higher education for review; and

WHEREAS SB1 further requires the Board of Trustees to identify a plan for developing and offering a course or courses on civic literacy, which shall be required for all students beginning with those graduating in the spring semester of the 2029-2030 academic year, and to submit that plan to the chancellor of higher education for approval; and

WHEREAS, to fulfill these requirements, the following policies, which are attached hereto, were revised in consultation with workgroups consisting of faculty, staff, and students from across the university:

- DEI, Intellectual Diversity, and Controversial Beliefs under the Advance Ohio Higher Education Act (as required by R.C. 3345.0217(B));
- Faculty Annual Review, Post-Tenure Review, and Reappointment (as required by R.C. 3345.452(B) and R.C. 3345.453(B)); and
- Faculty Appointments, Tenure, and Retrenchment (as required by R.C. 3345.454(B)); and

WHEREAS SB1 likewise required changes to Faculty Rules 3335-5-04, 3335-5-04.1, and 3335-5-04.4 to address new complaint processes and post-tenure review as set forth in these policies, and



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these changes were similarly developed in consultation with key university constituents, including Senate leadership, which are attached hereto; and

WHEREAS the university has likewise developed the American Civic Literacy Plan and Request for Approval for providing civic literacy courses pursuant to R.C. 3345.382(B), which is attached hereto; and

WHEREAS the Board supports each policy, rule, and plan developed to meet these requirements, and has an obligation to adopt these provisions directly and submit them to the chancellor of higher education:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby adopts the DEI, Intellectual Diversity, and Controversial Beliefs under the Advance Ohio Higher Education Act policy; the Faculty Annual Review, Post-Tenure Review, and Reappointment policy; the Faculty Appointments, Tenure, and Retrenchment policy; the revisions to Faculty Rules 3335-5-04, 3335-5-04.1, and 3335-5-04.5; and the American Civic Literacy Plan and Request for Approval, and directs the President to take all required steps to submit these policies, rules, and plan to the chancellor of higher education as required by law.

(See Appendix X for background information, page XX)

Action: Upon the motion of Dr. Wilkinson, seconded by Mr. Kaplan, the foregoing motions were adopted by majority roll-call vote, with the following members present and voting: Dr. Wilkinson, Mrs. Harsh, Mr. Kaplan, Mr. Kastan, Dr. Buchan, Dr. Bielefeld and Mr. Zeiger. Mr. Kiggin was not present for this vote.

The committee adjourned at 4:53 p.m.

APPROVAL TO ESTABLISH AN EXECUTIVE MASTER OF HEALTH ADMINISTRATION

IN THE COLLEGE OF PUBLIC HEALTH

Synopsis: Approval to establish an Executive Master of Health Administration degree program in the College of Public Health is proposed.

WHEREAS the proposed Executive Master of Health Administration program is an extension of the accredited full-time, residential, early career Master of Health Administration program and would extend the reach of the program to more experienced mid-career professionals; and

WHEREAS the program's mission is to provide students with an exceptional educational experience encompassing the organization, financing, delivery and improvement of health care services leading to rewarding careers in health services management and policy; and

WHEREAS the residential program has been a national leader in healthcare management for more than 50 years and is currently ranked No. 8 in *U.S. News & World Report*; and

WHEREAS the proposed executive program is 45 credits, over five semesters, is primarily online and cohort-based with 20-25 students per cohort expected; and

WHEREAS markets for enrollment include employees of local health systems, clinicians seeking to move into leadership roles and others working in the broader healthcare space; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on May 28, 2025; and

WHEREAS the University Senate approved this proposal on October 30, 2025:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish an Executive Master of Health Administration degree program in the College of Public Health.

Revised Proposal for Executive MHA Program Development

College of Public Health, Division of Health Services Management and Policy

INTRODUCTION

The Ohio State University (OSU) College of Public Health (CPH) Health Services Management and Policy (HSMP) division has developed the attached proposal to develop an Executive Master of Health Administration (EMHA). This proposed program is designed as an extension of our Commission on Accreditation of Healthcare Management Education (CAHME) accredited Master of Health Administration (MHA) program.

The MHA program's mission is to *"provide early-to mid-careerists with an exceptional educational experience encompassing the organization, financing, delivery and improvement of health care services leading to rewarding careers in health services management and policy"*. Currently, the MHA program is offered in a full-time residential format that primarily, and increasingly, attracts early careerists that are less than two years out of college. The proposed EMHA program will enable us to more completely fulfill this mission by extending our reach to a more experienced, mid-career professional.

Strategic Considerations

OSU's residential MHA program has been a national leader in healthcare management education for more than 50 years; for the last decade, we have consistently ranked in the US News and World Report (USNWR) top 10 (currently #8). Among our peers, we are one of only 5 in the USNWR top 20 that does not offer an executive, or mid-career, degree option for individuals who are already working in the field. More locally, lower ranked (Xavier) and recently accredited in AU23 (Ohio University, Cincinnati) universities are already operating executive MHA programs. Details about these programs are included in Appendix I (USNWR Top 20) and Appendix II (Ohio-based programs).

Given our program's reputation for quality education, graduate success, and enduring alumni network as well as our strong connections to health system leaders locally and nationally, we are well-positioned for success should we launch a well-designed, well-supported executive program. Considerations include:

- **Brand integrity.** Our greatest strength in launching this program is our well-established brand and reputation. As we develop and launch a new program it is crucial that we maintain the standards, e.g., quality faculty, strong curriculum and courses, high-touch professional/ leadership development, connection to practice and alumni, that potential students will expect.
- **Differentiated experience.** Mid-career learners have many options for graduate education, including some graduate education degree offerings that require fewer credits for completion, therefore it is imperative that our program offer a differentiated experience that clearly explains how the EMHA benefits students by requiring more credits and explaining that this approach is consistent with our established brand as described above. Leadership and management are high touch endeavors; possible ways to differentiate our program include offering structured leadership coaching and interactive experiences that build students' leadership competencies and support their career growth through exposure and networking.

Potential Risks

While the strong foundation and reputation of the current MHA program, as well as CPH and OSU more broadly, position the proposed program for success, we have identified potential risks that will need to be considered and mitigated as this program is developed. Identified risks and mitigation considerations are described in the table below.

Potential Risks	Mitigation Strategy
Highly competitive market, with well-established competition outside of Ohio and several-options within	Clarify brand and value-proposition for this program vis-à-vis competitors; incorporate into program design and marketing
Strong evidence of market need, but some challenges accurately estimating total demand for this degree program within specified target	Leverage existing MHA relationships and networks to reach unmet need among high potential candidates; collaborate with Office of Technology and Digital Innovation (OTDI) to define and effectively reach target market.
Need to clearly differentiate from other, similar CPH graduate programs, e.g. residential MHA, Master of Public Health Program for Experienced Professionals (MPH-PEP)	Collaborate with MHA, MPH-PEP, CPH Office of Academic Programs and Student Services and other CPH leaders to clearly define and differentiate target audience and educational goals and outcomes for this program.
Relatively high costs for program start-up relative to initial enrollment.	Seek economies of scale in program design by 1) building on existing MHA program structures/processes where possible, e.g., CAHME accreditation, and 2) adapting existing HSMP courses, e.g., MPH-PEP. Evaluate and modify as enrollment grows (if enrollment is limited initially, cohorts could be staggered every other year for almost all classes).

Data Sources

This proposal was developed based on a comprehensive review of the following data.

- Commission on Accreditation of Healthcare Management Education (CAHME) benchmark data for accredited graduate programs in healthcare management
- Qualitative interviews with program leaders at other top graduate programs in health care management regarding program format, target market, marketing/ recruitment, opportunities and challenges
- Initial review of current Ohio-based options for a “mid-careerist,” MHA degrees e.g. 4-5 years work/ clinical experience, interested in a graduate degree in health administration

PROPOSED PROGRAM

The proposed EMHA program will expand the current CAHME-accredited MHA program by adding an executive track. While the current residential program is designed for early careerists, many of whom have just graduated from college, the executive track will be designed for

individuals who have 4-5 years of healthcare administration and/or clinical experience. This program will use the OSU MHA program competency model and offer a similar curriculum that has been slightly modified as appropriate for a more experienced student population. The expected learning outcomes, mode of program delivery, and draft curriculum and assessment plan are detailed below.

Expected Learning Outcomes

The proposed EMHA program will use the same competency model as the current residential MHA program which is designed to develop learners' competencies across five domains as outlined below and detailed in Attachment II:

Domains	Competencies
Management Functions	MHA 1: Organizational Management MHA 2: Organizational Structure and Governance MHA 3: Workforce and Organizational Development MHA 4: Operations Assessment and Improvement MHA 5: Clinical Quality Assessment and Improvement MHA 6: Information Technology Management and Assessment MHA 7: Strategic and Business Planning MHA 8: Financial Management
Health System and Policy	MHA 9: Economic Analysis MHA 10: Health Care Issues and Trends MHA 11: Health Policy MHA 12: Health Care Legal Principles MHA 13: Population Health
Leadership and Professionalism	MHA 14: Leadership and Change Management MHA 15: Impact and Influence MHA 16: Professional Development MHA 17: Collaboration and Working in Teams MHA 18: Personal and Professional Ethics MHA 19: Critical Thinking
Business and Analytic Skills	MHA 20: Written Communication MHA 21: Verbal Communication MHA 22: Quantitative Skills MHA 23: Project Management MHA 24: Performance Measurement MHA 25: Problem-Solving and Decision-Making

Mode of Program Delivery

Based on initial research and feedback from HSMP faculty, the initial proposal for this program is as follows though may be modified pending additional feedback from CPH leadership, OTDI, alumni, and practitioner stakeholders.

- 45 credits (median for top programs is 45, range is 37-57), 45 would be 5 semesters (including one summer between the first and second years) of 3 courses

- Mostly online, with limited in-person engagement (professional development, connection to practice, networking); the in-person component will be “voluntary” with high value-added components with a limited virtual option as feasible.
- Cohort-based – with a common start date, courses offered 1x per year and an emphasis on building community and network, another possible differentiator for this program.

Proposed Curriculum

The proposed curriculum for this program is based on the residential MHA, with appropriate modifications for the target learner who will have more grounding in health care organizations and management. A side-by-side comparison of the residential and proposed executive program curricula is included as Attachment 5. During the start-up period, the proposed curriculum will incorporate established distance-based courses, including PUBHHMP 6010 (Essentials of Public Health) and 5 Master of Public Health Program for Experienced Professionals (MPH-PEP) courses currently taught by HSMP faculty. Depending on enrollment sizes and learner needs, these courses may need to be slightly modified or supported for EMHA student. As the EMHA program grows, we expect to re-evaluate the need for dedicated courses.

The sample curriculum is the only possible pathway to this degree. There are currently no planned elective courses; all the classes are required. There are only two classes that are new classes that have been developed and approved—Executive Skills I and Executive Skills II.

Proposed Program Alignment and Plan

Table detailing alignment of program competencies, courses, assessment methods and standards across the curriculum TBD pending additional discussion.

Targeted Enrollment

In 2021-22, the median number of students enrolled in our CAHME peers’ (top 20 programs) executive programs was 45, though there is a considerable range (36-57), with a median of 27 new applicants, and 17 new enrollments. The numbers above are based on data during the height of the pandemic where health care administrators, clinicians, and other working leaders may have been disinclined to take on graduate school. Based on our conversations with program leaders in several programs, applications and enrollments have been on a general decline (possibly due to more competition).

We have had preliminary discussions with OTDI to refine our estimates of market demand, but based on what we know now we believe we could conservatively expect cohorts of 20-25 students. Potential markets for enrollment include:

- Employees of local health system employees seeking to advance their careers, e.g., move into management, go from manager to director. Consider: The Ohio State University Wexner Medical Center (OSUWMC), Nationwide Children’s Hospital (NCH), and OhioHealth, to start and then expand others in the state.
- Physicians, nurses, and other clinicians seeking to move into leadership roles
- Individuals working in the broader healthcare space, e.g., IT, medical devices, start-ups etc.
- OSU alumni, e.g., MHA alumni, others who went to OSU for undergrad, interested in MHA

Executive program leaders among our top-ranked peers indicate that the most successful marketing and outreach is based on established relationships and word of mouth, e.g.

organizations who always support a “slot,” alumni who refer colleagues. Therefore, a key role for program leaders/staff will be to develop relationships with health system administrative and clinical leaders, local health-related employers, key alumni who can serve as advocates for our program within their institutions. In addition, the program director will need to work closely with OTDI which has resources for web-based marketing that targets potential students based on google searches and/or LinkedIn profiles among other things.

RESOURCE NEEDS

Preliminary resource needs and (very high level) estimated costs are summarized in a table below. Pending additional discussion and approvals, we will work with CPH leaders to develop a more robust analysis of program costs. The estimates below assume (a) substituting CPH/MPH-PEP courses wherever appropriate, and (b) offering “new” courses every other year, at least during start up.

Resource Need	Estimated Cost/ Year 1	Estimated Cost Ongoing
Faculty Program Director (75% FTE to start/ launch program, 30-50% thereafter), will teach 2 courses after first year	\$95,000 (at 75%)	\$50,000 (at 40%)
Program Manager/Administrative/Coaching Support – 1-2 FTE (depending on model)	\$65,000 + benefits (1 FTE)	\$65,000 + benefits
Course faculty: 15 courses (8 using existing CPH/MPH-PEP courses), \$10,000 each; new courses offered every other year. Program director to teach 2 courses starting year 2	\$40,000, if offered every other year	\$20,000
Instructional design support, 0.5 FTE	\$25,000 + benefits	\$25,000
Total	\$225,000	\$160,000
Plus: OTDI Marketing	TBD	

TUITION CONSIDERATIONS

The table below summarizes available tuition data for executive programs among our USNWR Top 20 peers, CAHME-accredited online programs, and Ohio-based MHA and other similar programs that are likely to be our competitors. Over the next several months, we will work with CPH leaders, OTDI, and others at OSU to determine the tuition option(s) for this program. Tuition will be set to ensure that the program is both financially self-supporting and market competitive. An initial estimate would be about \$63,000, setting the instructional fee at \$1,575 per credit hour. That would put us around the median/average for the top 20.

Benchmark	Cost to Degree	Range
USNWR Top 20	\$61k (median)	\$43-90k
CAHME Online	\$32k (median)	\$28-40k
Ohio-based Programs	\$30k range for MHA programs, Master Nursing Innovation \$54k for MBOE (Master of Business Operational Excellence) (Fisher) \$77-115 for MBA	

Proposed Timeline for Program Approval and Implementation

Date	Key Steps
Fall/ Winter 2023 (Completed)	<ul style="list-style-type: none"> • Finalize program proposal based on input from CPH leadership, OTDI, HSMP faculty and other stakeholders, e.g. MHA Advisory • Explore program approval process • Explore tuition and fee options
Spring 2024	<ul style="list-style-type: none"> • Secure CPH Academic Studies Governance Committee (ASGC) approval • Submit for OSU Graduate School approval • Pursue additional OSU and/or State of Ohio Approvals
TBD	<ul style="list-style-type: none"> • Seek final approval from permanent CPH Dean to launch program
Timeline for Implementation, Pending	
Year 1: AY24-25* Implementation Planning and Program Set Up	<ul style="list-style-type: none"> • Identify/ hire program director to build relationships, focus marketing outreach, develop detailed program plans (in coordination with OAPSS, residential MHA director) • Initiate CAHME accreditation under “one program, two tracks” • Establish courses, e.g., names, titles • Secure teaching faculty, other resources e.g., coaching • Coordinate instructional design support for new/ adjunct faculty • Hire program manager • Begin marketing and outreach, launch admissions
Year 2: AY26-27*	<ul style="list-style-type: none"> • First class enrolled

*earliest possible implementation; pending multi-level review process and approvals

**USNWR Top 20 Program in Healthcare Management
Executive Program Data for AY2021-22**

Rank	Program	Residential	Executive	Format	Total Students	Complete applications	New Enrollments	Cost (in)	Cost (out)	\$/ credit (instate)
1	UAB*	71	57	Hybrid	58	35	20	\$ 59,600	\$ 59,600	\$ 1,046
2	UMN	60	42	Hybrid	39	24	13	\$ 68,544	\$ 68,544	\$ 1,632
3	UNC	60	49	Hybrid	48	42	21	\$ 49,005	\$ 94,158	\$ 1,000
3	Michigan	60	40	Hybrid	16	10	0	\$ 50,308	\$ 82,816	\$ 1,258
5	Rush	58	52	Residential	13	23	13	\$ 63,232	\$ 63,232	\$ 1,216
5	VCU*	59	41	Hybrid	63	29	22	\$ 43,432	\$ 74,715	\$ 1,059
7	Ohio State	60								
8	Iowa	58	45	Residential	19	11	9	\$ 55,000	\$ 55,000	\$ 1,222
9	Cornell	64	36.5	Hybrid	87	67	48	\$ 81,776	\$ 81,776	\$ 2,240
9	Johns Hopkins	83								
12	George Washington	50	50	Hybrid	90	190	90	\$ 90,000	\$ 90,000	\$ 1,800
13	SLU	60	50	Hybrid	27	16	11	\$ 62,500	\$ 62,500	\$ 1,250
13	Trinity*	57	41	Hybrid	15	8	6	\$ 73,000	\$ 73,000	\$ 1,780
15	Columbia	55		Residential	197	81	26	\$ 49,785	\$ 49,785	
16	Washington	NA	NA	Hybrid	9	17	9	\$ 72,138	\$ 72,138	
17	Baylor	58								
17	Tulane	NA								
17	Pittsburgh	60								
	Average	61	46		52	43	22	\$ 62,948	\$ 71,328	\$ 1,409
	Median	60	45		44	27	17	\$ 61,050	\$ 70,772	\$ 1,250
	Min	50	36.5		13	8	0	43432	49785	\$ 1,000
	Max	83	57		197	190	90	90000	94158	\$ 2,240

Source: Commission on Accreditation of Health Management Education

MHA and other related graduate programs in Ohio

Program	Degree	CAHME?	Credits	Format	Notes	Cost (in)	\$ per credit
Master of Health Administration Programs							
Xavier Executive	MHSA	Yes	42	Online		\$ 28,164	\$ 671
Ohio University	MHA	Yes (as of Fall, 2023)	36	Online	Can be completed in 1 year. Specializations: Traditional, HC Leadership, Business Analytics, Project Management, Aging Studies, Quality Improvement		
University of Cincinnati Executive Program	MHA	Candidate	40	Online	Also offer certificates in HC Admin, Finance, Operations, Policy and Reg	\$ 30,160	\$ 754
Franklin University	MHA	No	36	Online			
Other Related Graduate Programs							
OSU - Fisher, Masters of Business in Operational Excellence	MBOE			Hybrid	13-month, 15-course executive (3 years exp) master's. Focus on operational excellence, data/decisions, change, impact	\$ 54,585	
OSU- Fisher, Working Professional	MBA		48	Hybrid	On campus or online (or hybrid), evenings weekends	\$ 80,114	
OSU- Fisher, Online Working Professional	MBA		48	Online	At least 30% synchronous	\$ 77,136	
OSU- Fisher, Executive	MBA			Online	For mid to senior-level; weekend program; 17 months (average 17 years experience); cohort	\$ 115,000	
OSU - Nursing, Masters in Health Care Innovation	MHI		31	Online	Synchronous/ Asynchronous, includes leadership, design thinking, policy, communication; also have a certificate in healthcare leadership and innovation	\$ 31,785	
Other??							

CAHME-accredited Executive Programs, fully online

Program	Resident	Executive	Format	Total Student	Complete applications	New Enrollments	Cost (in)	Cost (out)	\$ per credit
Des Moines	NA	48	Online	116	29	11	\$ 38,016	\$ 38,016	\$ 792
Ferris State	46	40	Online	185	129	90	\$ 40,500	\$ 40,500	\$ 1,013
George Mason	45	45	Online	26	0	0	\$ 28,440	\$ 28,440	\$ 632
UCF	51	NA	Online	27	51	27	\$ 33,998	\$ 33,998	NA
Louisville	57	57	Online	28	15	12	\$ 29,673	\$ 29,673	\$ 521
Memphis	53	45	Online	8	0	0	\$ 30,000	\$ 30,000	\$ 667
UNLV	45	40	Online	13	20	12	\$ 35,920	\$ 41,870	\$ 898
Xavier*	66	42	Online	115	36	14	\$ 28,164	\$ 28,164	\$ 671
average	52	45		65	35	21	\$ 33,089	\$ 33,833	\$ 742
median	51	45		28	25	12	\$ 31,999	\$ 31,999	\$ 671

MHA Competencies

Management Functions

MHA 1. Organizational Management. Assess opportunities to improve health services organizations through application of organizational theories and organization development principles.

MHA 2. Organizational Structure and Governance. Analyze how organizational and environmental factors shape the structure of health care organizations and the roles, responsibilities and influence of governing bodies.

MHA 3. Workforce and Organizational Development. Apply methods and techniques for organizational, employee, and professional staff development that ensure a diverse and high performing work force.

MHA 4. Operations Assessment and Improvement. Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.

MHA 5. Clinical Quality Assessment and improvement. Apply principles of quality improvement in the context of clinical performance.

MHA 6. Information Technology Management and Assessment. Analyze the value, risks and opportunities of information technology and associated data for improving performance of health organizations and the broader health system.

MHA 7. Strategic and Business Planning. Perform environmental, market, and community needs analyses, develop strategic alternatives, formulate strategic goals, and develop programs, business plans, and implementation strategies to support goal achievement.

MHA 8. Financial Management. Explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.

Health Systems and Policy

MHA 9. Economic Analysis. Analyze and apply economic theory and concepts for decision-making.

MHA 10. Health Care Issues and Trends. Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.

MHA 11. Health Policy. Describe the public policy process related to health care, including the creation and implementation of policy and the political aspects of policy and articulate the impact on the delivery of health services.

MHA 12. Health Care Legal Principles. Recognize legal issues that may arise in health care delivery and business settings and respond appropriately

MHA 13. Population Health. Describe how epidemiological, market, patient outcome, and organizational performance data are used to improve quality, and manage financial and other risks associated with defined populations.

Leadership and Professionalism

MHA 14. Leadership and Change Management. Develop effective leadership approaches to communicate a vision, motivate stakeholders, build consensus, and lead organizational change efforts.

MHA 15. Impact and Influence. Shape opinions, processes, or outcomes through example, persuasive communication, or use of informal power

MHA 16. Professional Development. Demonstrate a commitment to continuous learning and self-improvement through reflection, goal setting, self-assessment, and the cultivation of professional networks.

MHA 17. Collaboration and Working in Teams. Work cooperatively with others, create, participate on, and lead teams, including inter-professional.

MHA 18. Personal and Professional Ethics. Apply ethical principles, social and professional values to analyze managerial, organizational and policy situations demonstrate professional values and ethics.

MHA 19: Critical Thinking. Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and beyond the health care system.

Business and Analytic Skills

MHA 20. Written Communication. Write in a clear, logical manner and prepare effective business communications.

MHA 21. Verbal Communication. Demonstrate effective oral communication and presentation skills.

MHA 22. Quantitative Skills. Analyze data and interpret quantitative information for organization decision making.

MHA 23. Project Management. Design, plan, implement, and assess projects and develop appropriate timelines related to performance, structure and outcomes.

MHA 24. Performance Measurement. Identify and use data within organizations to improve performance.

MHA 25. Problem-Solving and Decision-Making. Use multiple methods and sources to seek comprehensive information, generate creative new solutions—or adapt previous solutions—and apply structured decision-making techniques and tools to address health care questions

Sample Curriculum

The proposed curriculum for this Executive MHA is summarized in the table below, comparing the total number of credits for the residential (60) and proposed Executive MHA (45). This proposed curriculum was developed using the residential MHA as the starting point with adjustments made to (a) reflect a more experienced learner, and (b) to substitute established PEP courses where appropriate. The table also summarizes the total number of courses being proposed for the program. **There are only two classes that are new classes that have been developed—Executive Skills I and Executive Skills II.**

Proposed Curriculum

Course Number (Residential MHA)	Course Name	Credits	Total Exec Program Courses	New Courses to Develop
Existing CPH Distance Learning Courses				
PUBHLTH 6010	Essentials of Public Health	3	1	0
PUBHHMP 6625	Leveraging Healthcare Data for Practice and Policy Change	3	1	0
PUBHHMP 7632	Strategic Change for PH and Population Health Management	3	1	0
PUBHHMP 7624	Health Economics for Experienced Professionals (PEP)	3	1	0
PUBHHMP 7632	HS Strategy and Marketing	3	1	0
PUBHHMP 7683	Operations Management and System Design (PEP)	3	1	0
PUBHHMP 6630	Project Management (PEP)	3	1	0
Existing Residential MHA Courses (to be adapted for Distance Learning)				
PUBHHMP 6611	Health and Healthcare in the US	3	1	0
PUBHHMP 7605	Introduction to Health Policy	3	1	0
PUBHHMP 7611	Health Law for Managers	3	1	0
PUBHHMP 6615	Public Health Leadership and Organizational Behavior			
PUBHHMP 7620	HS Finance I	3	1	0
PUBHHMP 7622	Health Services Financial Decision Making	3	1	0
PUBHHMP 7631	Strategic Management & Program Development (Capstone)	3	1	0
New courses				
PUBHHMP 7690	Executive Skills I	3	0	1
PUBHHMP 7691	Executive Skills II	3	2	1
Total		45	15	2

■ Denotes proposed substitution of MPH-PEP Course

APPROVAL OF THE REPORT ON LOW ENROLLMENT COURSES AND DUPLICATE PROGRAMS

Synopsis: Approval of the university's Report on Low Enrollment Courses and Duplicate Programs for submission to the Ohio Department of Higher Education is proposed.

WHEREAS Ohio Revised Code 3345.35 requires the governing boards of each state institution of higher education to evaluate courses and programs based on enrollments and duplication with other state institutions of higher education within a geographic region; and

WHEREAS the university currently adopts a minimum class size of 18 students, with exceptions for distinctive instructional settings; and

WHEREAS to prepare for this submission, the Office of Academic Affairs worked with the university's 15 academic colleges and four regional campuses to examine trend data and alignment of college enrollment policies; and

WHEREAS approximately 13,000 courses are offered at the university, with 409 identified as low enrolling; and

WHEREAS each college or regional campus has been directed to take appropriate action on its low enrollment courses; and

WHEREAS The Ohio State University has strong collaborations with two-year institutions and no significant program duplication with other institutions in the central Ohio region:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the Report on Low Enrollment Courses and Duplicate Programs for submission to the Ohio Department of Higher Education.

Low Enrollment Courses and Program Duplication

The Ohio State University, October 2025

I. Low-enrollment Thresholds

IN COMPLIANCE WITH SECTION 3345.35 OF THE OHIO REVISED CODE, which mandates the evaluation of courses and programs based on enrollment, The Ohio State University, through the Office of Academic Affairs (OAA), submits this triennial report.

Course thresholds are specified and monitored through Faculty Rule 3335-8-16. This rule states that the chair of a department or director of an instructional unit may cancel any course that has not enrolled sufficient numbers of students, usually defined as **fewer than 15 students**, although courses enrolling fewer than 15 may be offered if sufficient resources and programmatic justifications exist. The University Registrar monitors the frequency of course offerings, identifying those that have not been offered for three consecutive years, and informs the relevant college where course offering decisions are made.

At the state level, the Chancellor permits a 20% variation above the institutional definition. Therefore, for the purpose of identifying low-enrollment courses for this report, **the university currently adopts a minimum class size of 18 students**. The Chancellor defines low-enrollment courses as course sections that fall below this institutionally defined threshold (18 students) over **two or more semesters**.

II. Low-enrollment Course Identification

Course enrollment levels are monitored and interpreted at the academic unit and institutional levels, driven by the university's mission as a public, land-grant, Research 1, urban, Carnegie "engaged" institution serving a large student population. Since 2005, the university has operated under a responsibility-centered management (RCM) budget model, ensuring that course and program enrollments are monitored closely by colleges and campuses, as budgets are influenced by credit hours delivered.

To prepare for the 2025 submission, OAA worked directly with the university's **15 academic colleges** in Columbus and the four regional campuses, addressing the alignment of college-specific enrollment policies with university policy. This process included:

1. Reviewing 3-year trend data for courses.
2. Identifying courses that had **fewer than 18 students** at least twice during the time frame.
3. Academic units removing those courses that could be justified based on established exceptions.

Established Exceptions

Consistent with previous submissions, the university maintains exceptions to the minimum class size policy for distinctive instructional settings, as these courses will not necessarily enroll 18 students at all times. These exceptions include:

- Graduate-level classes, particularly those with a strong research orientation
- Laboratories with space/equipment limits
- Studios with individual or small-group interactions.
- Special programmatic offerings (e.g., service learning, undergraduate research, study abroad, honors, clinical courses)
- Sequenced courses
- Internships, individual/group studies courses, and new courses in their early stages of offering
- Courses offered by faculty on overload to fill student demand
- Regional campus courses, reflecting their distinctive teaching environment

For the remaining courses identified as low enrollment, colleges were required to provide a statement on the course's future status — **withdrawn or kept** — along with a rationale for those being kept.

III. Low-enrollment Course Analysis of Course Enrollments and Recommended Actions (2025)

The subsequent analysis of low-enrolled courses across the colleges confirms that many courses were identified for elimination, phase-out or programmatic review.

Based on the course data reviewed for withdrawal status, a total of **409 unique course entries** were processed by the colleges.

The recommended actions for these 409 courses are summarized below, aligning the reported statuses (Withdraw, In Limbo, No Decision) with the required reporting categories:

Course Elimination or Alternate Offerings / Phase out	Follows enrollment monitoring at the college level, including: Old curriculum, Teach out, Program discontinuation, Curricular change, Low enrollment, Course content migration.	366	Withdraw
In Limbo / Programmatic Pause	Course is temporarily paused (e.g., “program paused”), pending future review or program restart.	18	In Limbo
Pending Review / No Final Action	Final determination (elimination or retention) still in discussion (e.g., “check with Grad School” or status blank).	25	No decision / Other status
Total Actions		409	

Details of Actions and Rationales

- **Course Elimination / Phase Out (366 courses):** These courses have been formally identified for withdrawal. Rationales include specific program discontinuations (e.g., UG Athletic Training program), courses being part of an **Old curriculum** (e.g., numerous Veterinary Medicine courses), and courses undergoing a **Teach out** process (e.g., Nursing courses).
- **In Limbo / Programmatic Pause (18 courses):** These courses are predominantly associated with the John Glenn College of Public Affairs (two courses) and the College of Nursing (16 courses), often due to a “program paused” rationale.
- **Pending Review / No Final Action (25 courses):** These include courses that were awaiting a decision from the Graduate School (Business courses), as well as courses where the status field was left blank in the documentation (Rural Sociology courses) and certain Nursing courses.

IV. Low-enrollment Program Analysis

The university has not had a minimum program size requirement. Individual colleges determine and review programs on a regular basis, including through a thorough program review process, and through the responsibility-based budget model with its strong enrollment component.

SB 1 required that programs with low numbers of graduates — fewer than five — be deactivated. During summer 2025, it was determined that eight such programs should be deactivated, and in September 2025, deactivation was approved at the state level.

- **College of Arts and Sciences**
 - Integrated Major in Mathematics and English (BS)
 - Medieval and Renaissance Studies (BA)
 - Music Theory (BM)
 - Musicology (BM)
- **College of Food, Agricultural, and Environmental Sciences**
 - Biochemical Science (AS)
 - Landscape Horticulture (AAS)
 - Sustainable Agriculture (AS)
 - Sustainable Agriculture (AAS)

Waivers were requested for 12 programs, and temporary waivers were requested for 20 programs. The university awaits action on those requests from ODHE.

V. Duplicate Program Analysis

There is no other public university in our central Ohio region for which there would be duplication.

Instead, we focus on collaborations.

The university has a special working relationship with Columbus State Community College (CSCC) in terms of both General Education course transfer and more than 70 2+2 pathways. It is now working on pathways directly related to workforce development in IT-Cybersecurity and in Construction Systems Management. In September 2025, the Buckeye Bridge program was established. With select stipulations, tuition and fees will be covered for all students who graduate with an associate degree from CSCC, starting with graduates of spring 2026, and come to the Columbus campus. This represents an important step forward for students in our evolving working relationship with CSCC.

Potential regional collaborations could extend to two-year public and four-year private institutions, particularly concerning online offerings in specialized fields like language

instruction. Furthermore, the review of duplicative programs requires the evaluation of the benefits of collaboration with other state institutions of higher education to deliver a program. Factors considered in determining collaboration feasibility include low-enrollment programs needing specialized faculty (BFA or MFA) or courses with specialized needs across the state (certain languages).

For our regional campuses, if there appears to be duplication in the General Studies associate degree programs, each serves a different purpose. The university's program is a step toward a bachelor's degree, whereas the co-located institution has a stand-alone degree. Enrollments reveal that they do compete for students — they have different audiences.

There are ongoing discussions, notably at Lima and Marion, about possible degree program alignment with the co-located campus, with workforce development being a key stimulus.

**APPROVAL OF REVISIONS TO THE INTERIM POLICY ON FACULTY APPOINTMENTS, FACULTY
WORKLOAD, TENURE, AND RETRENCHMENT**

Synopsis: Approval of revisions to the interim policy is requested to align with Senate Bill 1's faculty workload policy requirements found in Ohio Revised Code 3345.45.

WHEREAS Ohio Senate Bill 1 (SB1), the Advance Ohio Higher Education Act, took effect on June 27, 2025; and

WHEREAS SB1 requires the Board of Trustees to adopt a series of policies in accordance with statutory requirements, including those concerning faculty workload, and to submit those policies to the chancellor of higher education for review; and

WHEREAS the Board of Trustees approved an interim Faculty Appointments, Tenure, and Retrenchment Policy at its August 20, 2025, meeting to address SB1's requirements related to tenure and retrenchment; and

WHEREAS the proposed revisions expand that interim policy to address the required elements of faculty workload, including alignment with the Ohio Department of Higher Education (ODHE) Standards for Instructional Workloads issued by the chancellor of higher education in late October; and

WHEREAS a faculty workload policy consistent with the ODHE standards should be adopted by the board of trustees and submitted to ODHE by December 31, 2025, and every five years thereafter:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves revisions to the renamed interim policy on Faculty Appointments, Faculty Workload, Tenure, and Retrenchment.

Interim University Policy

Applies to: Faculty

Responsible Office

Office of Academic Affairs

POLICY

Issued: 07/20/2004

Revised: 12/19/2025 (interim revision)

Appointment decisions for faculty positions must be based on criteria that reflect strong potential to advance through the faculty ranks, including attaining tenure, being promoted, and/or being reappointed.

Purpose of the Policy

To provide guidance for appointment decisions for each faculty type, set forth the university's **faculty workload** requirements as required by [Ohio Revised Code \(ORC\) 3345.45](#), and outline the university's governance documents on tenure and retrenchment as required by [ORC 3345.454](#).

Definitions

Term	Definition
Faculty workload	A faculty member's total work effort, in terms of full-time equivalency (FTE), is comprised of different proportions of core faculty duties (teaching, basic and applied research, scholarship, creative activities, extension programming, clinical patient practice, commercialization and entrepreneurship, librarianship, service, and administration) according to their faculty appointment. Each core faculty duty must be defined in terms of credit hours or credit-hour equivalencies as required by ORC 3345.45 . See the OAA Faculty Workload Standards and Guidelines [link] for more detailed information and examples.
Joint appointment	One in which a faculty member has a compensated full-time equivalent (FTE) appointment in two or more tenure-initiating units (TIUs).

Policy Details

- I. Tenure-track, Clinical/Teaching/Practice, and Research Faculty
 - A. Tenure
 1. Tenure may be earned by all tenure-track faculty members upon completion of all applicable university requirements as set forth in [Faculty Rule 3335-5-03](#), the [OAA Procedures and Guidelines Handbook](#), and applicable unit appointment, promotion, and tenure (APT) documents and may be achieved through multiple pathways.
 2. Tenured faculty must serve on appointments totaling fifty per cent or more service to the university to maintain tenure as set forth in [Faculty Rule 3335-5-19\(A\)](#).
 - B. Length of appointment
 1. Tenure-track, clinical/teaching/practice, and research faculty may be offered either a nine-month or a twelve-month appointment by the TIU. The most common schedule for a nine-month on-duty period under semesters is from August 15 to May 15, with compensation paid out over twelve months. Twelve-month appointments typically begin either July 1 or on the first day of autumn semester. Colleges with clinical practice for teaching and patient care have hiring dates throughout the year.
 2. In accordance with [Faculty Rule 3335-5-07](#), all full-time faculty members are to be on duty an average of 19 working days a month, with working days defined as weekdays that are not designated as university holidays.
 - a. Nine-month faculty members are commonly on duty for nineteen working days a month averaged over a nine-month period and do not accrue vacation. They are not expected to be on duty during

Applies to: Faculty

- breaks within a given semester, summer term, or session, nor any days between the end of the exam period and the beginning of the next semester or session.
- b. Twelve-month faculty members are on duty on all working days except for the days they accrue and designate as vacation days. See [Paid Time Off policy](#).
 3. TIUs are to provide candidates for faculty appointments with an offer letter to sign containing, at the minimum, the proposed start date, faculty title, reappointment date, duties and responsibilities, and salary and compensation, including whether any compensation is subject to productivity expectations and requirements.
- C. Joint appointments
1. Appointing new faculty members to a **joint appointment**
 - a. TIUs considering making a joint appointment are to determine whether this is the most appropriate means of accomplishing a shared goal. Financial reasons (neither unit has the resources to make the appointment on its own) alone do not provide an optimal foundation for joint appointments. The Office of Academic Affairs (OAA) suggests not pursuing a joint appointment if there are other means (such as joint service on graduate studies committees) that will accomplish the shared goal.
 - b. TIUs making a joint appointment are to reach agreement on its terms before seeking an individual to fill the position so that these terms can be communicated clearly to candidates. These terms, modified as a consequence of negotiation with a particular candidate when appropriate, must be set forth in a memorandum of understanding (MOU) signed by the heads of the TIUs and the dean(s) of those TIUs.
 - c. Before being extended to candidates, offer letters involving joint appointments, along with the executed MOU, must be approved by OAA. A candidate must be provided with the terms of the MOU before being asked to decide on an offer. Items that must be included in the MOU include:
 - i. The TIU in which the candidate's tenure or other appointment will reside (see [Faculty Rule 3335-6-06](#)). This is the unit where the candidate will be a member of the eligible faculty for APT decisions. If it is possible for the TIU designation to be renegotiated at a subsequent time, the MOU should describe how such a negotiation would be initiated and concluded.
 - ii. What each unit will contribute to the appointment in terms of compensation; office; research space, equipment, and start-up funds; and any other relevant resources, as well as the process by which relative contributions could be changed over time.
 - iii. The defined workload associated with each part of the appointment; the process by which the defined workload associated with the different parts of the appointment can be changed; and the mechanism for resolving workload issues should it be alleged by either the joint appointee or one of the TIUs that one or both of the TIUs' expectations differ from those agreed to in the MOU.
 - iv. The annual salary decisions process and whether the TIUs agree to reach consensus on salary increases or each provide its own recommendation based on performance in areas relevant only to its part of the appointment.
 - v. In the case of an untenured faculty member, how annual reviews and the review for tenure will be conducted; whether both TIUs must agree on renewal of the appointment and ultimately on the award of tenure for the peer recommendation to be considered positive and if not, how a disagreement on renewal and tenure will be handled. If the TIUs cannot reach an agreement on this extremely important matter, then the hire is not to be made.
 - vi. In the case of a tenured faculty member, how annual reviews and reviews for promotion will be conducted and whether both TIUs must agree that promotion is warranted for the peer recommendation to be considered positive.
 - vii. The governance rights of the joint appointee in each of the TIUs sharing the joint appointee.
 2. Faculty transfer into a joint appointment
 - a. On occasion, a faculty member hired into a faculty position in a particular TIU seeks a joint appointment with another unit. In such cases, the two TIUs must enter into an MOU about the

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appointment that includes the items set forth in Policy Details I.C.1.c, including which unit will serve as the TIU, with the MOU being signed by the heads of the TIUs and the dean(s) of those TIUs and OAA. In such circumstances, OAA recommends that the faculty member and the TIUs involved observe the following process:

- i. The faculty member consults with the head of the unit with which they want to establish a joint appointment and explain why such an appointment would benefit their academic career at the university.
- ii. The TIU head then makes a judgment about whether the joint appointment will benefit the mission of the unit as a whole and whether there are funds to cover the salary and benefits associated with the joint appointment. In making this judgment, the TIU head consults with the dean (if applicable) about the effect of this joint appointment, if any, on future hires in the unit.
- iii. If the TIU head ascertains that the transfer would benefit the unit, the TIU head consults with the dean about whether there are funds in place to support the joint appointment. At this point, the faculty member requesting the joint appointment writes a formal letter of application to the TIU head.
- iv. The receiving unit provides information about the faculty member to its tenured faculty and requests a vote, following hiring procedures laid out in the [Appointments, Reappointments, Promotion and Tenure web page](#), about whether the unit approves the joint appointment.
- v. The dean and TIU head of the receiving unit decide whether to approve the appointment.
- vi. Joint appointed faculty may vote on appointments, promotion, and tenure decisions only in the TIU where their tenure reside.

D. Academic appointments

1. Academic appointments have 0% FTE and occur when a tenure-track, clinical/teaching/practice, or research faculty member holds an appointment in one or more academic units outside the TIU.
2. TIUs must establish formal expectations for academic appointments. Academic appointments are to be discontinued when expectations are not met and when a faculty member retires from or otherwise terminates employment with the university.

E. Changes in appointment

1. Transfer of TIU
 - a. The concept of a TIU and the circumstances under which a tenure-track faculty member may be considered for transfer to a new TIU are described, along with the necessary approvals, in [Faculty Rule 3335-6-06](#).
 - b. Approval of the transfer by OAA is dependent on the establishment of mutually agreed upon arrangements between the administrators of the affected TIUs, including the deans(s), and the faculty member.
 - c. An MOU signed by all parties, including OAA, must describe in detail the arrangements of the transfer. Since normally the transferring faculty member will fill an existing vacancy in the receiving unit, the MOU will describe the resources supporting the position, including salary, provided by the receiving unit.
 - d. The review schedule of probationary tenure-track faculty is not altered by transferring to a new TIU. Requests for exceptions due to special circumstances must be submitted to OAA before the MOU is finalized.
2. Transfer from tenure-track to clinical/teaching/practice or research appointments
 - a. Tenure-track faculty members who transfer to clinical or research appointments are required to resign their tenure-track positions, relinquishing tenure if applicable.
 - b. Such transfers are initiated for consideration only upon the written request of the faculty member. Clear evidence must be offered of a change in the individual's career goals and expectations, duties, and activities.

Applies to: Faculty

- c. The following Faculty Rules describe the circumstances under which such a transfer may be considered and approved:
 - i. To clinical/teaching/practice, [Faculty Rule 3335-7-09](#).
 - ii. To research, [Faculty Rule 3335-7-38](#).
- d. Transfer from a clinical/teaching/practice or research appointment to the tenure-track is not permitted (see [Faculty Rule 3335-7-10](#) and [Faculty Rule 3335-7-39](#) respectively). Clinical/teaching/practice or research faculty may apply for tenure-track positions and compete in regular national searches for such positions.
- 3. Reduction in FTE
 - a. Involuntary reduction
 - i. Unless otherwise agreed upon by the TIU and faculty member or otherwise set forth under the faculty rules, the involuntary reduction of FTE must follow the process under [Faculty Rule 3335-5-04](#).
 - b. Tenure-track faculty
 - i. If a part-time appointment was not included in the terms of hire as stated in the offer letter, a tenure-track faculty member who desires a temporary FTE reduction or a permanent FTE reduction must consult with the TIU head.
 - ii. Tenure-track faculty are defined in [Faculty Rule 3335-5-19\(A\)](#) as holding an appointment of 50% FTE or greater. Persons with a tenure-track faculty title on an appointment of less than 50% FTE are associated faculty.
 - iii. Upon the faculty member's request, the TIU head, with the approval of the dean in colleges with TIUs, has the authority to grant a reduction in FTE.
 - c. Probationary tenure-track faculty
 - i. A reduction in FTE does not involve an automatic exclusion of time from the probationary period, even though the projected revised dates may be mentioned in the letter approving the reduction, as is often the case. Probationary tenure-track faculty whose appointment is less than full-time but not less than 50% may request an exclusion of time from the probationary period in accordance with [Faculty Rule 3335-6-03\(D\)\(1\)\(c\)](#).
 - ii. OAA does not approve exclusions of time in advance. Rather, during the second year of a faculty member's reduced appointment, OAA will approve an exclusion of time for one year. For example, a 50% FTE appointment will reflect one year of service within the probationary period upon working two academic years for a nine-month appointment or two full years for a twelve-month appointment. At the appropriate time, a letter requesting approval of the exclusion of time is forwarded by the TIU head to the dean and then OAA.
 - iii. For probationary faculty, the letter directed to the final level of approval is to include (in addition to the amount of the reduction, when it will take effect, and whether it is permanent or temporary) a projected revision of the review schedule and the projected year in which the adjusted Fourth-Year Review would fall (if the Fourth-Year Review has not already occurred).
 - d. Clinical/teaching/practice and research faculty
 - i. Clinical/teaching/practice and research faculty who wish to renegotiate their FTE during a contract period must consult with the TIU head to seek approval.
- 4. Twelve-month and nine-month appointment conversions
 - a. Faculty will normally convert between a twelve-month and a nine-month appointment using a 12/9 or a 9/12 salary conversion ratio. Any other arrangement requires the approval of OAA.
 - b. See the [Faculty Compensation policy](#) for information regarding a faculty member with an administrative appointment.
- 5. Transfer of campus
 - a. The circumstances under which a faculty member may be considered for a transfer from one campus to another are described in [Faculty Rule 3335-6-07](#).

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- b. OAA's approval of the transfer is dependent on the establishment of a mutually agreed upon financial arrangement between administrators of the affected TIUs, including the dean(s).
- F. Endowed chairs or professorships
 1. Only the Board of Trustees (BOT) can establish an endowed chair or professorship and appoint an individual to hold that position. TIUs are to defer publicity regarding the establishment of an endowed chair/professorship or the appointment of an individual to that position until action has been taken by the BOT.
- G. College distinguished professors
 1. Colleges wishing to recognize distinguished faculty members may establish distinguished professorships, the titles of which must be (college name) distinguished professor.
 2. Criteria for review and procedures for awarding such distinctions must be included in the college Pattern of Administration.
- H. Emeritus faculty
 1. Tenure-track, clinical/teaching/practice, research, and associated faculty are eligible for consideration for emeritus status upon retirement or resignation at the age of sixty or older with ten or more years of service or at any age with twenty-five or more years of service at the university (see [Faculty Rule 3335-5-19](#) and [Faculty Rule 3335-5-36](#)). The process for recommending emeritus status to the executive vice president and OAA is to be set forth in the TIU APT document and the Faculty Rules. Various offices within the university offer perquisites to emeritus faculty, which are subject to modification and remain at the discretion of the applicable office.
 2. Graduate faculty status
 - a. See the [Graduate School Handbook](#) for details on graduate faculty status when a faculty member terminates employment with or retires from the university.
 3. Emeritus titles for endowed chairs/professorships
 - a. Faculty members who hold an endowed chair/professorship or an Ohio eminent professorship at the time of their retirement or resignation may continue to use the chair designation upon request by their TIU head with the approval of the dean, OAA, and Board of Trustees (BOT).
 - b. The request can only be made for a faculty member retiring from the university and from the chair/professorship, not for those who may have held the chair/professorship in the past or those simply ending a term holding the chair/professorship.
 - c. The request can only be for carrying the name of the chair/professorship with the "emeritus" designation preceding the name. No chair/professorship resources can be allocated to the individual carrying the emeritus designation.
 4. Title for members of the Emeritus Academy
 - a. A faculty member who has been granted emeritus academy status may use the title academy professor during the period that such faculty is an active member of the Emeritus Academy.
- I. Reemployment of retired faculty
 1. For eligibility requirements and guidelines on the rehiring of faculty who have retired from the university, see the [Reemployment of Faculty and Staff policy](#).
 2. Re-employment of retired faculty is not an entitlement and cannot be guaranteed. Note that faculty may be rehired into the same position at greater than 75% FTE only if the salary is not greater than 75% of the salary at the time of retirement, subject to the requirements under the [Reemployment of Faculty and Staff policy](#).
 3. Use the guidelines below in Section III.G.1-3 of this policy to determine appointment classification and FTE.
 4. Rehiring a retired faculty member requires approval of the TIU head, the college human resources business partner, the college dean (or campus dean/director), and OAA prior to extending an offer. Colleges must forward requests to hire a retired faculty member using the [Request to Rehire Retired Faculty/Staff Member Form](#).

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- J. Reemployment of tenure-track faculty following nonrenewal of appointment or denial of tenure
 - 1. OAA must approve the rehire of a tenure-track faculty member denied reappointment or tenure. This requirement for approval applies to faculty members rehired within three years of the final day of their original tenure-track appointment. Approval will be based on the nature of the proposed appointment in relationship to the reasons for denial of reappointment or tenure.
 - 2. A proposal to rehire a faculty member to teach or to conduct research in some capacity when unacceptable teaching or research, respectively, was a factor in the denial of reappointment or tenure is unlikely to be approved.
 - 3. TIUs are to exercise sound judgment in considering the rehire of probationary tenure-track faculty who withdraw from a mandatory review and resign.
- K. Reemployment of tenure-track faculty who have resigned
 - 1. There may be rare circumstances when a unit is unable to retain a truly exceptional faculty member (e.g., a member of a national academy), and the unit and college wish to facilitate the faculty member's return to the university. The chair and dean may request approval from OAA, within two years of the faculty member's departure, to rehire the faculty member into a vacant position without a national search. The unit/college must not promise to rehire the faculty member in advance since intervening events could make it undesirable or not feasible to follow through on such a commitment.

II. Faculty Workload

- A. Each TIU, college, and regional campus must provide specific faculty workload guidance in their Pattern of Administration (POA), ensuring that every faculty member has duties commensurate with their respective appointment and that the overall unit workload is distributed fairly and equitably among its faculty.
- B. All POA faculty workload provisions must comply with the OAA Faculty Workload Standards and Guidelines [\[link\]](#) and [ORC 3345.45](#), which requires that all faculty duties be defined in terms of credit hours or credit-hour equivalencies.
- C. The university standard for faculty with a 100% teaching load consisting only of conventional class instruction (e.g., lecturers/senior lecturers) is 24 credit hours (eight three-credit courses, or other combination of credit hours) for nine-month contracts and 30 credits for 12-month contracts (ten three-credit courses, or other combination of credit hours).
 - 1. Credit hours are based on contact hours and not inclusive of the time required for course design and preparation, or extension travel (e.g., county to county).
 - 2. The university-wide baseline for autumn and spring semesters is that one three-credit course equates to 0.25 FTE for that semester. This translates into approximately 10 hours/week, or 3.33 hours/week/credit hour. This baseline can be used to calculate equivalencies of effort for courses that generate fewer or more than three credits.
 - 3. Only associated faculty members and some clinical/teaching/practice faculty can have their duties exclusively consisting of conventional class instruction. When this is the case, the FTE is determined by the number of credit hours assigned per term. Compensated associated faculty teaching fewer than 12 credit hours per long semester (autumn and spring) will have their FTE adjusted accordingly in that semester.
- D. In areas where faculty are not assigned to conventional class instruction (e.g., health sciences, extension, graduate and professional programs), TIUs must define in their POAs what constitutes "teaching" for the purposes of determining appropriate faculty workload and aligning that workload to effort distribution as identified in the OAA Faculty Workload Standards and Guidelines. [\[link\]](#)
- E. All POAs must be reviewed and approved by OAA.
- F. All faculty appointment letters must specify the faculty workload expectations of the appointment consistent with the TIU's POA and the OAA Faculty Workload Standards and Guidelines [\[link\]](#).
- G. Faculty workload expectations are to be reviewed by the TIU head or designee and affirmed or revised annually during the annual review process.

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- H. All faculty, including those with tenure and those without, may be subject to disciplinary action for failing to meet faculty obligations pursuant to [Faculty Rule 3335-5-04](#).

III. Associated Faculty

- A. For definitions and rules regarding associated faculty, see [Faculty Rule 3335-5-19](#).
- B. Regardless of title, all associated appointments require an offer letter stating the start date and the end date, not to exceed a term of three years. Appointments carry no presumption of academic tenure or reappointment.
- C. Associated appointments do not typically require OAA approval except in instances when the individual does not have a degree beyond a baccalaureate degree (see section III.M below).
- D. All initial appointments at senior rank (including for associated faculty) require prior approval of the college dean and OAA.
- E. Renewal requires a new offer letter and a new action in the human resources (HR) system. Nonrenewal requires termination in the HR system effective on the end date as stated in the offer letter.
- F. Persons with tenure-track faculty titles employed at 50% FTE or greater, clinical/teaching/practice faculty, and research faculty cannot hold an associated faculty appointment.

G. General concerns

1. Appointment classification

- a. Temporary and Regular appointment status are determined by the length of the appointment. These appointments are renewable.
- b. Temporary:
 - i. Appointment is for one semester or less.
 - ii. While a faculty member may be appointed for back-to-back semesters, continuous consecutive back-to-back appointments should be reviewed annually to determine if a regular appointment would be more appropriate.
- c. Regular:
 - i. Appointment is for a minimum of two semesters up to three years.
 - ii. Faculty members with a multiple-year commitment to work for only part of the year, e.g., to be the instructor of record each fall for three years in a row, would only be appointed for the period they work.
- d. Benefit eligibility for multiple appointments will follow the principles in the Office of Human Resources [Staff Employment policy](#).

2. FTE in semesters

- a. Using the university teaching standard set forth in II.C above, a 100% FTE lecturer or other associated faculty nine-month appointment would be distributed by credit hour across two semesters as 12 credit hours for autumn semester and 12 credit hours for spring semester. Faculty teaching more than 12 credit hours (in any combination of courses) in a semester must be paid for this overload. No associated faculty member should teach more than 15 credit hours in a single semester.
- b. TIUs and regional campuses may develop formal guidelines (written into their POAs) for addressing types of courses that warrant a different credit-hour to FTE equivalency. This allows TIUs to address concerns about the differing amounts of time required for the preparation or evaluation of types of courses due to enrollment size, assistance from graduate teaching associates, studios, labs, one-on-one instruction, and so on, while at the same time providing a standard ensuring that all associated faculty members within a college or campus are treated equitably.
- c. In cases when associated faculty members have duties beyond conventional class instruction, the TIU head must adjust the FTE accordingly. For example, in a given semester a lecturer could teach nine credit hours and be assigned the remaining 25% FTE duties in other teaching areas, such as advising, guest lecturing, or developing curriculum.
- d. All appointment letters for associated faculty members must specify the FTE of the appointment.

Applies to: Faculty

3. FTE in summer term
 - a. For the full summer term, each three-credit course equates to 25% FTE. Associated faculty teaching three credits in one four-week session will be appointed at 100% FTE for the session, in one six-week session will be appointed at 75% FTE for the session, and in one eight-week session will be appointed at 50% FTE for the session. A summer course may be appended to a two-semester appointment.
4. Pay Period; Benefits
 - a. Associated faculty members on appointments 75% FTE or greater for two semesters or the nine month academic year will be paid out over twelve months as a 9/12 appointment. Such appointments will be eligible for benefits, subject to the terms and conditions of the applicable university employee benefit plan, program and/or policy, during the entire twelve-month appointment, from September-August.
- H. Professional titles if less than 50% FTE
 1. Individuals who perform across the full range of faculty duties and responsibilities (teaching, scholarship, and service) if less than 50% FTE are given tenure-track titles.
- I. Clinical practice faculty
 1. Clinical practice faculty appointments are limited to the health sciences.
 2. These appointments are appropriate for persons who provide significant service to the university such as:
 - a. Teaching the equivalent of one or more courses.
 - b. Advising graduate students or serving on graduate committees.
 - c. Serving as a co-investigator on a clinical trial or scholarly project that entails regular interaction with unit faculty and students as part of the collaboration.
 - d. Providing necessary university affiliation so that non-university health care providers may practice in university facilities and/or engage in teaching activities.
 3. Such individuals may be either non-university employees or university employees compensated on a non-instructional budget.
 4. Clinical practice faculty (compensated)
 - a. Clinical practice appointments are appropriate for persons who teach and provide patient care for compensation at an FTE ranging from 1% - 100%.
 5. Clinical practice faculty (uncompensated)
 - a. 0% FTE clinical practice appointments are made for the period in which the uncompensated service is provided, not to exceed three years.
 - b. TIUs may renew uncompensated clinical practice appointments only in cases when the purpose of the appointment continues to be met.
- J. Visiting faculty
 1. Visiting faculty (compensated)
 - a. Fiscal or programmatic circumstances may sometimes make it appropriate to hire faculty under time-limited contracts. Visiting faculty appointments may be renewed for up to three consecutive years or given a contract for up to three years at 100% FTE. Part-time appointments may be renewed until the equivalent of three years at 100% FTE is reached.
 - b. TIUs may also use the visiting faculty title for the temporary appointment of faculty members from other institutions and for foreign national faculty members who have been awarded tenure but do not have permanent residency status.
 - c. Only TIUs may make visiting faculty appointments for temporary duties. A non-TIU unit, such as a center that wishes to appoint persons, must use an appropriate non-faculty title.
 2. Visiting faculty (uncompensated)
 - a. TIUs may use the visiting faculty title for the temporary appointment of faculty from other institutions who are not compensated by Ohio State, typically when the faculty member is compensated by their home institution.

Applies to: Faculty

K. Adjunct faculty

1. These appointments are appropriate for persons who provide significant service to the university such as:
 - a. Teaching the equivalent of one or more course.
 - b. Advising graduate students or serving on graduate committees.
 - c. Serving as a co-investigator on a research project that entails regular interaction with unit faculty and students as part of the collaboration.
2. Such individuals may be either non-university employees or university employees compensated on a non-instructional budget.
3. APT documents, as well as offer letters to adjunct faculty, must clearly state that adjunct appointments are:
 - a. Recommended at the discretion of the unit;
 - b. Made for periods not to exceed three years; and
 - c. Entail no commitment to renew the appointment beyond that period.
4. Adjunct faculty (compensated)
 - a. Colleges may approve compensation for services provided by adjunct faculty in instances where such individual takes on exceptional responsibility.
5. Adjunct faculty (uncompensated)
 - a. Adjunct appointments are made for the period in which the uncompensated service is provided, not to exceed three years. Renewal is contingent upon continued significant contributions.

L. Lecturers

1. When part-time instructors are needed for teaching, other than graduate teaching associates, the appropriate appointment is lecturer or senior lecturer.
2. Colleges and the regional campuses must establish appropriate criteria and associated pay scales for differentiating lecturers from senior lecturers.

M. Qualifications for Appointment

1. While qualified faculty members are identified primarily by credentials, other factors, including but not limited to equivalent experience, may be considered by the university in determining whether a faculty member is qualified. To be a member of the faculty or be the instructor of record for college credit at the university, the faculty member must satisfy at least one of the following criteria:
 - a. Holds an academic degree that is relevant to what the faculty member is teaching and that is one level above the level at which the faculty member teaches. In terminal degree programs, faculty members possess the same level of degree.
 - b. Holds a master's degree or higher in the discipline or subfield (or if master's is in another discipline or subfield, has completed 18 graduate credit hours in the discipline or subfield in which the appointee teaches) when teaching general education courses, or other non-occupational courses.
2. Exceptions to the qualification requirements set forth in Section II.M.1. include the instructor of record who:
 - a. Has completed all requirements for the terminal degree with the exception of the dissertation, all but dissertation (ABD). This exception applies for a maximum of three years, after which time the faculty member must have completed the terminal degree;
 - b. Holds an academic degree that is not above the level at which they teach but possesses a minimum threshold of special competence, experience, and expertise that uniquely qualifies the individual in their discipline and is equivalent to the degree that is otherwise required for a faculty position, as documented through a review process as determined by the TIU or college. Qualifications must be documented and approved by the appropriate chair and dean; or
 - c. Is a graduate student supervised by university faculty.
3. For faculty holding less than a master's degree, the university defines the minimum threshold of equivalent experience generally as five years of professional experience or demonstrated skills in the same area in which the potential instructor of record will be teaching. Credentials will be the primary

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determinant of minimal instructional qualifications but equivalent professional experience (having a breadth and depth of experience outside the classroom, in real-world situations relevant to what the faculty is teaching) and/or industry credentials are other possible determinants. OAA has final decision-making authority to determine whether the qualification of an instructor of record whose highest degree is less than a master's degree meets the minimum threshold. Such appointments should be rare and will only be approved if it is clear that the expertise of the faculty member fulfills a specific instructional need.

PROCEDURE

Issued: 07/20/2004

Revised: 12/19/2025 (interim revision)

- I. Appointing a Faculty Member to an Endowed Chair or Professorship
 - A. Once the BOT has approved the establishment of an endowed chair/professorship, the college is to transmit a draft offer letter to OAA for approval before extending an offer to the candidate. The letter must state the effective date and length of term, not to exceed five years, at which time the appointment will be up for renewal. After OAA returns the draft offer letter to the college, the unit may extend an offer to the candidate. The candidate must acknowledge acceptance of the position in writing.
 - B. The college must follow the requirements under the [Faculty Recruitment and Selection policy](#) for such appointments and include all required documentation with the draft offer letter when making an offer to an external candidate. OAA does not require a curriculum vitae (CV) for internal candidates.
 - C. The college sends to OAA a copy of the final offer on letterhead along with the candidate's acceptance, either as a signature on the offer letter or as a separate letter.
 - D. OAA forwards the offer letter with the candidate's acceptance to the BOT for final approval.
 - E. The appointment becomes official only upon approval by the BOT.
 - F. The dean must conduct a formal review prior to submitting an individual for reappointment to an endowed position.
 - G. Appointments to endowed chairs are ordinarily made at senior tenure rank and appointments to endowed professorships, when appropriate, can be made for early or mid-career faculty. Such endowments are to support the establishment of a new endowed position, and support the work of the faculty in terms of academic work and/or compensation as determined in consultation with OAA.
- II. Procedures for Faculty Emeritus Requests
 - A. Colleges are to forward written requests for faculty emeritus status to OAA using the [Request for Emeritus Status Form \(Form 207\)](#). TIUs are to follow the unit approval process set forth in their APT documents.
 - B. The title request is to be tied to final faculty status (e.g. associate professor emeritus). The process for using an emeritus title with an endowed chair, endowed professorship, or eminent scholar position is set forth in Policy Details I.H. The request for emeritus status must be received by the BOT prior to the date of retirement, if the perquisites of emeritus status (see Policy Details I.H.) are to become effective by that date.
 - C. After the emeritus request is approved by the BOT, the unit and/or college enters the emeritus appointment into the HR system. A retirement action must be entered prior to entering the emeritus action, and the emeritus effective date in the HR system must correspond with the effective date of the BOT approval. The emeritus effective date does not affect the retirement effective date or access to approved perquisites as determined by the TIU.
 - D. The process for recommending emeritus status to the executive vice president and provost must be set forth in the TIU APT document.
 - E. Emeritus status may be revoked in accordance with the Faculty Rules.

Applies to: Faculty

III. Procedures for Verifying Qualifications

- A. Each course instructor must provide a CV to their department or college. The current CV, along with all relevant documents, will be kept by each department, college, or program in accordance with the university's [General Records Retention Schedule](#).
- B. Any offer of employment to a prospective faculty member will be made contingent on verification of necessary academic credentials. The candidate must submit credentials to verify that they hold an appropriate degree and any other academic or professional credential and/or experience (e.g., license or certification) required for the position.
- C. TIUs are responsible for verifying that received credentials are appropriate to the faculty member's position and teaching assignments.

IV. Retrenchment

- A. Pursuant to [ORC 3345.454\(A\)\(2\) and \(B\)](#), the university must outline procedures for addressing faculty and program levels in the event of a reduction of the student population or overall funding, a change to institutional missions or programs, or other fiscal pressures or emergencies facing the institution.
- B. In the event of financial exigency as defined in [Faculty Rule 3335-5-02.1\(A\)](#), the president may initiate the process to address that situation as outlined in [Faculty Rule 3335-5-02.1](#). Tenured faculty are subject to the provisions outlined in [Faculty Rule 3335-5-02.2](#) during financial exigency, and tenured faculty have the appeal rights outlined in [Faculty Rule 3335-5-02.3](#) if their employment is terminated in accordance with those rules.
- C. In the event that a department, school, or college must be restructured, altered, or abolished due to financial exigency or any other reasons, the provisions in [Faculty Rule 3335-3-37](#) and [Faculty Rule 3335-6-06](#) will apply.
- D. Faculty may be subject to furloughs in accordance with [bylaw 3335-1-08\(E\)](#) of the Ohio Administrative Code and the procedure in the [Furloughs policy](#).
- E. Pursuant to [ORC 3345.454\(C\)](#), unless a waiver is granted by the Chancellor of the Ohio Department of Higher Education, the university must eliminate any undergraduate degree program that confers an average of fewer than five degrees annually over any three-year period, without counting any academic year prior to the first academic year in which an undergraduate degree is conferred. The Office of Academic Affairs is responsible for monitoring degree conferrals and working with impacted units to develop appropriate plans for addressing these requirements in accordance with applicable policies, rules, and laws.

Responsibilities

Position or Office	Responsibilities
Board of Trustees (BOT)	<ol style="list-style-type: none"> 1. Establish endowed chair or professorship and approve appointments. 2. Provide final approval for requests for endowed positions. 3. Review and approve requests for emeritus status.
Candidate	<ol style="list-style-type: none"> 1. Acknowledge acceptance of an endowed position in writing. 2. Verify credentials as set forth in the policy.
College	<ol style="list-style-type: none"> 1. Forward requests to hire retired faculty members using the Request to Rehire Retired Faculty/Staff Member Form. 2. Provide specific faculty workload guidance in POA in compliance with OAA Faculty Workload Standards and Guidelines and ORC 3345.45, which requires that all faculty duties be defined in terms of credit hours or credit-hour equivalencies. 3. Establish appropriate criteria and associated pay scales for differentiating lecturers from senior lecturers. 4. Extend offers of endowed positions as set forth in the policy. 5. Forward written requests for faculty emeritus status to OAA using Request for Emeritus Status Form and enter emeritus appointments into HR system. 6. Maintain course instructor CVs in accordance with the university's General Records Retention Schedule.
College dean	<ol style="list-style-type: none"> 1. Approve or deny requests for reduction in FTE prior to TIU head granting such requests.

Faculty Appointments, Faculty Workload, Tenure, and Retrenchment

Interim University Policy

Applies to: Faculty

Position or Office	Responsibilities
	<ol style="list-style-type: none"> 2. Approve or deny the rehire of retired faculty. 3. Approve or deny joint appointments of faculty as set forth in the policy. 4. Approve or deny initial appointments of all faculty at senior rank (including associated faculty). 5. Approve qualifications of instructor of record when such faculty holds an academic degree that is not above the level at which they teach but possesses a minimum threshold of special competence, experience, and expertise that uniquely qualifies the individual in their discipline. 6. Conduct a formal review prior to submitting an individual for reappointment to an endowed position.
Faculty	<ol style="list-style-type: none"> 1. Agree upon arrangements and sign MOU prior to transferring TIUs. 2. Consult with TIU head if wish to renegotiate FTE. 3. Serve in an appointment totaling fifty per cent or more service to the university to maintain tenure. 4. Provide a CV to department or college.
Office of Academic Affairs (OAA)	<ol style="list-style-type: none"> 1. Approve or disapprove offer letters and MOUs involving joint appointments and all faculty transfers into joint appointments. 2. Approve and sign MOUs of faculty transfers of TIUs, or deny such transfers. 3. Approve or deny exclusion time during a faculty member's reduced appointment as set forth in the policy. 4. Approve or deny campus transfers by faculty. 5. Approve or deny requests for use of chair designation for faculty who hold endowed chair/professorships or Ohio eminent professorships at the time of their retirement or resignation. 6. Approve or deny the rehire of retired faculty. 7. Approve or deny the rehire of tenured-track faculty denied reappointment or tenure into a different faculty title. 8. Review and approve/disapprove POAs, including faculty workload expectations. 9. Approve or disapprove initial appointments of all faculty at senior rank (including associated faculty). 10. Have final decision-making authority to determine whether the qualifications of a candidate whose highest degree is less than a master's degree meets the threshold of equivalent experience to be an instructor of record. 11. Approve or disapprove offer letters for appointments to endowed chairs or professorships and forward their accepted offer letters to the BOT for final approval. 12. Monitor undergraduate degree conferrals and work with impacted units as set forth in the policy.
Regional campus	<ol style="list-style-type: none"> 1. Provide specific faculty workload guidance in POA in compliance with OAA Faculty Workload Standards and Guidelines and ORC 3345.45, which requires that all faculty duties be defined in terms of credit hours or credit-hour equivalencies. 2. Establish appropriate criteria and associated pay scales for differentiating lecturers from senior lecturers.
Tenure initiating unit (TIU)	<ol style="list-style-type: none"> 1. Provide offer letters to candidates for faculty appointments as set forth in the policy. 2. Reach agreement with a partnering TIU on the terms, requirements, workload of a joint appointment before filling the position. 3. Establish formal expectations for academic appointments. 4. Provide specific faculty workload guidance in POA in compliance with OAA Faculty Workload Standards and Guidelines and ORC 3345.45, which requires that all faculty duties be defined in terms of credit hours or credit-hour equivalencies. 5. Define in POA what constitutes "teaching" for purposes of determining appropriate faculty workload in areas where faculty are not assigned to conventional class instruction. 6. Follow unit approval process set forth in their APT documents for requests for faculty emeritus status. 7. Verify that received credentials are appropriate to a faculty member's position and teaching assignments. 8. Annually review and affirm or revise faculty workload expectations during annual performance reviews.
TIU head	<ol style="list-style-type: none"> 1. Assign workload to individual faculty. 2. Sign joint appointment MOUs. 3. Approve or disapprove the rehire of retired faculty. 4. Consult on and grant or deny requested changes in FTE as set forth in the policy. 5. Adjust FTE as needed in cases when associated faculty members have duties beyond conventional class instruction. 6. Approve qualifications of instructor of record when such faculty holds an academic degree that is not above the level at which they teach but possesses a minimum threshold of special competence, experience, and expertise that uniquely qualifies the individual in their discipline.

Applies to: Faculty

Resources

Forms

Reemployment after Retirement, hr.osu.edu/benefits/retirement/reemployment

Request for Emeritus Status Form, Form 207, oaa.osu.edu/sites/default/files/documents/Form-207.pdf

Request to Rehire Retired Faculty/Staff Member Form, hr.osu.edu/wp-content/uploads/form-rehire-retired-request.pdf

Governance Documents

Advance Ohio Higher Education Act, ORC 3345.454, codes.ohio.gov/ohio-revised-code/section-3345.454

OAA Faculty Workload Standards and Guidelines, [\[link\]](#)

OAA Procedures and Guidelines Handbook, faculty.osu.edu/procedures-guidelines-handbook

ODHE Standards for Instructional Workloads,

dam.assets.ohio.gov/image/upload/highered.ohio.gov/sb1/Standards_for_Instructional_Workloads.pdf

Rules of the University Faculty, trustees.osu.edu/bylaws-and-rules/university-faculty-rules

University Policies, policies.osu.edu

Faculty Annual Review, Post-Tenure Review, and Reappointment, go.osu.edu/faculty-annual-review-policy

Faculty Compensation, go.osu.edu/faculty-compensation-policy

Faculty Recruitment and Selection, go.osu.edu/faculty-recruitment-selection-policy

Furloughs, hr.osu.edu/wp-content/uploads/policy450.pdf

Paid Time Off, hr.osu.edu/policy/policy627.pdf

Reemployment of Faculty and Staff, hr.osu.edu/policy/policy425.pdf

Staff Employment, hr.osu.edu/policy/policy420.pdf

Additional Guidance

Faculty Rank Title Codes, bpb-us-w2.wpmucdn.com/u.osu.edu/dist/c/58333/files/2018/02/FacultyRankTitleCode-rj1af3.pdf

Faculty Titles, Contracts and Renewals, faculty.osu.edu/faculty-titles-contracts-and-renewals

Graduate School Handbook, gradsch.osu.edu/graduate-school-handbook-gsh

Higher Learning Commission Criteria for Accreditation and Assumed Practices,

download.hlcommission.org/FacultyGuidelines_OPB.pdf

Contacts

Subject	Office	Telephone	E-mail/URL
Policy questions	Office of Academic Affairs	614-292-5881	oaa.osu.edu
Establishing an endowed chair or professorship Endowment approval schedule	University Advancement	614-292-2970	advancement.osu.edu
Graduate faculty status	Graduate School	614-292-6031	gradsch.osu.edu
Benefits	HR Connection	614-247-myHR (6947)	HRConnection@osu.edu

History

Issued: 07/20/2004
 Edited: 04/28/2011
 Edited: 05/14/2012
 Revised: 05/19/2011
 Revised: 09/07/2012

Applies to: Faculty

Revised:	09/19/2013	
Revised:	04/04/2014	
Edited:	07/01/2014	
Edited:	10/13/2014	
Reviewed:	08/22/2016	
Revised:	08/01/2019	
Revised:	01/03/2021	Minor revision
Edited:	01/03/2024	
Revised:	04/02/2025	Minor revision
Interim Revised:	08/25/2025	Renamed Faculty Appointments, Tenure, and Retrenchment; Approved via interim university policy process and by BOT, 08/20/2025, Resolution #2026-20
Interim Revised:	12/19/2025	Renamed Faculty Appointments, Faculty Workload, Tenure, and Retrenchment; Approved via interim university policy process and by BOT, 12/04/2025, Resolution #2026-xx

AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY

Synopsis: Approval of the following amendments to the *Rules of the University Faculty* are 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 rule 3335-5-04 outlines procedures for complaints of failure to meet academic responsibilities, post-tenure review, and misconduct made against faculty members, including different investigatory procedures for different cases depending on the subject matter at issue; and

WHEREAS, pursuant to rule 3335-5-04.2, the Research Integrity Standing Committee (RISC), which consists of faculty members with specific research expertise and training, performs investigations of complaints of research misconduct; and

WHEREAS all other research-related complaints are investigated by faculty members serving on college-level investigation committees; and

WHEREAS complaints relating to research compliance often involve complex research-related issues, such that the RISC committee's expertise would be beneficial in conducting those investigations; and

WHEREAS the proposed amendments would change the process for reviewing complaints pertaining to research compliance to assign such cases to RISC for investigation rather than college-level investigation committees; and

WHEREAS this change would ensure that faculty with relevant research experience perform these research compliance investigations; and

WHEREAS the proposed amendments were approved by the University Senate during its meeting on November 13, 2025:

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.

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

...

(B) Initial proceedings:

1. A complaint may be filed by any student or university employee, including employees from administrative offices who are filing complaints arising out of investigations by those offices. Complaints may be filed with a chair, dean, associate dean, provost, vice provost for ~~academic policy and faculty resources~~ faculty affairs (hereinafter “vice provost”), or the president. All complaints must be referred to the vice provost for initial review in accordance with this rule.
2. The complaint shall be set forth in writing and shall state facts to support an allegation that a faculty member has failed to meet their academic responsibilities.
 - a. The vice provost shall review every complaint to determine whether the complaint presents an actionable violation and ~~that the complaint~~ is not clearly retaliatory or abusive in nature. Further, the vice provost shall determine whether the allegations in the complaint relate directly to research compliance and indicate this determination to the department chair conducting the probable cause review. Research compliance refers to the adherence to applicable laws, regulations, ethical standards, institutional policies, and sponsor requirements governing the responsible conduct of research activities. If the vice provost is named as a respondent, the provost shall identify a designee. If the vice provost determines that a complaint either does not allege a violation that can be addressed under this rule or was filed for clearly retaliatory or abusive purposes, the vice provost must consult with the complainant within seven days of filing to clarify the nature of the complaint. The vice provost may dismiss such a complaint within seven days of consulting with the complainant if it cannot be addressed under this rule or is clearly retaliatory or abusive in nature. This determination does not prohibit referral of a complaint filed under this rule to another applicable university process.
 - i. The complainant may appeal this dismissal in writing to the provost within seven days of this decision. Upon receiving such an appeal, the provost may either reinstate the complaint or dismiss it, and that decision is final. The provost must issue a decision within fourteen days of receiving such an appeal.
 - b. If the vice provost determines that the complaint should proceed or if the complaint is reinstated by the provost, the vice provost shall furnish a

copy of the complaint to the respondent and shall refer it to the respondent's department chair for a probable cause review in accordance with section (C) of this rule.

- i. If the faculty member's department chair is the complainant or respondent, the complaint shall be referred to the faculty member's dean for the initial probable cause review.
 - ii. For the purposes of this provision, the term "department chair" shall include school directors and deans of colleges without departments. For regional campus faculty, the campus dean ~~or~~ and director shall serve as the department chair for the probable cause review. If the complaint is filed by the regional campus dean or director, the college dean shall serve as the regional campus dean ~~or~~ and director for the probable cause review.
- c. Only allegations stated in the complaint shall be considered at the various stages of deliberation. However, additional facts relevant to the allegations set forth in the complaint may be presented throughout the process.

(C) Probable cause review~~-~~

1. The department chair shall review the allegations in the complaint and discuss the matter with the complainant and the respondent to determine whether there is probable cause to believe that the allegations are true. The department chair may have another administrator present in discussions with the complainant and respondent as they evaluate probable cause.
2. If the department chair determines that there is not probable cause to believe that the allegations are true, the chair shall dismiss the complaint.
 - a. If the complaint is dismissed, the complainant may appeal the dismissal to the dean. The appeal must be in writing and filed with the dean within twenty-one days after the notice of the chair's decision was mailed. Upon receiving such an appeal, the dean may either reinstate the complaint and refer it ~~to the college investigation and sanctioning committee~~ as described in 3335-5-04.1(C)(3) or dismiss it, and such a dismissal is final. The dean must issue a decision within thirty days after receiving such an appeal.
3. If the department chair determines that there is probable cause to believe that the allegations are true, the department chair shall refer the matter ~~to the college investigation and sanctioning committee~~ for an investigation unless the department chair completes an informal resolution in accordance with rule

3335-5-04(E). If the vice provost determines that the allegations in the complaint relate directly to research compliance, the investigation shall be referred to the Research Integrity Standing Committee. This committee is described in rule 3335-5-04.2(C) and will serve to investigate the complaint in accordance with rule 3335-5-04.1(D). If the allegations do not relate directly to research compliance, the investigation shall be referred to the college investigation and sanctioning committee.

4. The department chair shall complete this process within fourteen days.

(D) ~~College investigation and sanctioning committee~~ Investigation and sanctioning-

- (1) Each college shall appoint a college investigation and sanctioning committee, which shall fulfill the responsibilities set forth in this section. The college investigation and sanctioning committee shall be all tenured faculty or a majority of tenured faculty if including clinical/teaching/practice faculty who are non-probationary associate professors or professors. A college may include faculty members from other colleges on its committee. In instances in which the vice provost has determined that the allegations in the complaint relate directly to research compliance, the Research Integrity Standing Committee shall fulfill the responsibilities set forth in this section.

...

(E) Decision by the dean:-

1. After reviewing the report and recommendation of the college investigation and sanctioning committee or the Research Integrity Standing Committee, the dean may:
 - a. Dismiss the complaint if the committee did not find a violation;
 - b. Impose the committee's proposed sanction;
 - c. Impose what would reasonably be interpreted as an equivalent or lesser sanction; or
 - d. Increase the sanction if the committee determined that the respondent engaged in a serious failure to meet faculty obligations
2. The dean shall make a decision in twenty-one days. The final investigation report ~~of the college investigation and sanctioning committee~~ and the dean's decision shall be sent to the complainant and the respondent.

....

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

...

(B) Initial proceedings:

1. A complaint may be filed by any student or university employee, including employees from administrative offices who are filing complaints arising out of investigations by those offices. Complaints may be filed with a chair, dean, associate dean, provost, vice provost for ~~academic policy and faculty resources~~ **faculty affairs** (hereinafter “vice provost”), or the president. All complaints must be referred to the vice provost for initial review in accordance with this rule.
2. The complaint shall be set forth in writing and shall state facts to support an allegation that a faculty member has engaged in misconduct or has otherwise violated applicable law, university policies or rules, or unit governance documents.
 - a. The vice provost shall review every complaint to determine whether the complaint presents an actionable violation and ~~that the complaint~~ is not clearly retaliatory or abusive in nature. Further, the vice provost shall determine whether the allegations in the complaint relate directly to research compliance and indicate this determination to the department chair conducting the probable cause review. Research compliance refers to the adherence to applicable laws, regulations, ethical standards, institutional policies, and sponsor requirements governing the responsible conduct of research activities. If the vice provost is named as a respondent, the provost shall identify a designee. If the vice provost determines that a complaint either does not allege a violation that can be addressed under this rule or was filed for clearly retaliatory or abusive purposes, the vice provost must consult with the complainant within seven days of filing to clarify the nature of the complaint. The vice provost may dismiss such a complaint within seven days of consulting with the complainant if it cannot be addressed under this rule or is clearly retaliatory or abusive in nature. This determination does not prohibit referral of a complaint filed under this rule to another applicable university process.

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

(C) Probable cause review:

1. The department chair shall review the allegations in the complaint and discuss the matter with the complainant and the respondent to determine whether there is probable cause to believe that the allegations are true.
2. If the department chair determines that there is not probable cause to believe that the allegations are true, the chair shall dismiss the complaint.
 - (a) If the complaint is dismissed, the complainant may appeal the dismissal to the dean. The appeal must be in writing and filed with the dean within twenty-one days after the notice of the chair's decision was mailed. Upon receiving such an appeal, the dean may either reinstate the complaint and refer it as described in 3335-5-04.4(C)(3) **to the college investigation**

~~and sanctioning committee~~ or dismiss it, and such a dismissal is final. The dean must issue a decision within thirty days after receiving such an appeal.

3. If the department chair determines that there is probable cause to believe that the allegations are true, the department chair shall refer the matter to the college investigation and sanctioning committee for an investigation unless the department chair completes an informal resolution in accordance with rule 3335-5-04(E). If the vice provost determines that the allegations in the complaint relate directly to research compliance, the investigation shall be referred to the Research Integrity Standing Committee. This committee is described in rule 3335-5-04.2(C) and will serve to investigate the complaint in accordance with rule 3335-5-04.1(D). If the allegations do not relate directly to research compliance, the investigation shall be referred to the college investigation and sanctioning committee.
4. The department chair shall complete this process within fourteen days.

~~(D) College investigation and sanctioning committee~~ Investigation and sanctioning

1. Each college shall appoint a college investigation and sanctioning committee, which shall fulfill the responsibilities set forth in this section. The college investigation and sanctioning committee shall be all tenured faculty or a majority of tenured faculty if including clinical/teaching/practice faculty who are non-probationary associate professors or professors. A college may include faculty members from other colleges on its committee. In instances in which the vice provost has determined that the allegations in the complaint relate directly to research compliance, the Research Integrity Standing Committee shall fulfill the responsibilities set forth in this section.

...

(E) Decision by the dean:-

1. After reviewing the report and recommendation of the college investigation and sanctioning committee or the Research Integrity Standing Committee, the dean may:

...

2. The dean shall make a decision in twenty-one days. The final report ~~of the college investigation and sanctioning committee~~ and the dean's decision shall be sent to the complainant and the respondent.

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 20, 2025, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name:	ELLIOT BENDOLY
Title:	Professor (The Richard M. Ross Chair in Management)
College:	Fisher College of Business
Term:	August 15, 2025, through August 14, 2030
Name:	LAURA FLANNIGAN
Title:	Assistant Professor (The Warner Woodring Chair in History)
College:	Arts and Sciences
Term:	August 15, 2025, through August 15, 2030
Name:	LARRY GARVIN
Title:	Professor (The Leon M. McCorkle Jr. Professorship in Commercial Law)
College:	Law
Term:	August 15, 2025, through August 15, 2030
Name:	ANNA GAWBOY
Title:	Associate Professor (Colleen McMahon Professorship in Music)
College:	Arts and Sciences
Term:	August 15, 2025, through June 30, 2030
Name:	KURT GRAY*
Title:	Professor (Weary Foundation Endowed Chair in Social Psychology)
College:	Arts and Sciences
Term:	December 4, 2025, through June 30, 2030
Name:	ROGER GODDARD
Title:	Professor (Novice G. Fawcett Chair in Educational Administration)
College:	Education and Human Ecology
Term:	September 15, 2025, through September 14, 2030
Name:	JENNIFER GOLD*
Title:	Professor and Chair (The Harry C. and Mary Elizabeth Powelson Professorship of Medicine)
College:	Medicine
Term:	December 1, 2025, through June 30, 2030
Name:	MARYANNA KLATT
Title:	Professor-Clinical (Endowed Chair in Integrative Health)
College:	Medicine
Term:	November 1, 2025, through June 30, 2029
Name:	JOSEPH KWON
Title:	Professor (Richard M. Morrow Chair in Polymer Engineering)
College:	Engineering

Term: August 15, 2025, through June 30, 2030

Name: ROBERT LOUNT
Title: Professor (Irving Abramowitz Memorial Professorship)
College: Fisher College of Business
Term: August 15, 2025, through August 14, 2030

Name: OLAN MUNSON
Title: Assistant Professor (Dr. Chris Lee Endowed Professorship in Korean)
College: Arts and Sciences
Term: August 15, 2025, through August 15, 2030

Name: MICHAEL MURPHY
Title: Assistant Professor-Clinical (Smathers Designated Professor at the Moritz Entrepreneurial Business Law Clinic)
College: Law
Term: August 15, 2025, through August 14, 2030

Name: EFTHIMI PARASIDIS
Title: Professor (The Kara J. Trott Endowed Professorship in Law in honor of Prof. Morgan E. Shipman)
College: Law
Term: November 15, 2025, through November 14, 2030

Name: ERIK PORFELI
Title: Interim Dean
College: Education and Human Ecology
Term: January 1, 2026, through June 30, 2028, or until a permanent Dean is appointed

Name: PAUL REITTER
Title: Professor (The Ohio Eminent Scholar in German)
College: Arts and Sciences
Term: August 15, 2025, through June 30, 2030

Name: BLAINE SAITO
Title: Associate Professor (The Lawrence D. Stanley Professorship in Law)
College: Law
Term: August 15, 2025, through August 15, 2030

Name: COLLEEN SETTINERI
Title: Professor-Clinical (The Chief Justice Thomas J. Moyer Professorship for the Administration of Justice and Rule of Law)
College: Law
Term: November 15, 2025, through November 14, 2030

Name: ABRAHAM SCHNEIDER*
Title: Professor (The George C. Paffenbarger Alumni Chair in Dental Research)
College: Dentistry
Term: November 3, 2025, through November 2, 2030

Name: BENNETT TEPPER
Title: Professor (John A. Russell Chair for Communication Excellence)
College: Fisher College of Business
Term: August 15, 2025, through August 14, 2030

Name: ANDREW VAN BUSKIRK

Title: Professor (The Harry T. Mangurian, Jr. Foundation Professorship in Business)
College: Fisher College of Business
Term: August 15, 2025, through August 14, 2030

Name: XIAOGUANG WANG
Title: Assistant Professor (The H.C. 'Slip' Slider Professorship in Chemical and Biomolecular Engineering)
College: Engineering
Term: August 15, 2025, through June 30, 2030

Name: LIN ZHU NEWSAD
Title: Assistant Professor (Elizabeth McKeever Ross Professorship Fund)
College: Medicine
Term: November 1, 2025, through June 30, 2029

Reappointments

Name: YIGIT AKIN
Title: Associate Professor (Carter V. Findley Chair of Ottoman and Turkish History)
College: Arts and Sciences
Term: August 15, 2025, through June 30, 2030

Name: ARNAB CHAKRAVARTI
Title: Professor and Chair (Klotz Family Chair in Cancer Research)
College: Medicine
Term: July 1, 2025, through June 30, 2029

Name: JEFFREY CHALMERS
Title: Professor (Helen C. Kurtz Chair in Chemical Engineering)
College: Engineering
Term: July 1, 2025, through June 30, 2030

Name: DANIEL CHOW
Title: Professor (The Frank E. and Virginia H. Bazler Chair in Business Law)
College: Law
Term: November 16, 2025, through November 15, 2030

Name: LOUIS DIMAURO
Title: Professor (The Dr. Edward E. and Sylvia Hagenlocker Chair in Physics)
College: Arts and Sciences
Term: July 1, 2025, through December 31, 2027

Name: EDWARD FOLEY
Title: Professor (Charles W. Ebersold and Florence Whitcomb Ebersold Chair)
College: Law
Term: November 16, 2025, through November 15, 2030

Name: JOHN FULTON
Title: Professor (The Food, Agricultural, and Biological Engineering Endowed Professorship)
College: Food, Agricultural, and Environmental Sciences
Term: June 1, 2024, through May 31, 2029

Name: JINGYIN HUANG
Title: Associate Professor (The Alice Louise Ridenour Wood Chair in Mathematics)
College: Arts and Sciences

Term: August 15, 2025, through August 15, 2030

Name: DOROTHEE IMBERT
Title: Professor and Director (The Hubert Schmidt Chair in Landscape Architecture)
College: Engineering
Term: July 1, 2025, through June 30, 2026

Name: ALAN MICHAELS
Title: Professor (The Edwin M. Cooperman Endowed Chair at The Michael E. Mortiz College of Law)
College: Law
Term: February 1, 2026, through January 31, 2031

Name: ERIN MOORE
Title: Assistant Professor (Dr. Carl F. Asseff Professorship in Anthropology and History of Medicine)
College: Arts and Sciences
Term: August 15, 2024, through June 30, 2030

Name: DAVID NAGIB
Title: Professor (Dr. Harold "Hal" Miller and Betty J. Miller Endowed Chair in Organic Chemistry and Biochemistry)
College: Arts and Sciences
Term: August 15, 2025, through August 14, 2027

Name: RITA PICKLER
Title: Professor (FloAnn Sours Easton Endowed Professorship in Child and Adolescent Health)
College: Nursing
Term: October 1, 2025, through May 15, 2028

Name: JAMES ROCCO
Title: Professor and Chair (The Mary E. and John W. Alford Research Chair in Head and Neck Cancer)
College: Medicine
Term: July 1, 2025, through June 30, 2029

Name: BRUCE WEINBERG
Title: Professor (Eric Byron Fix-Monda Endowed Chair)
College: Arts and Sciences
Term: December 4, 2025, through August 14, 2026

Extensions

*New Hire

Appointments/Reappointments of Chairpersons

ARNAB CHAKRAVARTI**, Chair, Department of Radiation Oncology, July 1, 2025, through June 30, 2029

LOUIS DIMAURO**, Director, Institute for Optical Science, August 15, 2025, through August 14, 2026

JENNIFER GOLD*, Chair, Department of Biomedical Education and Anatomy, December 1, 2025, through June 30, 2030

JOHN HORACK, Vice President for Research, Enterprise for Research, Innovation and Knowledge, October 1, 2025, through September 30, 2027

LAURA JUSTICE**, Executive Director, Schoenbaum Family Center and the Crane Center for Early Childhood Research and Policy, August 15, 2026, through August 14, 2031

JOHN LENHART, Acting Chair, Department of Civil, Environmental and Geodetic Engineering, August 1, 2025, through December 31, 2025

JAMES ROCCO**, Chair, Department of Otolaryngology, July 1, 2025, through June 30, 2029

JEANNE SERB*, Chair, Department of Evolution, Ecology and Organismal Biology, January 1, 2026, through June 30, 2029

**Reappointment

*New Hire

Faculty Professional Leaves

LEAH BEVIS, Associate Professor, Agricultural, Environmental and Development Economics, FPL for Spring 2026

ENRICO BONELLO, Professor, Plant Pathology, FPL for Spring 2026

ELIZABETH KOLKOVICH, Associate Professor, Department of English, Mansfield Campus, FPL for Fall 2025 and Spring 2026

RATTAN LAL, Distinguished University Professor, School of Environmental and Natural Resources, FPL for Spring 2026

SAYEED MEHMOOD, Associate Professor, School of Environmental and Natural Resources, FPL for Spring 2026

RYAN NASH, Associate Professor, Department of Biomedical Education and Anatomy, FPL for Fall 2026

Faculty Professional Leave Changes/Cancellations

GEORGIOS ANAGNOSTOU, Professor, Department of Classics, Change of FPL from Fall 2025 and Spring 2026 to Fall 2025 only

E. LEIGH BONDS, Associate Professor, University Libraries, Change of FPL from Fall 2025 to Fall 2026

NICHOLAS BRUNELLI, Professor, Department of Chemical and Biomolecular Engineering, Change of FPL from Fall 2025 and Spring 2026 to Fall 2025 only

OVIDIU COSTIN, Professor, Department of Mathematics, Cancellation of FPL for Fall 2025 and Spring 2026

ANDREW CRUSE, Associate Professor, Knowlton School of Architecture, Cancellation of FPL for Fall 2025 and Spring 2026

YVONNE GODDARD, Associate Professor, Department of Educational Studies, Cancellation of FPL for Fall 2025

DOROTHEE IMBERT, Professor, Knowlton School of Architecture, Cancellation of FPL for Fall 2025 and Spring 2026

RAGHU MACHIRAJU, Professor, Department of Computer Science and Engineering, Cancellation of FPL for Fall 2025 and Spring 2026

SRINIVASAN PARTHASARATHY, Professor, Department of Computer Science and Engineering, Cancellation of FPL for Fall 2025 and Spring 2026

DARREN ROULSTONE, Professor, Department of Accounting and Management Information Systems, Cancellation of FPL for Spring 2026

VLADIMIR SLOUTSKY, Professor, Department of Psychology, Change of FPL from Fall 2025 and Spring 2026 to Fall 2025 only

Emeritus Titles

V.M. BALASUBRAMANIAM, Department of Food Science and Technology, with the title of Professor Emeritus, effective September 1, 2025

DENNIS BARTHOLOMEW, Department of Pediatrics, with the title of Professor-Clinical Emeritus, effective January 1, 2024

GREGORY BOOTON, Department of Molecular Genetics, with the title of Assistant Professor-Clinical Emeritus, effective January 1, 2026

MATTHEW CARIELLO, Department of English, with the title of Associated Faculty Emeritus, effective January 1, 2026

JOHN CHRISTMAN, Department of Internal Medicine, with the title of Professor Emeritus, effective July 1, 2026

ROSS DALBEY, Department of Chemistry, with the title of Professor Emeritus, effective August 1, 2025

DAVID DEAN, Department of Materials Science and Engineering, with the title of Associate Professor Emeritus, effective January 1, 2026

HAROLD GIBBS, Department of Evolution, Ecology, and Organismal Biology, with the title of Professor Emeritus, effective March 1, 2026

CAROLYNN JONES, College of Nursing, with the title of Professor-Clinical Emeritus, effective January 1, 2026

JACK KOPECHEK, Department of Pediatrics, with the title of Professor-Clinical Emeritus, effective March 1, 2026

ROBERT LEE, College of Pharmacy, with the title of Professor Emeritus, effective October 1, 2025

DAN LEVIN, Department of Economics, with the title of Professor Emeritus, effective August 15, 2025

DOUGLAS MARTIN, Department of Radiation Oncology, with the title of Professor-Clinical Emeritus, effective November 1, 2025

JOHN MCCONAGHY, Department of Family and Community Medicine, with the title of Professor-Clinical Emeritus, effective January 1, 2026

MINEHARU NAKAYAMA, Department of East Asian Languages and Literature, with the title of Professor Emeritus, effective June 1, 2026

BISHUN PANDEY, Department of Mathematics, with the title of Professor Emeritus, effective December 1, 2025

THALIYIL RAJANBABU, Department of Chemistry and Biochemistry, with the title of Professor Emeritus, effective January 1, 2026

JOHN SHERIDAN, College of Dentistry, with the title of Professor Emeritus, effective August 1, 2025

ROYCE THORNTON, Agricultural Technical Institute, with the title of Assistant Professor Emeritus, effective October 1, 2025

SUSAN TRAVERS, College of Dentistry, with the title of Professor Emeritus, effective November 1, 2025

W. JAMES WALDMAN, Department of Pathology, with the title of Associate Professor Emeritus, effective August 1, 2025

ROBIN WHARTON, Department of Molecular Genetics, with the title of Professor Emeritus, effective January 1, 2026

MELENA WHITTINGTON, Agricultural Communication Education and Leadership, with the title of Professor Emeritus, effective September 1, 2025

THOMAS WORLEY, Department of Extension, with the title of Associate Professor Emeritus, effective April 1, 2025

CHRISTOPHER ZIRKLE, Department of Educational Studies, with the title of Associate Professor Emeritus, effective January 1, 2026

2025/2026 Hires

COLLEGE OF ARTS AND SCIENCES

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

PROMOTION TO PROFESSOR WITH TENURE

Serb, Jeanne, Evolution, Ecology and Organismal Biology, January 1, 2026

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Everett, Bethany, Sociology, January 1, 2026

Linke, Andrew, Geography, August 15, 2026

COLLEGE OF ENGINEERING

PROMOTION TO PROFESSOR WITH TENURE

Pekkan, Kerem, Biomedical Engineering, January 1, 2026

COLLEGE OF ENGINEERING CLINICAL

REAPPOINTMENT

Atiq, Syedah Zahra, Computer Science and Engineering, August 15, 2025

Boggus, Matthew, Computer Science and Engineering, August 15, 2026

Eryilmaz, Irem, Electrical and Computer Engineering, August 15, 2025

Jhemi, Ali, Mechanical and Aerospace Engineering, August 15, 2026

Kentner, Jason, Knowlton School of Architecture, August 15, 2026

Leonard, Don, Knowlton School of Architecture, August 15, 2026

Nocera, Tanya, Biomedical Engineering, August 15, 2025

Ritchie, Brian, Mechanical and Aerospace Engineering, August 15, 2026

Villarroel, Wladimiro, Electrical and Computer Engineering, August 15, 2025

Zaccai, Diego, Computer Science and Engineering, August 15, 2026

COLLEGE OF ENGINEERING RESEARCH

REAPPOINTMENT

Harwig, Dennis, Materials Science Engineering, August 15, 2026

Nahar, Niru, Electrical and Computer Engineering, August 15, 2025

Yardim, Caglar, Electrical and Computer Engineering, August 15, 2025

2025/2026 Hires

COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

PROMOTION TO PROFESSOR WITH TENURE

Huang, Jen-Yi, Food, Agricultural and Biological Engineering, January 6, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Lade, Gabriel, Agricultural, Environmental and Developmental Economics, August 15, 2025

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR WITH TENURE

Merlin, Jessica, Internal Medicine, October 7, 2025

Gold, Jennifer, Biomedical Education and Anatomy, December 1, 2025

Rathmell, W. Kimryn, Internal Medicine, August 5, 2025

Sen, Triparna, Internal Medicine, September 16, 2025

Torrelles, Jordi, Internal Medicine, October 7, 2025

COLLEGE OF MEDICINE RESEARCH

REAPPOINTMENT

Alain, Gabriel, School of Health and Rehabilitation Sciences, July 1, 2025 (updated date)

Baker, Gretchen, School of Health and Rehabilitation Sciences, July 1, 2025 (updated date)

SALMON P. CHASE CENTER FOR CIVICS, CULTURE, AND SOCIETY

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Simpson, William, January 1, 2026

COLLEGE OF VETERINARY MEDICINE CLINICAL

REAPPOINTMENT

Dennis, Pam, Veterinary Preventive Medicine, September 1, 2025

DEGREES AND CERTIFICATES

Synopsis: Approval of Degrees and Certificates for autumn term 2025 is proposed.

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

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

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on December 21, 2025, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.