The Ohio State University
Board of Trustees

May 31, 2019

THURSDAY, MAY 30, 2019
ACADEMIC AFFAIRS AND STUDENT LIFE COMMITTEE MEETING

Alex Shumate
Brent R. Porteus
Cheryl L. Krueger
Abigail S. Wexner
Hiroyuki Fujita
Alan A. Stockmeister
Elizabeth P. Kessler
Jeff M.S. Kaplan
Anand Shah
Alan VanderMolen
Janet Porter
Richard K. Herrmann
Michael J. Gasser (*ex officio*)

Location: Longaberger Alumni House
Mount Leadership Room

Time: 12:30-2:15pm

ITEMS FOR DISCUSSION

1. *A Decade of Innovation in the Student Experience – Dr. Adams-Gaston* 12:30-12:45pm
2. *Digital Flagship: Innovation in Teaching and Learning – Mr. Hofherr* 12:45-1:00pm
3. *Updates to the General Education Curriculum – Dr. McPheron* 1:00-1:15pm

ITEMS FOR ACTION

4. Revocation of Emeritus Status – Dr. McPheron 1:15-1:45pm
5. Amendments to the *Code of Student Conduct* – Dr. McPheron, Dr. Adams-Gaston
6. Amendments to the *Rules of the University Faculty* – Dr. McPheron
7. Establishment of New Degree Programs – Dr. McPheron
8. Degrees and Certificates – Dr. McPheron
9. Honorary Degree – Dr. McPheron
10. Faculty Personnel Actions – Dr. McPheron

Executive Session 1:45-2:15pm

A DECADE OF INNOVATION IN THE STUDENT EXPERIENCE

Since 2009, The Ohio State University Office of Student Life has made great strides in creating the extraordinary student experience. Student Life's foundational understanding is that every student has a unique background and set of needs, which informs every program and service offered. Student Life's work is grounded in student development theories and focused on supporting students on their paths to success by helping them live healthy, fulfilling lives throughout their time at Ohio State.

Over the past decade, Student Life has led a transformation of the student experience on campus beginning with the opening of the new Ohio Union in 2010. The Ohio Union is now a vital part of the campus community, welcoming, on average, over 11,000 visitors per day during the academic year. Likewise, residential living on campus, which is associated with many positive outcomes for students, including higher retention and graduation rates (Schudde, 2011), has undergone developmental changes over the past decade with renovations to the South Campus area and the North Residential District Transformation, which opened in autumn semester 2016. From 2009 to 2019, the number of residence hall beds available on campus increased from 9,940 to nearly 15,000.

Transforming the residential experience, including the second-year live-on requirement, was driven by the university's ongoing commitment to redefine the student experience. A key component of that experience is now the Second-year Transformational Experience Program (STEP), which fully launched during the 2016-2017 academic year and now engages 3,000 second-year students and 190 Faculty Mentors each year. STEP is a nationally award-winning collaboration between the Office of Academic Affairs and the Office of Student Life, focusing on the success and development of second-year students through intentional interactions with a Faculty Mentor and other second-year peers, professional development co-curriculars and the opportunity to complete a transformative Signature Project.

The results from research on STEP are impressive. Students who participate in STEP are five times more likely to be retained to their third-year compared to their peers. STEP students also report statistically significant increases over the course of their second year in accessing campus resources, comfort in interacting with faculty and greater confidence in their leadership skills, career path and academic success.

Learning and student development are at the core of what Student Life does, and in the past ten years, learning opportunities on- and off-campus have grown dramatically. From 2009 to 2019, the number of student organizations increased from 993 to 1,381. Over 8,000 individuals annually participate in Social Justice Education workshops through the Multicultural Center. There were more than 94,000 student engagements in the Central Ohio community, including participation in service projects and use of discounted tickets to local attractions and events, during the 2017-2018 academic year. Taking part in these types of co-curricular activities and learning shape students in enduring ways. Results from the 2018 Student Life Survey found that students who are involved on campus are 3.2 times more likely to agree that Ohio State has contributed to their personal growth.

Although Student Life focuses on learning and development while students are on campus, it is also imperative to prepare students for life after college. Since 2009, Student Life has been a leader in reshaping career preparation and services to respond to the shifting needs of the labor market. Ohio State offers a decentralized career model, with the colleges providing college-specific career services. Student Life's Buckeye Careers, which began in 2012, along with Career Counseling and Support Services, provide umbrella support for all students at the university. Buckeye Careers has made several advances, including beginning the first university-wide Career and Internship Fair in 2014 and implementing Handshake, a unified career posting platform, in 2018. Within the first six months of using Handshake, over 30,000 positions targeted Ohio State students.

As part of preparing students for careers, Student Life Human Resources developed and launched the Student Employment Experience (SEE) program during the 2014-2015 academic year. SEE sets and communicates expectations for student employee growth and development through a learning-centric employment role, guided reflections on work (GROW, used with the permission of the University of Iowa) and training and development opportunities. Results from research on SEE finds that, compared to student employees not in the program, being in the SEE program statistically significantly predicts making connections between employment experiences and academics. Additionally, students who participate in the SEE program demonstrate higher learning competencies (for example, critical thinking and problem solving; communication; and humanitarian and civic engagement) than those who did not participate. Today, all Student Life student employees are part of SEE, and other colleges and units on campus are adopting the program (e.g., Alumni Association, College of Education and Human Ecology).

Student Life has also made great strides in fostering a culture of wellness on campus. The Student Wellness Center trains and mobilizes 261 peer coaches or ambassadors each year to educate their fellow students on the nine dimensions of wellness. Peer education is a best practice and allows students to engage in conversation with and learn from other students (Shook and Keup, 2012). To support students who are in recovery from alcohol or other drug addiction, Student Life created the Collegiate Recovery Community in 2012, and the program will move into new space in Baker Hall in the coming year.

This brief list of accomplishments highlights how the Office of Student Life has created, and transformed, the extraordinary student experience at Ohio State over the past ten years.

References

Schudde, L. T. (2011). The causal effect of campus residency on college student retention. *Review of Higher Education*, 34(4), 581-610.

Shook, J. L, & Keup, J. R. (2012). The benefits of peer leader programs: An overview from the literature. *New Directions for Higher Education*, 157, 5-16.

DIGITAL FLAGSHIP

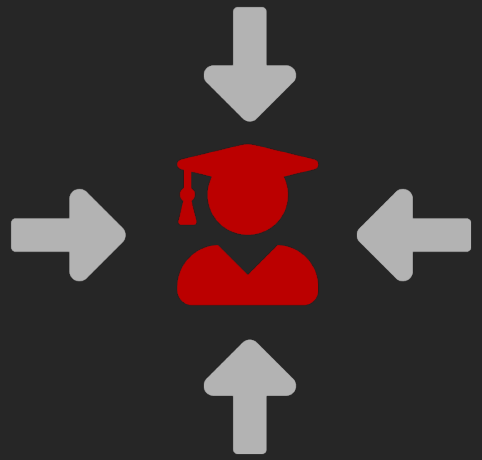
ACCESS. AFFORDABILITY. CAREER READINESS.

Mike Hofherr, Vice President and CIO

THE OHIO STATE UNIVERSITY

DIGITAL FLAGSHIP

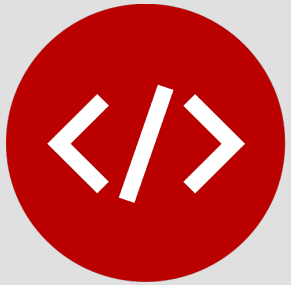

Digital Flagship is a **student success** initiative.



CENTERING ON **STUDENTS**

Eroding myths of “digital natives,” **supporting student access** through common technology, **facilitating workforce development** for a rapidly changing future.

DIGITAL FLAGSHIP



Student Technology

Coding Curriculum

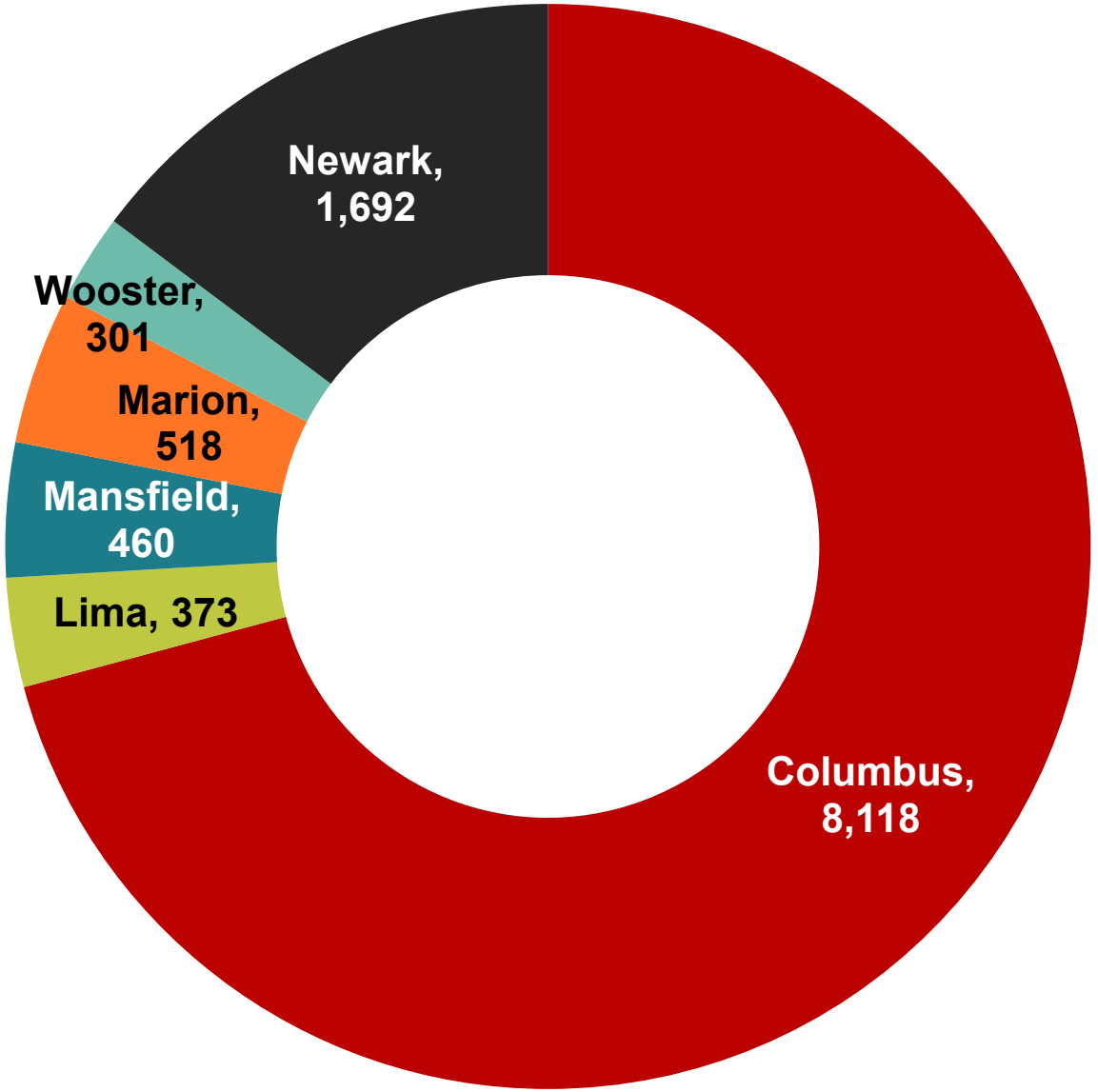
Design Lab & App Development

Student Technology

Providing common technology to all students to support digital literacy, curricular integration, and workforce readiness.

YEAR **ONE**

11,462 students from all Ohio State campuses **received technology and training.**



DEVICE **STATUS**

90%

active in any 24 hour period

~4%

inactive over 3 days

<2%

damage/ repair/ loss

YEAR **TWO**

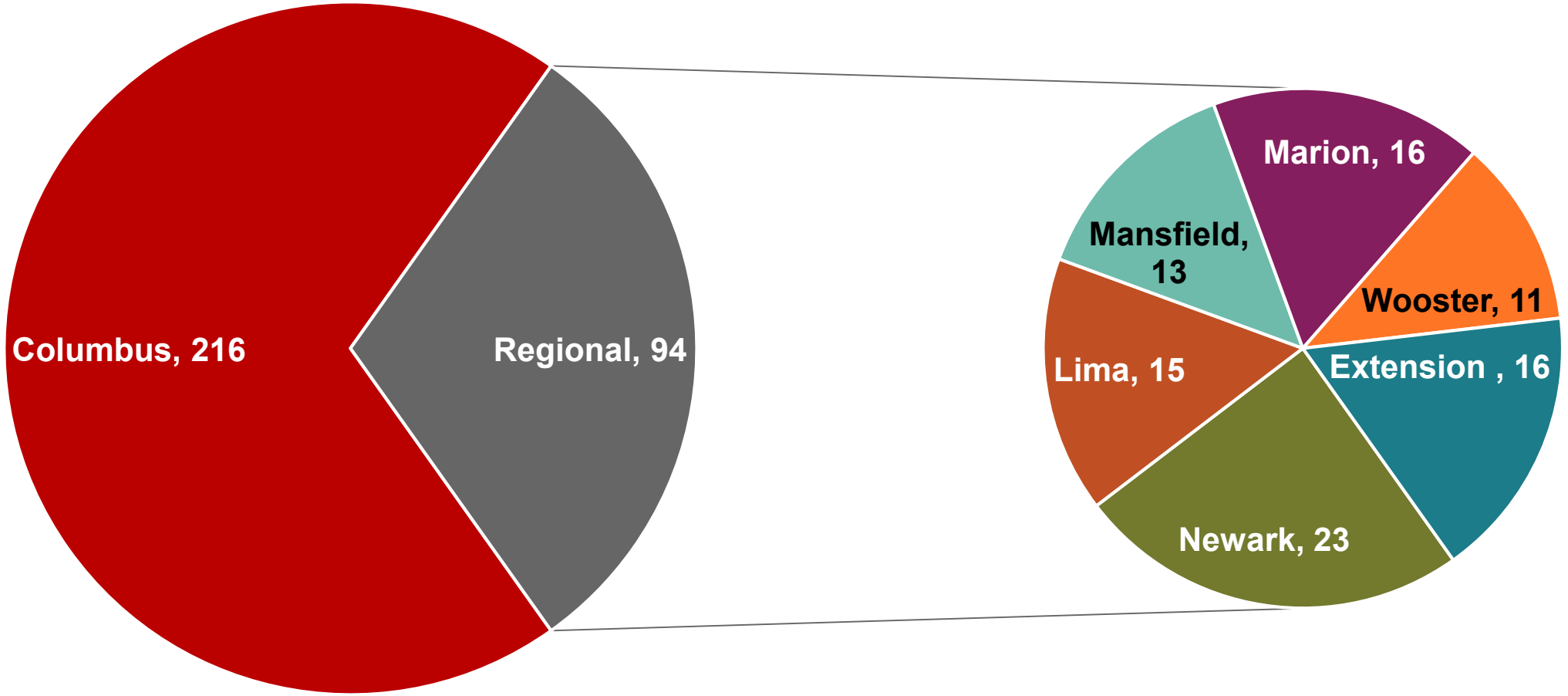
More than 13,000 new first year and eligible transfer students will receive technology.

Year two programs include **expanded integration into orientation,** First Year Experience, STEP, Office of Diversity and Inclusion, and Student Life programming.

DIGITAL FLAGSHIP **EDUCATORS**

- **Developing** faculty digital literacy
- **Supporting** course development and use of technology to meet course objectives
- **Creating** cross-disciplinary connections among faculty
- **Reaching** instructors from all Ohio State campuses

310 **INSTRUCTORS** SERVED



DIGITAL FLAGSHIP **FINDINGS Y1**

STUDY SKILLS

Improved notetaking and content markup; **better organization and retention** of course material.

SAVINGS

Quality technology at no cost to students; platform for affordable digital content; **significantly reduces student cost.**

EFFICIENCY

More **effective** and **integrated** use of CarmenCanvas; enhanced student and faculty **collaboration**; significantly reduced printing.

DIGITAL FLAGSHIP **GOALS Y2**

STUDY SKILLS

Increased research and analysis of Flagship's impact on study skills and student success.

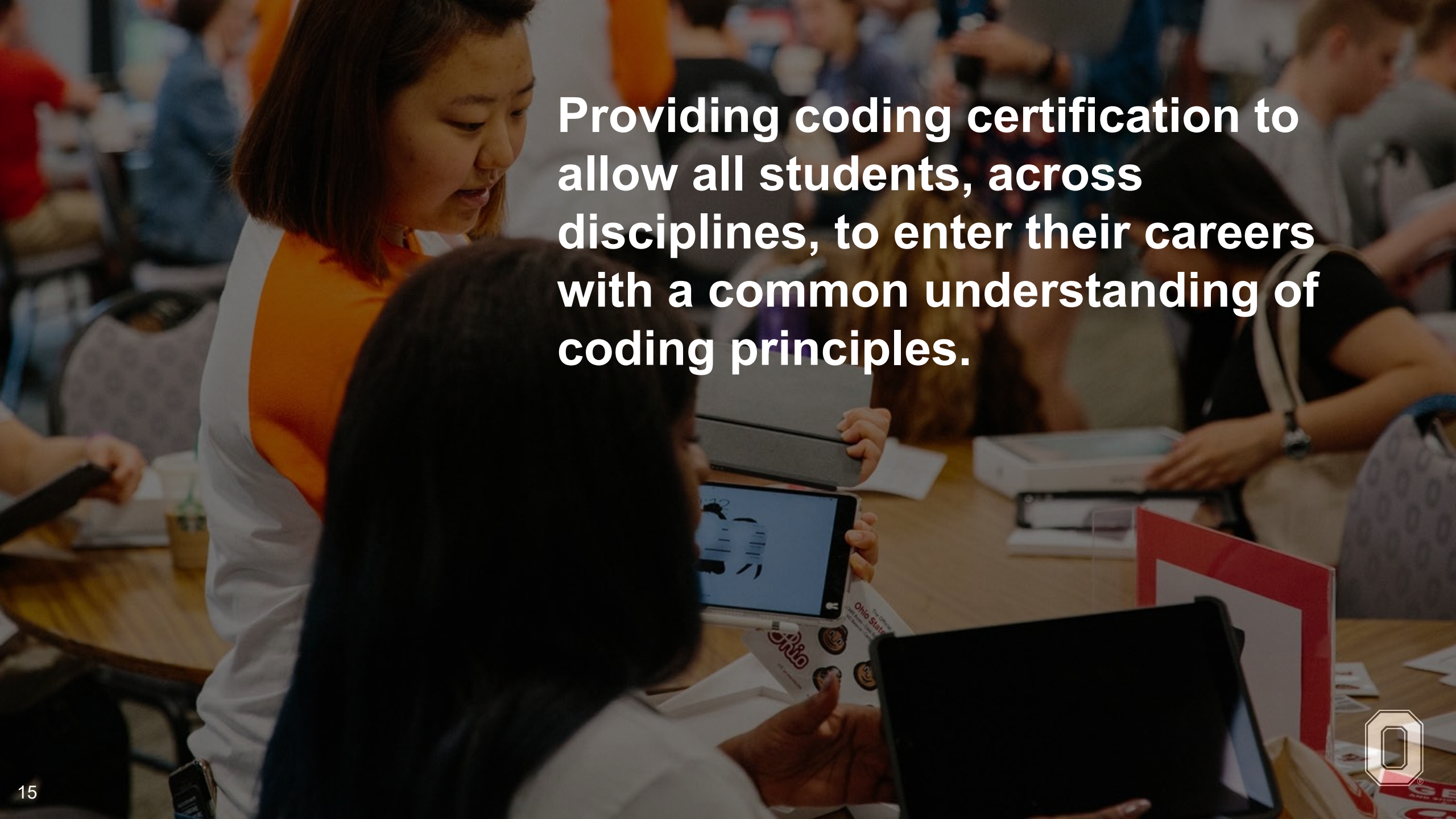
SAVINGS

CarmenBooks implementation in AU19 provides day-one textbook access on iPad at reduced cost to students.

FACULTY

Expansion of high-quality digital faculty education in alignment with UITL.

Swift Coding and App Development Certificate



Providing coding certification to allow all students, across disciplines, to enter their careers with a common understanding of coding principles.

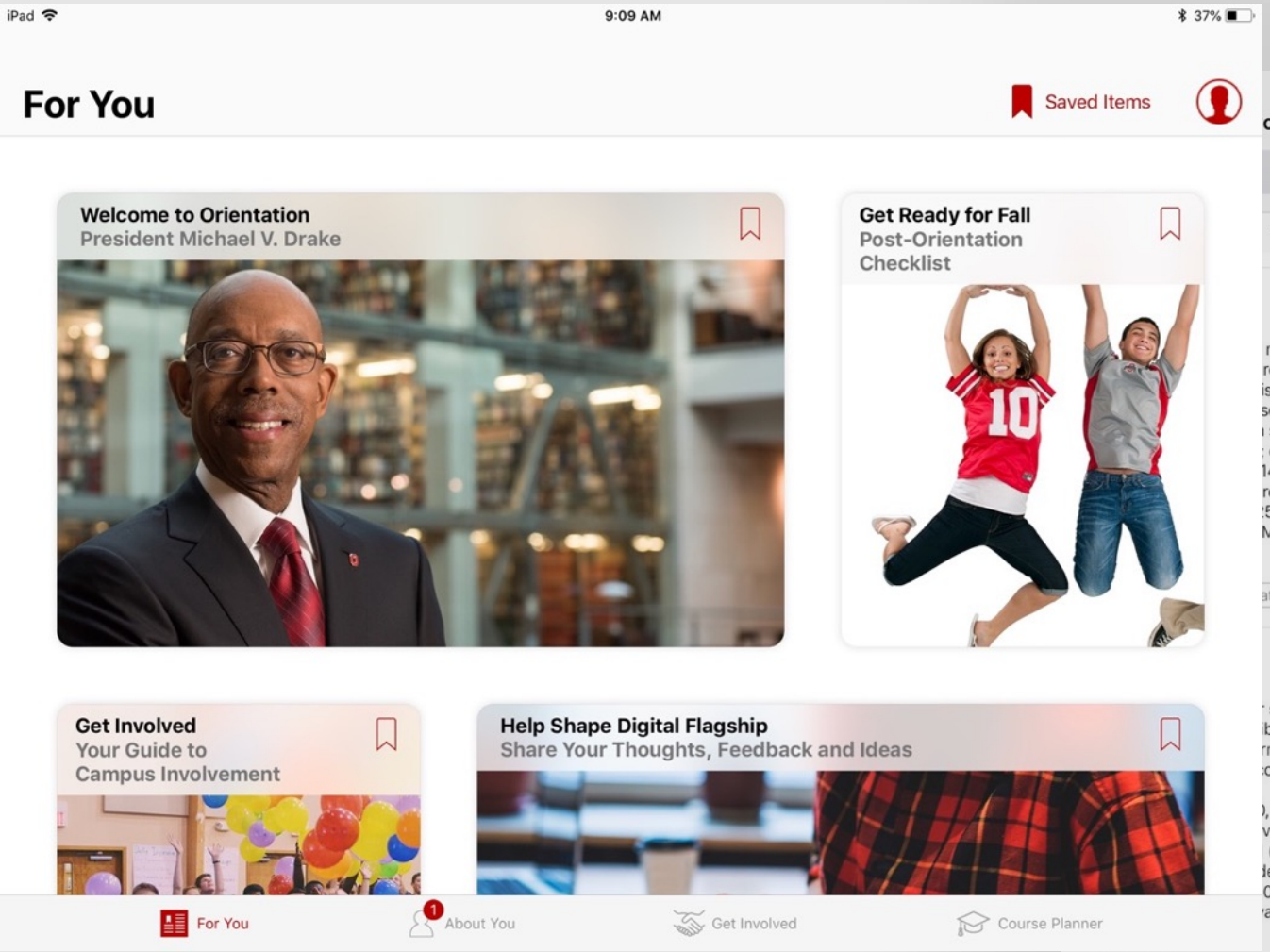
SWIFT CODING/APP DEVELOPMENT

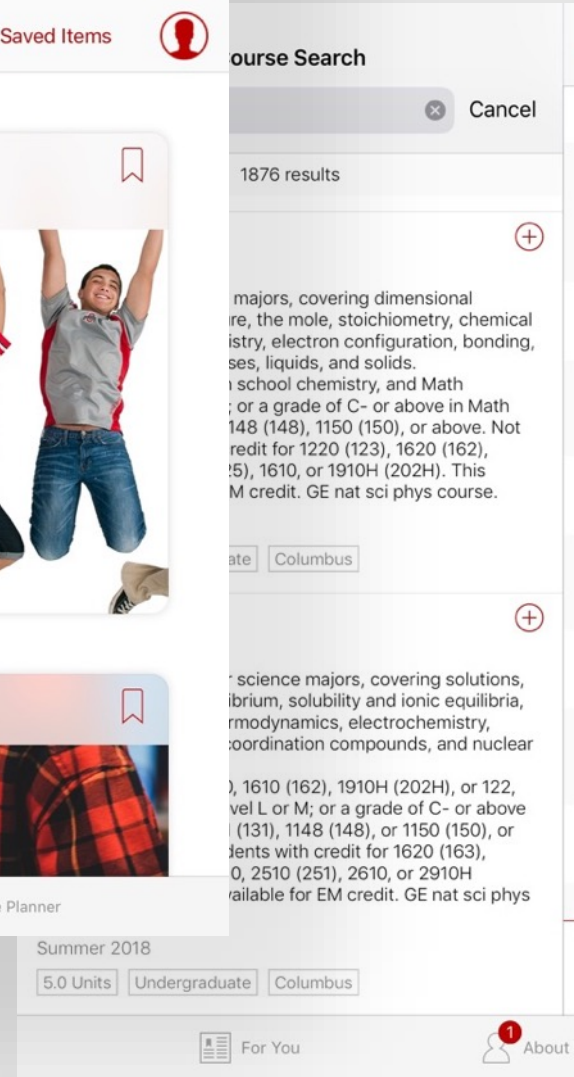
Through the certificate, **students build the skills needed to develop an app of their own** and work confidently in Apple's Swift programming language – all **on their schedule without increasing cost or time to degree.**

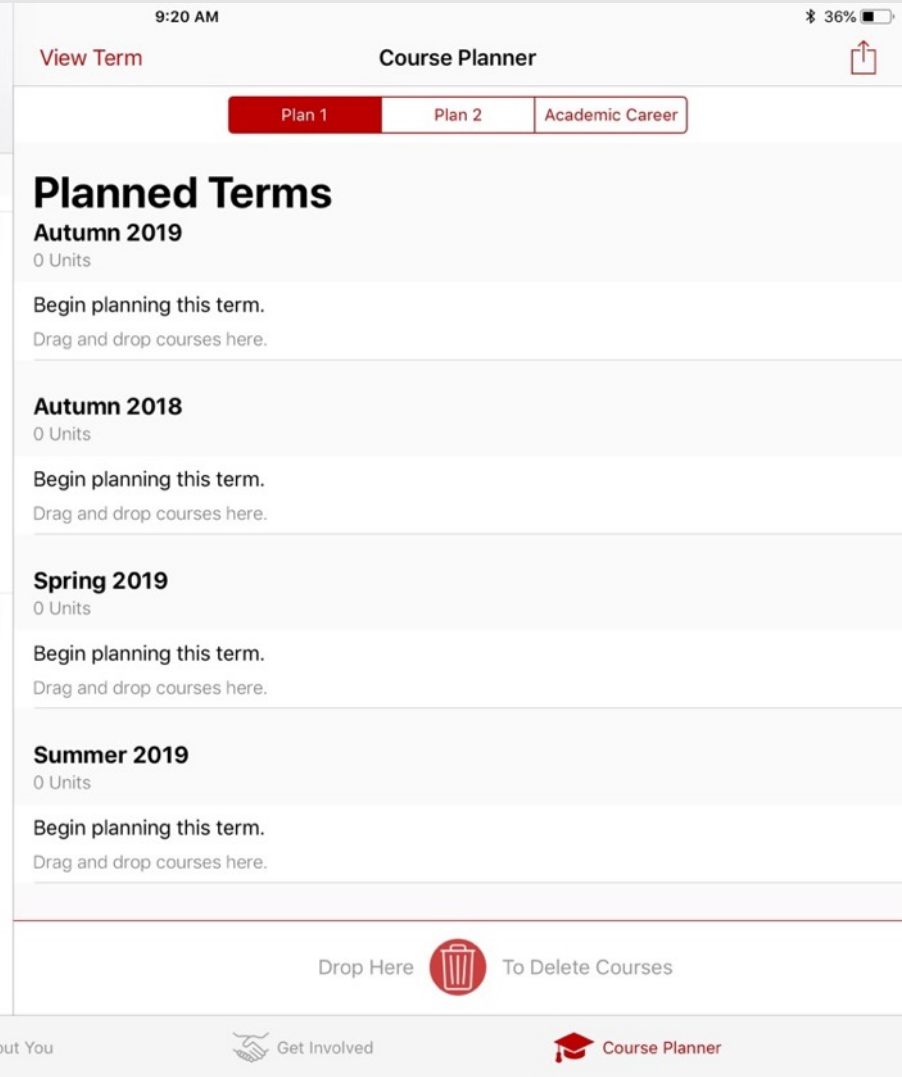
The **self-paced online curriculum** is divided into four competency-based courses **leading to a continuing education certificate** (non-credit) from Ohio State in the basics of Swift coding and app development processes.

The certificate program will be launched in stages throughout the 2019-20 academic year.

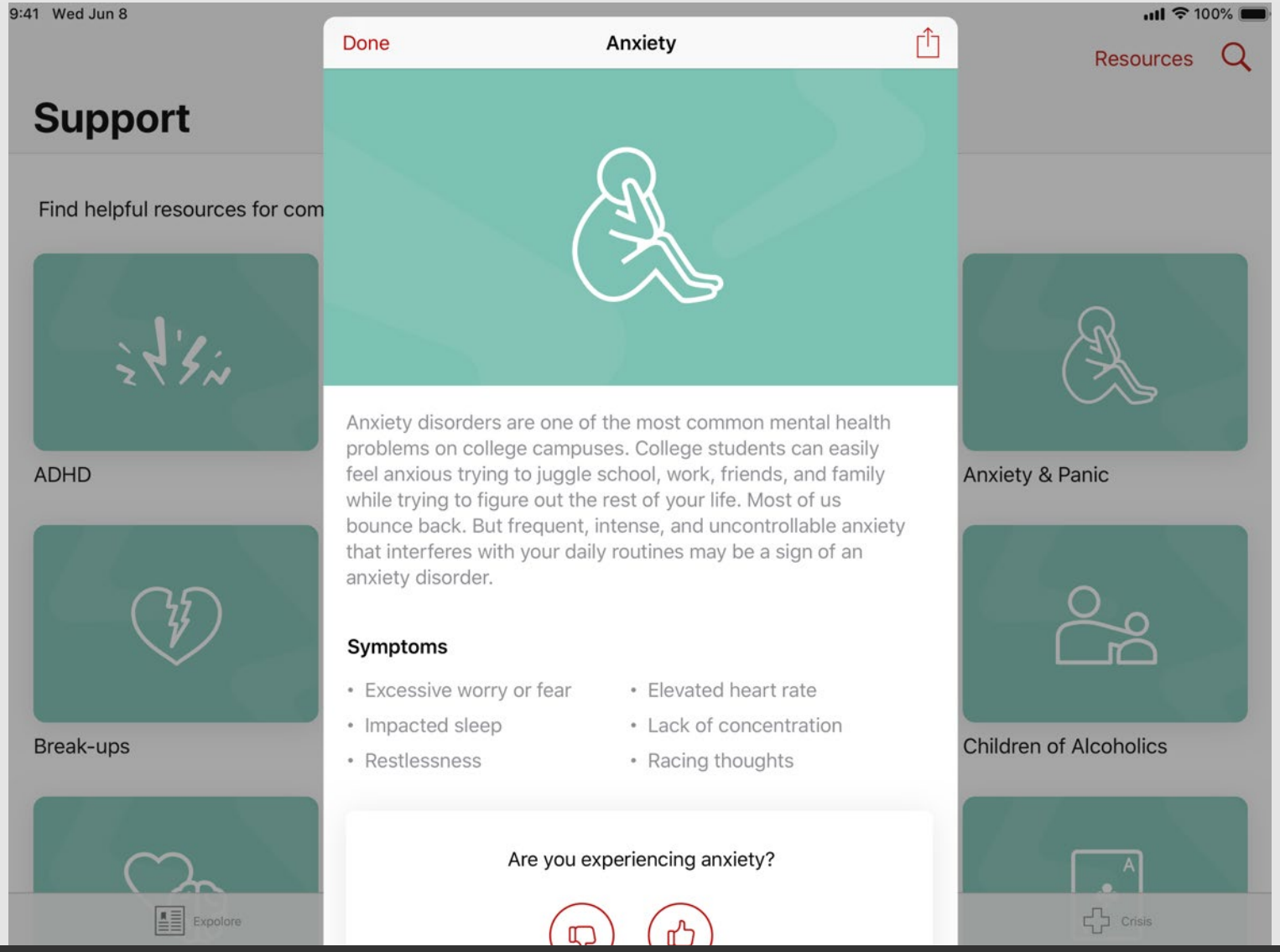
Mobile Design Lab & App Development







Ohio State: **Discover**



Mental Health

Coding.
App design.
Digital skills.

MOBILE DESIGN LAB **ACTIVITIES**

- Digital Literacy
- Design Thinking
- Hands On Coding
- App Development

INSTRUCTOR EXPERIENCE

Elizabeth Wellman, PhD
Lecturer, Department of Theater

STUDENT EXPERIENCE

Robert Yengo

Junior, Systems Engineering

THANK YOU!

Mike Hofherr | @mbhofherr
Vice President and CIO

digitalflagship.osu.edu

GENERAL EDUCATION UPDATE

Preparing the 21st Century Global Citizen

Bruce A. McPheron, PhD
Executive Vice President and Provost

May 30, 2019

GENERAL EDUCATION

General education provides the **foundation** upon which our students will build their **understanding** of society.

GENERAL EDUCATION

30 *YEARS SINCE LAST MAJOR UPDATE*

TOP-TO-BOTTOM EFFORT DRIVEN BY
FACULTY

New GE endorsed by:

- All 12 undergraduate-serving colleges
- The regional campuses
- Council on Academic Affairs
- University Senate

2 *YEARS IN DEVELOPMENT*

MORE THAN
800 *LISTENING SESSION PARTICIPANTS*

GENERAL EDUCATION

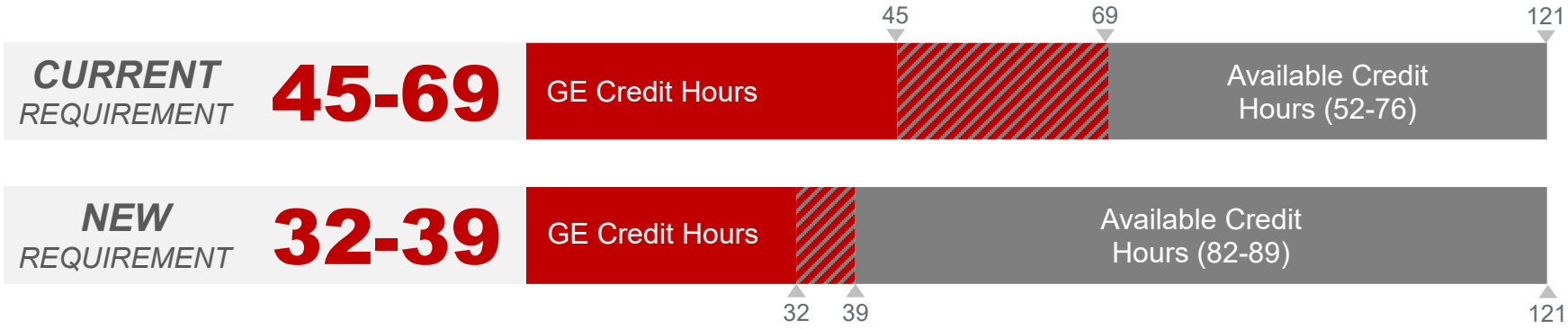
OUTCOMES FOR STUDENTS

COHESIVE and **INTEGRATED** program

Students prepared as **GLOBAL CITIZENS**

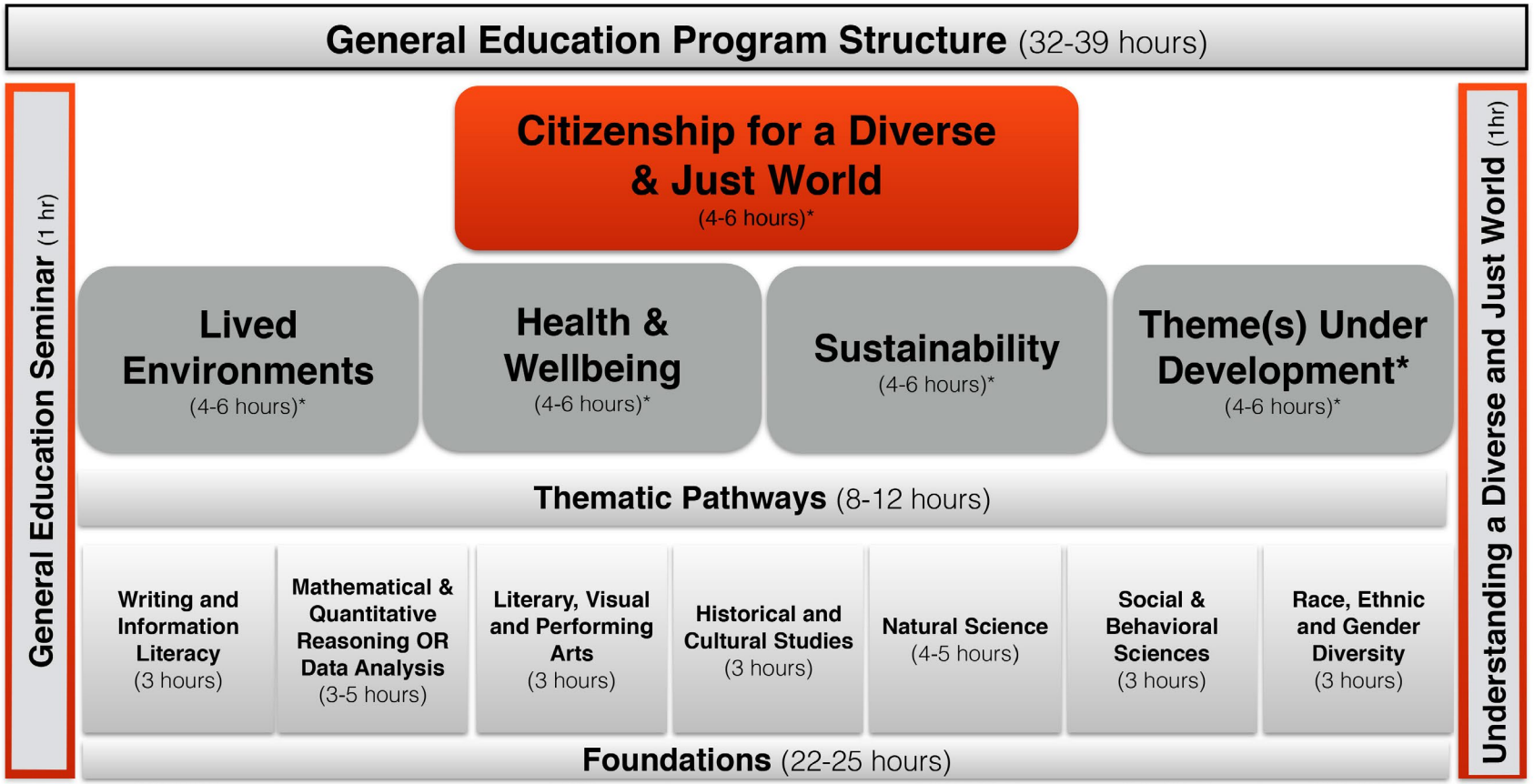
Emphasis on **CRITICAL THINKING**

Reduced credit requirement provides **INCREASED FLEXIBILITY** to pursue **electives, minors or second majors**



UPDATED STRUCTURE

Components: Foundations | Thematic Pathways | Bookends



FOUNDATIONS

Totals **22-25** credit hours

Consistent educational grounding for **all students**

Aligns with **Ohio Transfer Module**

Writing and Information Literacy
3-5 hours

Mathematical and Quantitative Reasoning OR Data Analysis
3-5 hours

Literary, Visual and Performing Arts
3 hours

Historical and Cultural Studies
3-5 hours

Natural Science
4-5 hours

Social and Behavioral Sciences
3 hours

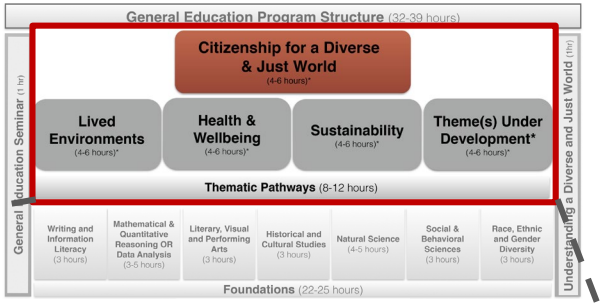
Race, Ethic and Gender Diversity
3 hours

THEMATIC PATHWAYS

Totals **8-12** credit hours

Broad areas of **contemporary importance**

Utilize a **liberal arts approach**



Citizenship for a Diverse and Just World
4-6 hours

Lived Environments	Health and Wellbeing	Sustainability	Theme(s) Under Development
4-6 hours	4-6 hours	4-6 hours	4-6 hours

BOOKENDS

One credit hour each

Begin and end the program with
critical self-reflection

General Education Seminar
1 hour

Introduce students to structure and value of the General Education curriculum

Understanding a Diverse and Just World
1 hour

Students reflect on what they have learned and demonstrate how their thinking has evolved

NEXT STEPS

BY END OF 2019 CALENDAR YEAR

Committee drafts implementation plan.

Undergraduate colleges review and approve.

2020 CALENDAR YEAR

Colleges redesign courses and adjust offerings to fit new curriculum and submit for approval.

AUTUMN SEMESTER, 2021

New GE curriculum takes effect.

Ohio State News

Senate approves overhauled Gen Ed program to begin autumn 2021

Cohesive structure expands opportunities for electives, minors and double majors

The University Senate has overwhelmingly approved the first major overhaul of Ohio State's General Education curriculum since its creation more than 30 years ago.

The university will now begin working on detailed implementation plans so that the new GE program can launch in Autumn Semester 2021, providing a cohesive academic foundation for a generation of future Buckeyes.

The new GE is designed to be an integrative program that threads through a student's undergraduate career but requires fewer credits, providing students with more flexibility to pursue electives, minors or second majors. The structure emphasizes critical thinking and is intended to provide students with a breadth of awareness, knowledge and skills that cross disciplinary boundaries and prepares them to be global citizens.

"It has been decades since we re-evaluated our General Education curriculum in a meaningful way," Executive Vice President and Provost Bruce McPheron said. "Career paths are different, technologies are different, and the subject matter of our majors has changed over that period.

"It's understood that our students need a common educational grounding, but the real power of an Ohio State degree should enable them to weave together disparate threads of knowledge and to integrate that information into higher-order thinking and innovation."

All 12 undergraduate-serving colleges endorsed the GE structure before the proposal was presented to University Senate.

The new structure requires 32 to 39 credit hours of GE coursework. By comparison, a Bachelor of Arts degree currently requires 46 to 69 hours of GE coursework and a Bachelor of Science requires 45 to 66 hours.

The new GE model consists of three parts: foundation courses, courses in thematic areas, and "bookend" courses at the beginning and end of the program.

- The **foundations component** includes classes in writing, mathematical and quantitative reasoning, data analysis, the arts and humanities, historical studies, and social and behavioral science. While it aligns closely with the current GE curriculum, it includes one notable addition: It requires students to take three credit hours in the area of race, ethnic and gender diversity. Significantly, the foundations component also aligns with the Ohio Transfer Module, which allows students to transfer credits from one Ohio public college or university to another in order to avoid duplicating course requirements.

- The **thematic component** examines broad areas of contemporary importance through a liberal arts approach. All students will complete Citizenship for a Diverse and Just World, a theme that consists of the foundation course on racial, ethnic and gender diversity, plus two additional courses. Students will then complete courses in one of the other themes that align with Ohio State's mission as a public, land-grant, urban, engaged, research university: Lived Environments, Health and Wellbeing, Sustainability, and a theme or themes still to be developed.

- The **bookends piece** consists of two one-credit classes. The first, a General Education Seminar, introduces students to the structure and value of the GE program. The second class, Understanding a Diverse and Just World, is the last class of the GE program. It is designed to give students the opportunity to reflect on their learning across all GE courses and demonstrate how their thinking has evolved.

"Right now we have a GE program, but one that looks very different from college to college. Under this, the GE structure will be more consistent from student to student," said Eric C. Bielefeld, an associate professor in speech and hearing science who chairs the

Council on Academic Affairs. “This cohesive model will provide our students with a broad-based general education, with the theme coursework that can help inform their specialties as they move deeper into their majors.”

With the Senate approval, an implementation committee will be formed that includes broad representation of undergraduate colleges. During the implementation period, individual colleges will redesign courses and adjust offerings to meet the new GE standards.

Ohio State’s current General Education curriculum was established in 1988. (For context, the World Wide Web was created a year later.) Since then, the GE program has been reviewed three times — in 1996, 2002 and 2007 — but never substantially revised, even as the university shifted to selective admissions and first-year students increasingly arrived with course credits already in hand.

Following the recommendation of the University Senate, a 16-member coordinating committee — led by Larry Krissek, now professor emeritus; Catherine Montalto, associate professor of consumer science in the College of Education and Human Ecology; and Andrew Martin, professor of sociology in the College of Arts and Sciences — was established in February 2017 to review the GE curriculum, a process largely driven by faculty. In March 2018, the committee released its draft proposal after soliciting feedback from the university community.

Each of the colleges and campuses with undergraduate students then began its own review. Once endorsed by all parties, the final, revised proposal was sent to the Council on Academic Affairs, which unanimously approved the proposal April 17 and forwarded it to the University Senate for consideration on April 18.

Each undergraduate college will review the plan produced by the implementation committee for endorsement by the end of calendar year 2019. If all colleges approve that plan, courses would be submitted throughout calendar year 2020 for review and approval.

#

THE OHIO STATE UNIVERSITY

Media Relations
370 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210 news.osu.edu | osumedia@osu.edu

REVOCATION OF EMERITUS STATUS

Synopsis: Revocation of professor emeritus title, is proposed.

WHEREAS Dr. Richard Strauss was employed by the university from 1978 to 1998, and he was granted the title of professor emeritus, effective March 1, 1998; and

WHEREAS the university commissioned an independent investigation by Perkins Coie LLP after survivors brought forward allegations of sexual abuse in spring 2018; and

WHEREAS the report delivered by Perkins Coie LLP in May 2019 concludes that Strauss engaged in acts of abuse against at least 177 former students; and

WHEREAS Strauss's actions are antithetical to the university's values; and

WHEREAS the president is recommending that the university revoke said emeritus title from Strauss, who died in 2005; and

WHEREAS the president has fully complied with applicable procedures and university rules and in accordance with those procedures and rules:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the revocation of professor emeritus title from Richard Strauss.

THE OHIO STATE UNIVERSITY

Office of the President

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Columbus, OH 43210-1357

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May 16, 2019

Dear members of the Board:

Dr. Richard Strauss was a faculty member with the university from 1978 until his retirement as professor emeritus effective March 1, 1998. An independent investigation delivered to the university this week found that Strauss subjected at least 177 former students to sexual abuse. Such abuse is antithetical to the values and mission of Ohio State.

As set forth under Faculty Rule 3335-5-36(E), "the president, subject to the approval of the board of trustees, shall have the authority to revoke emeritus status if an emeritus faculty member at any time engages in serious dishonorable conduct in violation of law, rule, or policy."

Given the serious dishonorable conduct in this case, I am seeking the board's approval to immediately revoke emeritus status from Strauss.

Sincerely,

Michael V. Drake, MD
President

AMENDMENTS TO THE *CODE OF STUDENT CONDUCT*

Synopsis: Approval of the following amendments to the *Code of Student Conduct*, is proposed.

WHEREAS the University Senate, pursuant to rule 3335-5-48.4 (B)(8) of the Administrative Code, is authorized to recommend to the Board of Trustees the adoption of amendments to the *Code of Student Conduct* as proposed by the Council on Student Affairs and approved by the University Senate; and

WHEREAS the proposed changes to the *Code of Student Conduct* were approved by the University Senate on April 18, 2019:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the attached amendments to the *Code of Student Conduct* be adopted as recommended by the University Senate effective no earlier than August 1, 2019, and on the date of issuance of interim university policies 1.10 and 1.15.

BACKGROUND

TOPIC: Amendments to the Code of Student Conduct

CONTEXT: The University Senate approved revisions to the Code of Student Conduct based on recommendations from the Council on Student Affairs

SUMMARY: A special ad hoc subcommittee of the Council on Student Affairs recommended revisions to the Code of Student Conduct as part of a five-year review. Changes to the Code of Student Conduct are designed to:

- Align with practices of the University Conduct Board and the Committee on Academic Misconduct to provide better notice for students on expectations and behaviors prohibited by the Code.

- Clarify that complaints of discrimination and harassment, including sexual misconduct, will be governed by university policies 1.15 and 1.10 and placed under the jurisdiction of the new Office of Institutional Equity.

- Provide new language related to early resolution and amnesty for minor violations of the code in certain circumstances where the reporter may otherwise be hesitant to share information regarding a potential violation or call for assistance for a friend.

REQUESTED OF THE ACADEMIC AFFAIRS AND STUDENT LIFE COMMITTEE: Approval of the resolution.

CHAPTER 3335-23 CODE OF STUDENT CONDUCT
As of February 22, 2019

3335-23-01 Introduction and purpose.

The code of student conduct, a part of the Ohio Administrative Code, is established to foster and protect the core missions of the university; to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

(Board approval date: 4/6/2012)

3335-23-02 Jurisdiction.

(A) The code applies to the on-campus conduct of all students and registered student organizations, including conduct using university computing or network resources. The code also applies to the off-campus conduct of students and registered student organizations in direct connection with:

(1) ~~(A)~~Academic course requirements or any credit bearing experiences, such as internships, field trips, study abroad, or student teaching;

(2) ~~(B)~~Any activity supporting pursuit of a degree, such as research at another institution or a professional practice assignment;

(3) ~~(C)~~Any activity sponsored, conducted, or authorized by the university or by registered student organizations;

(4) ~~(D)~~Any activity that causes substantial destruction of property belonging to the university or members of the university community, or causes or threatens serious harm to the safety or security of members of the university community~~, or creates or could reasonably create a hostile environment on campus as defined in the sexual misconduct policy~~; or

(5) ~~(E)~~Any activity, which could constitute a criminal offense as defined by local, state or federal law, regardless of the existence or outcome of any criminal proceeding.

(B) The Code may be applied to behavior conducted online, via e-mail, text, or other electronic medium. Students should also be aware that online postings such as web postings and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. The university does not routinely search for violations of this Code, but may take action if and when such information comes to the attention of university officials.

Students or a registered student organization may also be held accountable for their guest's or member's behavior when the student or members of the registered student organization has knowledge of, facilitates, or contributes to the guest's or member's misconduct.

The code governs all campuses of the university. Students attending regional campuses, centers, or institutes are advised to consult their local resources for additional information or rules pertaining to those locations

The university reserves the right to administer the code and proceed with the hearing process even if the student withdraws from the university, is no longer enrolled in classes, or subsequently fails to meet the definition of a student while a disciplinary matter is pending. The university may, within its discretion, place a hold or other notation on the student's transcript while the matter is pending.

Students continue to be subject to federal, state, and local laws while at the university, and violations of those laws may also constitute violations of the code. In such instances, the university may proceed with university disciplinary action under the code independently of any criminal proceeding involving the same conduct and may impose sanctions for violation of the code even if such criminal proceeding is not yet resolved or is resolved in the student's favor.

(C) Discrimination and harassment, including, but not limited to sexual misconduct, based on a protected class in any form is never acceptable. Students are responsible to know and adhere to university policy 1.15 and university policy 1.10, which can be found at http://policies.osu.edu. These policies, and not this code, govern the investigation, adjudication and resolution of protected class discrimination and harassment complaints.

(Board approval dates: 3/2/2001, 12/7/2007, 4/6/2012, 4/8/2016, 9/2/2016)

3335-23-03 Definitions.

As used in the code:

(A) "University premises" includes all lands, buildings, facilities, and resources owned, leased, managed, or operated by the university.

(B) "Student" includes an individual to whom an offer of admission has been extended, paid an acceptance fee, registered for classes, or otherwise entered into another agreement with the university to take instruction.

(1) Student status lasts until an individual graduates, is permanently dismissed, or is not in attendance for two complete, consecutive terms, and includes those with a continuing educational relationship with the university;

(2) "Student" also includes registered student organizations. A student organization remains a "student" for purposes of this Code for one calendar year following the expiration of the organization's most recent registration.

(3) This Code also applies within the discretion of an appropriate university official to former students for violations committed while a student.

(C) "Members of the university community" includes, but are not limited to, students, faculty, staff, and visitors to the campus.

(D) "Complaint" includes information alleging a violation of the code of student conduct or other published rule, policy, standard, or guideline applicable to students at the university, provided to the university, per paragraph (A) of rule 3335-23-05 of the Administrative Code.

(Board approval dates: 3/2/2001, 12/7/2007, 4/6/2012, 4/8/2016, 9/2/2016)

3335-23-04 Prohibited conduct.

Any student found to have engaged, or attempted to engage, in any of the following conduct while within the university's jurisdiction, as set forth in rule 3335-23-02 of the Administrative Code, will be subject to disciplinary action by the university. For the purposes of this section, attempt shall be defined as conduct that, if successful, would constitute or result in the prohibited conduct.

(A) Academic misconduct.

Any activity that tends to compromise the academic integrity of the university or subvert the educational process. Examples of academic misconduct include, but are not limited to:

(1) Violation of course rules as contained in the course syllabus or other information provided to the student;

(2) Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;

(3) Knowingly providing or using unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment;

(4) Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;

(5) Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement. This includes submitting the same work for courses that the student is retaking pursuant to the university's grade forgiveness rule;

(6) Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;

(7) Serving as, or enlisting the assistance of, a substitute for a student in any graded assignments;

(8) Alteration of grades or marks by the student in an effort to change the earned grade or credit;

(9) Alteration of academically-related university forms or records, or unauthorized use of those forms or records;

(10) Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system;

(11) Violation of program regulations as established by departmental committees and made available to students; and,

(12) Providing falsified materials, documents, or records to a university official in order to meet academic qualifications, criteria, or requirements, including but not limited to submitting falsified doctor's notes and/or falsified transcripts.

(B) Endangering health or safety.

(1) Endangering behavior: Taking or threatening action that endangers the safety, physical or mental health, or life of any person, or creates a reasonable fear of such action.

(2) Stalking: Engaging in a pattern of unwanted conduct directed at another person that threatens or endangers the safety, physical or mental health, or life or property of that person, or creates a reasonable fear of such a threat or action. When stalking is sex- or gender-based, it falls under sexual misconduct, university policy 1.15.

(3) Operating a vehicle while impaired by alcohol or drugs in a manner that endangers the safety of the university community.

~~(C) Sexual misconduct.~~

~~Sexual misconduct in any form is never acceptable. Students are responsible to know and adhere to the sexual misconduct policy which can be found at http://hr.osu.edu/public/documents/policy/policy115.pdf.~~

(D) Destruction of property.

Actual or threatened damage to or destruction of university property or property of others, whether done intentionally or with reckless disregard.

(E) Dangerous weapons or devices.

Storage or possession of dangerous weapons, devices, or substances including, but not limited to, firearms, ammunition, or fireworks, unless authorized by an appropriate university official or permitted by a university policy, even if otherwise permitted by law. Use or misuse of weapons, devices, or substances in a manner that causes or threatens serious harm to the safety or security of others. As required by Ohio Revised Code Section 2923.1210, this section does not prohibit a student who has been issued a valid concealed handgun license from transporting or storing a firearm or ammunition when both of the following conditions are met:

(1) Each firearm and all of the ammunition remains inside the person's privately owned motor vehicle while the person is physically present inside the motor vehicle. or each firearm and all of the ammunition is locked within the trunk, glove box, or other enclosed compartment or container within or on the person's privately owned motor vehicle;

(2) The vehicle is in a location where it is otherwise permitted to be.

(F) Dishonest conduct.

Dishonest conduct, including, but not limited to, knowingly reporting a false emergency; knowingly making false accusation of misconduct; misuse or falsification of university or related documents by actions such as forgery, alteration, or improper transfer; possession, use or manufacturing of a false identification document; submission of information known by the submitter to be false to a university official.

(G) Theft or unauthorized use of property.

Theft or the unauthorized use or possession of university property, services, resources, or the property of others.

(H) Failure to comply with university or civil authority.

Failure to comply with legitimate directives of authorized university officials, law enforcement or emergency personnel, identified as such, in the performance of their duties, including failure to identify oneself when so requested; or violation of the terms of a disciplinary sanction.

(I) Drugs.

Use, being under the influence of, production, distribution, sale, or possession of drugs and/or drug paraphernalia in a manner prohibited under law or applicable university policy or facility policy. This includes, but is not limited to, the misuse of prescription drugs.

(J) Alcohol.

Use, underage intoxication, production, distribution, sale, or possession of alcohol in a manner prohibited under law or applicable university policy or facility policy.

(K) Unauthorized presence.

Unauthorized entrance to or presence in or on university premises.

(L) Disorderly or disruptive conduct.

Disorderly or disruptive conduct that unreasonably interferes with university activities or with the legitimate activities of any member of the university community.

(M) Hazing.

Doing, requiring or encouraging any act, whether or not the act is voluntarily agreed upon, in conjunction with initiation, continued membership, or participation in any group, that causes or creates a substantial risk of causing mental or physical harm or humiliation. Such acts may include, but are not limited to, use of alcohol, creation of excessive fatigue, and paddling, punching or kicking in any form. Failure to intervene, prevent, or report acts of hazing may constitute a violation of this section.

(N) Student conduct system abuse.

Abuse of any university student conduct system, including but not limited to:

(1) Failure to obey the summons or directives of a student conduct body or university official;

(2) Falsification, distortion, or misrepresentation of information before a student conduct body;

(3) Disruption or interference with the orderly conduct of a student conduct proceeding;

(4) Knowingly instituting of a student conduct proceeding without cause;

(5) Discouraging an individual’s proper participation in, or use of, a university student conduct system;

(6) Influencing the impartiality of a member of a student conduct body prior to, and/or during the course of a student conduct proceeding;

(7) Harassment and/or intimidation of a member of a student conduct body prior to, during, and/or after a student conduct proceeding;

(8) Failure to comply with one or more sanctions imposed under the code of student conduct; and

(9) Influencing another person to commit an abuse of a university student conduct system.

(O) Violation of university rules or federal, state, and local laws.

Violation of other published university rules, policies, standards, and/or guidelines, or behavior that could violate federal, state, or local law. These university rules, policies, standards, or guidelines include, but are not limited to, those which prohibit the misuse of computing resources, rules for student groups or organizations, and residence hall rules and regulations.

(P) Riotous behavior.

(1) Participation in a disturbance with the purpose to commit or incite any action that presents a clear and present danger to others, causes physical harm to others, or damages property.

(2) Proscribed behavior in the context of a riot includes, but is not limited to:

(a) Knowingly engaging in conduct designed to incite another to engage in riotous behavior; and

(b) Actual or threatened damage to or destruction of university property or property of others, whether done intentionally or with reckless disregard; and

(c) Failing to comply with a directive to disperse by university officials, law enforcement, or emergency personnel; and

(d) Making explicit or implied threats in a manner that causes a reasonable fear of harm in another; and

(e) Impeding, hindering or obstructing a university official, law enforcement, or emergency personnel in the performance of their duties.

(3) This rule shall not be interpreted as proscribing peaceful demonstrations, peaceful picketing, a call for a peaceful boycott, or other forms of peaceful dissent.

(Q) Recording or distribution without knowledge.

Using electronic or other means to make or distribute a video, audio, or photographic record of any person in a location where there is a reasonable expectation of privacy without the person's prior knowledge, when such a recording is likely to cause injury, distress, or damage to reputation. This includes, but is not limited to, taking video, audio, or photographic records in shower/locker rooms, residence hall rooms, and restrooms. The storing, sharing, and/or distributing of such unauthorized records by any means is also prohibited.

(R) Public urination or defecation.

Urination or defecation in a place such as a sidewalk, street, park, alley or yard, residence hall space, or on any other place or physical property that is not intended for use as a restroom.

(S) Retaliation.

Any intentional adverse action against any individual who makes an allegation, files a report, serves as a witness, assists a complainant or respondent, or participates in any university investigation or proceeding.

(Board approval dates: 3/2/2001, 7/11/2003, 7/7/2006, 12/7/2007, 4/6/2012, 4/8/2016, 9/2/2016)

Student Conduct Procedures

3335-23-05 Initiation, inquiry and investigation of code violations.

(A) Initiation.

Person(s) ~~witnessing or experiencing~~ who witness, experience, or become aware of what they believe to be a possible code violation should provide ~~an authorized university official with the~~ information to the following officials or offices.

(1) Complaints about possible code violations occurring in residence halls should be ~~provided~~ reported to the residence hall director;

(2) Complaints about possible non-residence hall related code violations should be ~~provided~~ reported to the ~~director~~ office of student conduct, or chief student conduct officer for the regional campuses;

(3) Complaints about possible sexual misconduct should be reported pursuant to the sexual misconduct policy, university policy 1.15;

(4) Complaints about possible protected class discrimination or harassment should be reported pursuant to university policy 1.10;

(5) ~~(3)~~Complaints regarding academic misconduct should be ~~referred to the coordinator of~~ reported to the committee on academic misconduct; and

(6) ~~(4)~~In cases when the alleged activity may involve a violation of criminal law in addition to a violation of the code, complaints should be ~~provided~~ reported to the ~~Ohio state~~ university police division or other appropriate law enforcement agency. ~~The university will review all complaints received and may conduct a preliminary investigation of the alleged violation.~~

(B) Preliminary inquiry.

The university conducts a preliminary inquiry into the nature of the incident, complaint or notice, jurisdiction, the information available, and the parties involved. Within the university's discretion, the preliminary inquiry may lead to:

(1) A determination that there is insufficient information to pursue the investigation, or the behavior alleged, even if proven, would not violate the code of student conduct;

(2) An informal resolution such as an educational discussion or mediation. An educational discussion is a discussion about the student's behavior and its impact. Informal resolution is not available in cases of academic misconduct.

(3) An investigation and/or initiation of charges.

Typically, an informal resolution will end the conduct process, but if more information is shared in the course of an educational discussion or informal resolution that warrants additional inquiry, an investigation may be initiated.

~~(B~~(C) Investigation.

(1) Role of the university.

~~The Ohio state university police or other appropriate law enforcement agency shall have primary responsibility for the investigation of acts that involve suspected criminal violation of federal, state, or local laws;~~

(a) ~~Residence hall directors, assistant hall directors, the~~ The director of student conduct, the chief conduct officer for the regional campuses, residence hall directors, assistant hall directors, and other designated university personnel are authorized to investigate alleged violations other than those involving subsections (b) and (c~~) and (d~~) of this paragraph;

(b) The coordinator of the committee on academic misconduct is authorized to investigate allegations involving academic misconduct;

(c) Only those personnel designated by the sexual misconduct policy~~.~~, university policy 1.15, shall investigate charges involving sexual misconduct~~, sexual harassment, and relationship violence.~~.

(d) Only those personnel designated by university policy 1.10, shall investigate charges involving protected class discrimination or harassment.

(e) The Ohio state university police or other appropriate law enforcement agency shall have primary responsibility for the criminal investigation of acts that involve suspected criminal violation of federal, state, or local laws. Such investigation does not replace any other university investigation.

(f) The university may conduct concurrent investigations regarding potential violations of institutional policy or federal, state, and local law.

(2) Role of ~~other~~ participants.

(a) During the investigation, the student allegedly involved in misconduct may be:

i. Notified of the alleged violation;

ii. Requested to make an appointment to discuss the matter; and

iii. Provided a date by which the appointment must be made.

(b) Any person believed to have information relevant to an investigation may also be contacted and requested to make an appointment to discuss the matter.

(3) Failure to comply with a request to make and keep an appointment relevant to an investigation may result in a disciplinary hold being placed on a respondent's registration and records and/or the initiation of charges for student conduct system abuse.

(4) Upon completion of an investigation, the investigator will decide upon an appropriate course of action, which may include, but is not limited to:

(a) ~~(a)~~Taking no further action and closing the case,

(b) ~~(b)~~Deferring ~~further action~~ initiation of charges with or without conditions, or

~~(c) Initiating charges with the appropriate university student conduct body.~~
(c) Seeking informal resolution; or

(d) Initiating charges by the appropriate university official, when a finding of jurisdiction has been made and there is reasonable cause to believe that a violation of the code may have occurred. Reasonable cause is defined as some credible information to support each element of the violation, even if that information is merely a credible witness or a victim's statement. Charges will not be issued where a complaint is unsupported by any credible information or does not meet the elements of a code violation.

(Board approval dates: ~~3/2/2011,~~ 12/7/2007, 3/2/2011, 4/6/2012, 4/8/2016, 9/2/2016)

3335-23-06 Amnesty

At the university's discretion, amnesty may be extended to students who may be hesitant to report a violation of the code to university officials because they fear that they themselves may be accused of minor policy violations, including but not limited to underage drinking, at the time of the incident. If a student is granted amnesty, an educational discussion or other informal resolution may be considered, but no university conduct proceedings under this code will result.

At the university's discretion, amnesty may also be extended on a case-by-case basis for minor policy violations when students request assistance for others in need, including the person receiving assistance. If a student is granted amnesty, an educational discussion or other informal resolution may be considered, but no university conduct proceedings under this code will result. In cases of academic misconduct, need does not include the inability of a student to complete an assignment without assistance.

3335-23-07 Filing of complaint and initiation of charges.

A complaint alleging a violation of the code of student conduct should be ~~filed with~~ made to the university as soon as practicable ~~following the discovery of the alleged violation~~ in accordance with paragraph (A) of Rule 3335-23-05 of the Administrative Code. Absent extraordinary circumstances, the ~~complaint must be filed within~~ university will not take action on complaints filed more than six months ~~for cases~~ from the discovery of non-academic misconduct (paragraphs (B) to (~~R~~S) of rule 3335-23-04 of the Administrative Code)~~, and~~ or one month for academic misconduct (paragraph (A) of rule 3335-23-04 (A) of the Administrative Code)~~, from the date upon which a university official becomes aware of the alleged violation and identifies the student(s) who allegedly committed the violation.~~. These time limitations do not apply to complaints of sexual misconduct or other protected class discrimination and harassment.

Absent extraordinary circumstances, the university must initiate charges, if any, within one year of the filing of the complaint. This time limitation does not apply to complaints of sexual misconduct or other protected class discrimination and harassment. In all cases, a student charged with one or more violations of the code of student conduct has the right to be heard, subject to the student conduct procedures.

(Board approval dates: 3/2/2001, 12/7/2007, 4/6/2012, 4/8/2016)

~~3335-23-07~~ **3335-23-08 Notice of charges and options for resolution.**

(A) Notification.

Students shall be notified of university charges in writing~~, unless a more effective form of notification is deemed appropriate~~. ~~Charges~~ Written charges may be presented in person, by placement in the respondent's residence hall mailbox, by email to the respondent's official university email address (which may direct the student to view the notice on a secure website), by text message, by other form of electronic communication specific to the student on file with the university registrar, or by mail to the respondent's local or permanent address on file in the office of the university registrar.

(B) Current address.

All students are required to maintain an accurate and current local ~~and,~~ permanent address~~,~~ and phone number with the university registrar.

(C) Meeting with university official.

Following notification of charges, respondents are strongly encouraged to and shall be afforded the opportunity to meet with a university official for the purpose of explaining the university student conduct process and discussion of the charges.

(D) Options for resolution.

Charges may be resolved by administrative decision pursuant to 3335-23-09 or a hearing pursuant to 3335-23-10.

(E) ~~(D)~~Failure to respond.

Failure of the respondent to respond to the initiation of charges or schedule a preliminary meeting within the deadlines provided by the university shall in no way prevent the university from scheduling and conducting a hearing in the absence of the respondent. .

(Board approval dates: 3/2/2001, 12/7/2007, 4/6/2012, 4/8/2016)

~~3335-23-08~~ 3335-23-09 Administrative decision.

In a case where a respondent admits to a violation(s) in writing, the student may request in writing to have a decision as to appropriate sanction made administratively by a hearing officer rather than have the charges referred to a hearing body. In such situations, the student waives the right to a hearing and the related procedural guarantees provided by a hearing body. Administrative decisions in academic misconduct cases involving graduate students ~~are to~~ may be made in consultation with the graduate school. Following an administrative decision, the student retains the right to request an appeal (see Administrative Code Section 3335-23-18) of the original decision, but may do so only upon the ground that the sanction is grossly disproportionate to the violation committed.

When a respondent fails to respond to the initiation of charges and information exists to support finding a violation, the hearing officer may issue an administrative decision so long as sanctions do not include suspension or dismissal. In this circumstance, the respondent retains the right to request an appeal of the decision under all grounds found in Administrative Code Section 3335-23-18. If the respondent is suspended or dismissed in a subsequent case, the respondent may appeal both the outcome in the subsequent case and an administrative decision issued due to a failure to respond.

(Board approval dates: 3/2/2001, 7/7/2006, 12/7/2007, 4/6/2012, 4/8/2016

3335-23-10 Hearing bodies.

(A) The respondent has the right to accept responsibility for the charges, which will result in an administrative decision, or choose to have a hearing.

(B) In addition to the committee on academic misconduct and the university conduct board, the following university employees/officials are considered official university hearing bodies and may conduct administrative hearings of alleged violations of the code affording the respondent the same procedural guarantees as provided in the hearings conducted by a committee or board:

(1) The director of student conduct, or designee;

(2) The coordinator of the committee on academic misconduct, or designee;

(3) University housing professional staff; and,

(4) The chief conduct officer for the regional campuses. .

(C) Students will be afforded the right to request a separate hearing and choose an administrative or board hearing, except under special circumstances when, in order to ensure a fair and just process, the hearing officer may determine the appropriate hearing body. Special circumstances include but are not limited to situations when multiple respondents are charged out of the same factual circumstances or in multiple incidents involving the same respondent. The university reserves the right to combine hearings for respondents.

(Board approval dates: 3/2/2001, 12/7/2007, 4/6/2012, 4/8/2016, 9/2/2016)

~~3335-23-09~~ 3335-23-11 Notice of hearing and request for postponement.

(A) Notice.

If a hearing is to be held, written notification will be provided to the respondent~~, and in charges involving sexual misconduct to the complainant~~. The notice may be hand delivered, placed into a student's residence hall mailbox, sent by email to the student's official university email address or text message, which may direct the student to view the notice on a secure website, or mailed to the last known address of the student, by first class mail, no fewer than ten calendar days prior to the hearing. Unless already provided to the student, the notification will include the charge(s), date, time, and location of the hearing, the designated hearing body, a statement of the student's rights, and information on the hearing procedures.

(B) Postponement.

The respondent ~~and the complainant~~ may request a postponement for reasonable cause ~~or a separate hearing from other respondents~~, which may be granted at the discretion of the university. A request for a postponement for reasonable cause must be made in writing, include supporting rationale and be received by the person sending the hearing notification at least two business days before the scheduled hearing. The university reserves the right to reschedule a hearing for the first appropriate available date.

(Board approval dates: 3/2/2001, 12/7/2007, 4/6/2012, 4/8/2016)

~~3335-23-10~~ 3335-23-12 Hearing procedures.

Although the procedural requirements are not as formal as those existing in criminal or civil courts of law, to ensure fairness, the following procedures will apply and, unless already provided to the student, be included within the hearing notice:

(A) Attendance.

Attendance at hearings is limited to those directly involved or those requested by the hearing body to attend. The hearing body will take reasonable measures to assure an orderly hearing, including removal of persons who impede or disrupt proceedings.

(B) Timelines.

Except as expressly provided by this code, the university may set deadlines related to the investigation and hearing process. Absent extraordinary circumstances, respondents must submit all witness names and evidence for submission at least two business days prior to a scheduled hearing.

~~(B~~(C) Advisor.

The respondent ~~and the complainant~~ may ~~have~~ choose to bring an advisor for support throughout the disciplinary process. The advisor (i.e., support person) may be any person other than a witness. The advisor may only counsel the student and may not actively participate in the disciplinary process, unless clarification is needed as determined by the hearing body.

~~(C) Written statements and witnesses.~~
(D) Witnesses.

(1) The respondent ~~and the complainant, in charges involving sexual misconduct, may submit a written statement,~~ may invite relevant factual witnesses to attend~~, invite character witnesses to submit written statements~~, ask questions of witnesses called by others, and will be notified of potential witnesses to be called. ~~The respondent and the complainant must submit a list of potential witnesses to the hearing body at least two business days prior to the hearing.~~

(2) The university may present witnesses as well as question those presented by the respondent and ~~the complainant.~~ will notify the respondent of invited witnesses.

(3) Respondents may also invite up to three character witnesses to submit written statements for the hearing body's review. A character witness is considered to be a person who attests to another's moral conduct and reputation. Character witness statements will only be considered during sanctioning process if a violation is found.

~~(D) Witness absence.~~

~~The hearing body may allow written statements if, for good reason, a fact witness cannot attend the hearing.~~

~~(E) Consultants.~~
(4) Expert witnesses are not permitted. In cases requiring special expertise, the hearing body may appoint individuals with appropriate expertise to serve as consultants to the hearing body. The ~~consultants~~ consultant may be present and provide information as called upon during the hearing~~,~~ but will not vote.

~~(F~~(E) Standard of evidence.

A student will only be found in violation if a preponderance of evidence supports the charges.

(F) Majority Vote Required.

A student will not be found in violation unless a majority of the hearing body finds the student in violation. In the event of a tie, the ~~board~~ hearing body will continue to deliberate. If after the ~~board~~ hearing body determines that exhaustive deliberations have occurred and a majority decision is not reached the student will be found not in violation.

(G) In cases where prompt review is essential (e.g., when graduation or the end of the academic year is imminent) the ~~accused~~ respondent may be offered the option of an ~~expedited~~ administrative review consisting of an administrative decision or administrative hearing. The ~~accused student~~ respondent may decline such expedited review without the expectation that the process can be completed on an expedited timeline.

(Board approval dates: 3/2/2001, 7/11/2003, 12/7/2007, 4/6/2012, 4/8/2016, 9/2/2016)

~~3335-23-11~~ **3335-23-13 Attendance.**

Because the most accurate and fair review of the facts can best be accomplished when all parties are present, the respondent and ~~complainant~~ invited witnesses are strongly encouraged to attend and participate. If an individual does not choose to attend a hearing, the charges will be reviewed as scheduled on the basis of the information available, and a decision will be made. Although no inference may be drawn against a student for failing to attend a hearing or remaining silent, the hearing will proceed and the conclusion will be based on the evidence presented. No decision shall be based solely on the failure of the respondent ~~or the complainant~~ to attend the hearing or answer the charges. In special circumstances, written statements may be considered by the hearing body when a respondent or witness does not attend or fully participate in a hearing.

(Board approval dates: 3/2/2001, 4/8/2016)

~~3335-23-12~~ 3335-23-14 Record of proceedings.

A single record consisting of written notes, ~~tape~~ audio recording, or other method selected by the hearing body, will be made of all hearings. Such record will remain the property of the university but will be made available to the respondent~~, and the complainant in charges involving sexual misconduct,~~ for review during the appeal period. A written notice of the decision will be provided to the respondent ~~and the complainant, where privacy laws allow~~. If the respondent is found in violation, information regarding appeal procedures will be provided to the respondent ~~and complainant in cases involving sexual misconduct~~.

(Board approval dates: 3/2/2001, 4/6/2012, 4/8/2016)

~~**3335-23-13 Hearing bodies.**~~

~~(A) In addition to the committee on academic misconduct, the university conduct board, the director of student conduct, hearing officers within the student conduct system, the coordinator of the committee on academic misconduct, university housing professional staff are to be considered as official university hearing bodies, and may hear cases of alleged violations of the code affording the respondent the same procedural guarantees as provided in hearings by a committee or board.~~

~~(B) The respondent has the right to accept responsibility for the charges, which will result in an administrative decision, or choose to have a hearing.~~

~~(C) Students will generally be afforded the right to choose an administrative or board hearing, except under special circumstances when, in order to ensure a fair and just process, the hearing officer may determine the appropriate hearing venue.~~

~~(Board approval dates: 3/2/2001, 12/7/2007, 4/6/2012, 4/8/2016, 9/2/2016)~~

~~3335-23-14~~ 3335-23-15 Committee on academic misconduct.

(A) On behalf of the committee, the coordinator may investigate and resolve all reported cases of student academic misconduct that fall under the committee's jurisdiction. The coordinator and chair shall establish procedure for the investigation and resolution of cases. The committee does not hear cases involving academic misconduct in professional colleges having a published honor code. These colleges shall follow their own codes and procedures~~,~~ which can be obtained in their respective central offices. Some allegations against graduate students that fall under the committee's jurisdiction may also implicate the university policy and procedures concerning research misconduct and/or graduate school policy on the investigation of allegations of research misconduct by a graduate student. Upon receipt of such an allegation, the coordinator shall meet with the dean of the graduate school or designee, and/or the senior vice president for research or designee, and these parties shall mutually agree on the appropriate procedure for adjudicating the case. Notice of this decision and a description of the procedure to be used shall promptly be given to the student who has been charged. The coordinator or chair may refer complaints to the student conduct system if it is determined that the academic misconduct allegation is incidental to some other misconduct.

(B) The committee on academic misconduct is constituted according to rule 3335-5-48.7 of the Administrative Code.

(C) All complaints of academic misconduct shall be reported to the coordinator of the committee.

(D) Students have an obligation to report suspected misconduct.

(E) A quorum for a hearing shall be no fewer than four voting members of the committee which shall include no fewer than one student member and two faculty members. For cases involving graduate students, reasonable efforts will be made to have graduate students serve as the student members of the hearing committee.

(Board approval dates: 3/2/2001, 7/7/2006, 4/6/2012, 4/8/2016)

3335-23-16 University conduct board.

(A) Membership.

The respondent may elect for the university conduct board to adjudicate charges involving prohibited behaviors listed in 3335-23-04 of the Administrative Code, except paragraphs (A) academic misconduct ~~and (C) sexual misconduct~~. ~~For charges involving sexual misconduct to be heard by the board, there shall be no student membership. For charges involving prohibited behaviors listed in 3335-23-04 of the Administrative Code, except paragraphs (A) academic misconduct and (C) sexual misconduct, the board consists of:~~ The director of Student Conduct will recommend members for approval as follows:.

(1) Fifteen faculty and/or ~~administrative~~ staff members ~~recommended by the director of student conduct to the~~ appointed by vice president ~~for~~ of student life for three~~-~~ year terms ~~which begin with the autumn term~~;

(2) ~~(2)Twelve~~ Fifteen undergraduate student members, appointed by undergraduate student government for two year terms;

(3) ~~(3)~~Six graduate student members, appointed by the council of graduate students for two year terms;

(4) ~~Two~~ Four professional student members, appointed by the inter-professional council, for two year terms; and

(5) The director of student conduct or designee shall serve as board coordinator ex-officio without vote.

(B) Quorum.

A quorum for a hearing shall be no fewer than four voting members of the board~~-~~, which shall include no fewer than two student members, ~~except for charges involving sexual misconduct when there shall be no~~ unless the respondent elects not to include student members. A hearing board shall consist of no more than eight voting members.

~~(C) Appointment.~~
(C) Eligibility and Alternates

~~All student appointments shall be for staggered two-year terms beginning in the autumn term. Six of the undergraduate student members, three of the graduate student members, and one of the professional student members shall be appointed in odd-numbered years, with the remainder appointed in even-numbered years.~~

(1) ~~(1)~~To be eligible for appointment or service, a student must possess a minimum 2.5 cumulative grade point average and not be under current disciplinary sanction from the university

(2) ~~(2)~~Additional alternate members may be appointed as needed.

(3) ~~(D)~~Removal.

The director of student conduct may remove university conduct board members ~~for cause~~ under certain circumstances, including but not limited to, not attending training, falling below the minimum grade point average, repeated absences, violating the code of student conduct or other applicable laws or rules, policies, standards, or guidelines, or not responding to repeated attempts at communication. ~~Notification~~ Whenever possible, notification shall be made in writing to the university conduct board member prior to removal~~, whenever possible~~.

(Board approval dates: 3/2/2001, 12/7/2007, 4/6/2012, 4/8/2016, 9/2/2016)

University Sanctions

3335-23-17 General guidelines for sanctions.

~~Sanctions~~ If a student is found to be in violation of the code, sanctions should be commensurate with the violations found to have occurred. In determining the sanction(s) to be imposed, the hearing body should take into account any mitigating circumstances and any aggravating factors including, but not limited to, any provocation by the subject of the conduct that constituted the violation, any past misconduct by the student, any failure of the student to comply fully with previous sanctions, the actual and potential harm caused by the violation, the degree of intent and motivation of the student in committing the violation, and the severity and pervasiveness of the conduct that constituted the violation. Misconduct motivated by bias for classes protected by university policy, other than constitutionally protected expression, ~~motivated by bias based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status~~ may be considered an aggravating factor for sanctioning. Impairment resulting from voluntary use of alcohol or drugs (i.e., other than medically necessary) will also be considered an aggravating, and not a mitigating, factor. One or more of the following courses of action may be taken when a student has been found to have violated the code of student conduct.

~~(A) Informal admonition.~~

~~An oral or written admonition issued by a hearing officer or residence hall advisor resulting from the student's misconduct. No formal charges are required before the issuance of an informal admonition. However, following issuance of an informal admonition, the student shall be entitled to a hearing upon written request, under the procedures provided in the code of student conduct. A written request for such a hearing must be filed with the university official who administered the informal admonition, within five working days of the student's receipt of the informal admonition. An informal admonition shall not be considered a disciplinary sanction, but may be considered in any subsequent hearings.~~

~~(B~~(A) Disciplinary sanctions.

(1) Formal reprimand.

A written letter of reprimand resulting from a student's misconduct.

(2) Disciplinary probation.

This probationary condition is in effect for a specified period of time and may involve the loss of specified privileges. Further violation of university rules, policies, standards, or guidelines during the probationary period will additionally be viewed as a violation of the probation, which shall result in further action up to and including suspension or dismissal.

(3) Suspension.

Suspension is a sanction that terminates the student's enrollment at the university for a specified period of time. Satisfactory completion of specified stipulations may be required for ~~readmission~~ reenrollment at the end of the suspension period. Under special circumstances, the hearing body may hold the imposition of suspension in abeyance, which would allow for the students continued enrollment so long as the student adheres to all stipulations, restrictions, or conditions imposed by the hearing body.

(4) Dismissal.

Dismissal is a sanction~~,~~ which permanently separates a student from the university without opportunity to re-enroll in the future.

~~(C~~(B) Conditions of suspension and dismissal.

Unless a student is otherwise notified in writing, a suspension or dismissal will not take effect until after the appeal period. A student who has been dismissed or suspended from the university shall be denied all privileges afforded a student (including, but not limited to participation in university sponsored or sanctioned events and activities) and shall be required to vacate campus ~~at a time~~ as determined by the hearing body. In addition, after vacating campus property, a suspended or dismissed student may not enter upon campus and/or other university property at any time, for any purpose, in the absence of expressed written permission from the vice president for student life or designee. To seek such permission, a suspended or dismissed student must file a written petition to the vice president for student life for entrance to the campus for a limited, specified purpose or to have the terms of this condition modified or reduced.

~~(D~~(C) Failing or lowered grades.

In cases of academic misconduct, a hearing body may authorize the instructor to award a failing or lowered grade in the course~~,~~ and a loss of credit on the graded coursework~~, and impose any of the above-listed sanctions including suspension or dismissal from the university~~.

~~(E~~(D) Other sanctions.

Other appropriate sanctions may be imposed by a hearing body singularly or in combination with any of the above-listed sanctions. Examples include, but are not limited to, making restitution for property damage or misappropriation of university property or services, or the property of any person, residence hall contract termination or reassignment to another room, restriction of access to specified campus facilities and/or property, research assignments, community service projects, special workshop participation, ~~and/or~~ referral to medical resources or counseling personnel, and/or other educational sanctions.

(Board approval dates: 3/2/2001, 7/7/2006, 12/7/2007, 5/14/2010, 4/6/2012, 4/8/2016)

Appeal Process

3335-23-18 Appellate process.

(A) Right to appeal.

(1) A student found to have violated the code of student conduct has the right to appeal the original decision. The appeal is not intended to re-hear or re-argue the same case and is limited to the specific grounds outlined below. The appeal must state the specific grounds for the appeal and should include all supporting documentation. The appeal must be postmarked or hand delivered to the appropriate appeal officer, or sent via email, as provided below, within five working days after the date on which notice of the decision is sent to the student. Each student shall be limited to one appeal of a decision of a hearing body. The decision of the appeal officer is final.

~~(2) In cases involving charges involving sexual misconduct as defined by applicable university policy, the complainant may appeal the original decision in accordance with the appeals procedures provided in this section.~~

(2) Any extensions to the appeal date may be made in the discretion of the director of student conduct, residence life, or the office of academic affairs or their designee.

~~(3~~(4) A student who has accepted responsibility for violating the code of student conduct waives the right to appeal, except on the basis that the disciplinary sanction is grossly disproportionate to the violation(s) committed.

(~~4~~5) ~~Each party~~ When found in violation of the code of student conduct, a respondent shall be limited to one appeal. The decision of the appeal officer is final.

(B) Grounds for appeal.

(1) An appeal may be based only upon one or more of the following grounds:

~~(1~~(a) Procedural error that resulted in material harm or prejudice to the student (i.e. by preventing a fair, impartial, or proper hearing). Deviations from the designated procedures will not be a basis for sustaining an appeal unless material harm or prejudice results;

~~(2~~(b) Discovery of substantial new evidence that was unavailable at the time of the hearing and which reasonably could have affected the decision of the hearing body; or

~~(3~~(c) Disciplinary sanction imposed is grossly disproportionate to the violation(s) committed, considering the relevant aggravating and/or mitigating factors.

(2) Non-attendance by the respondent ~~or the complainant~~ may not be the sole grounds for an appeal.

(C) Appropriate appeal officers.

(1) Appeals from residence hall hearings:

(a) All appeals from residence hall hearings, other than contract terminations, shall be submitted to the director of residence life or designee.

(b) All appeals when the sanction imposed by the residence hall hearing is contract termination shall be submitted to the director of student conduct or designee.

(2) ~~(2)~~ Appeals of a decision of a hearing body~~,~~ other than those described in the previous section, will be submitted for decision to the vice president for student life or designee.

(3) ~~(2)~~Appeals of decisions of the committee on academic misconduct or its coordinator will be submitted for decision to the executive vice president and provost or designee.

(D) Appeal proceedings.

(1) The appeal officer will dismiss the appeal if the appeal is not based upon one or more of the grounds set forth in paragraph (B) of this rule.

(2) The appeal officer will decide the appeal based upon a review of the record and supporting documents (e.g. prior disciplinary history).

~~(3) The appeal officer may consider additional relevant information from any party to the proceeding and then decide the appeal based upon the enhanced record.~~

(E) Possible dispositions by the appeal officer.

The appeal officer may, after a review of the record:

(1) Uphold the original decision and/or sanction(s);

(2) Dismiss the case or individual charge(s) against the student and vacate any portion or all of the sanction(s);

(3) Modify or reduce the sanction(s); or ~~in cases involving charges relating to sexual misconduct as defined by applicable university policy, enhance the sanction; or~~

(4) Remand the case to the original hearing body to consider a specific issue as directed by the appeal officer or refer the case to a new hearing body to be reheard. If possible, a new hearing body should be different from the one that originally decided the case. If a case is reheard by a hearing body, the sanction imposed can be greater than that imposed at the original hearing.

(Board approval dates: 3/2/2001, 12/7/2007, 5/14/2010, 4/6/2012, 4/8/2016, 9/2/2016)

3335-23-19 ~~Minor deviations from procedure~~ Deviations and other procedures.

A student and hearing officer may agree in advance to ~~minor~~ deviations from procedure. Such deviations are not then subject to appeal. Other ~~minor~~ deviations are acceptable as long as such deviations are not found upon appeal to be materially harmful to the respondent ~~or the complainant~~. The office of student life student conduct and the committee on academic misconduct may create additional procedures in alignment with this code.

(Board approval dates: 3/2/2001, 4/6/2012, 4/8/2016)

3335-23-20 Interim suspension.

(A) When the vice president for student life or designee has reasonable cause to believe that the student's presence on university premises or at a university-related or registered student organization activity poses a significant risk of substantial harm to the safety or security of themselves, others, or to property, the student may be immediately suspended from all or any portion of university premises, university-related activities or registered student organization activities. ~~This temporary~~ The interim suspension will be confirmed by a written statement ~~and shall remain in effect until the conclusion of a full hearing or administrative decision, without undue delay, in accordance with the rules of the Ohio state university. The student may, within three working days of the imposition of the suspension, petition the vice president for student life for reinstatement. The petition must be in writing,~~ .

(B) The interim suspension shall remain in effect until:

(1) The conclusion of the student conduct process, including any appeal;

(2) The vice president for student life or designee terminates the interim suspension in writing; or,

(3) The vice president for student life or designee terminates the interim suspension upon written request by the student where a determination is made that reasonable cause for the interim suspension no longer exists.

(a) The request from the student must be in writing and must include supporting documentation or evidence that the student does not pose, or no longer poses, a significant risk of substantial harm to the safety or security of themselves, others, or to property. ~~A decision on such petition will be made without undue delay by the vice president for student life or designee.~~

(b) A decision on such request will be made without undue delay by the vice president for student life or designee.

(Board approval dates: 3/2/2001, 7/11/2003, 5/14/2010, 4/6/2012, 4/8/2016)

3335-23-21 Administrative disenrollment and other restrictions.

(A) A student may be~~:~~ disenrolled from the university; prohibited from all or any portion of university premises, university-related activities or registered student organization activities; and/or~~,~~ permitted to remain only under specified conditions when the vice president for student life or designee finds that there is clear and convincing evidence that the student's continued presence poses a significant risk of substantial harm to the health or safety of themselves, others, or to property.

(B) In those cases under paragraph (A) of this rule in which it appears that the risk posed by the student is a result of a health condition or a disability as defined by the Americans with Disabilities Act, the vice president for student life or designee shall also determine whether the risk or disruption can be eliminated or sufficiently reduced through reasonable accommodation and, if so, shall take appropriate steps to ensure that accommodation is made. The vice president for student life or designee may request the student to undergo an appropriate examination, as specified by the vice president for student life or designee, to determine whether any such condition exists and whether any such accommodation is possible. If the student fails to undergo such an examination, and if the other available evidence supports a finding under paragraph (A) of this rule, the vice president for student life or designee shall, to the extent reasonably possible, take the least restrictive measure or combination of measures necessary to resolve the risk or disruption.

(C) A student who has been disenrolled; prohibited from university premises, university-related activities or registered student organization activities; or permitted to remain only under specified conditions may petition the vice president for student life for revision of that status. The petition must include supporting documentation or evidence that:

(1) The conditions found to have existed under paragraph (A) of this rule no longer exist and will not recur, and

(2) The student meets all normal and appropriate standards for admission and enrollment in any academic unit in which the student seeks to re-enroll. Upon receipt of such a petition, the

vice president for student life or designee shall evaluate the evidence and may consult with the student, any appropriate university personnel, and any other persons whom the vice president for student life or designee deems appropriate. The vice president for student life or designee may deny the petition, grant the petition in whole or in part under specified conditions, or grant the petition in whole or in part without condition.

(Board approval dates: 3/2/2001, 12/6/2001, 5/14/2010, 4/6/2012)

3335-23-22 Authority.

The bylaws of the university board of trustees and rules of the university faculty provide that the university president shall have the final responsibility and authority for the discipline of all students of the university (see paragraph (A) of rule 3335-11-01 of the Administrative Code). This responsibility and authority has been delegated by the president to the vice president for student life, whose office is also charged with responsibility for promulgation of rules governing student conduct (see paragraph (H) of rule 3335-1-03 of the Administrative Code).

The deans of colleges and of the graduate school, the directors of schools, and the chairpersons of departments, respectively, are responsible to the president through regular disciplinary channels for the discipline of all students in the activities of their respective colleges, schools, and departments (see paragraph (B) of rule 3335-11-01 of the Administrative Code). Likewise, the deans and directors of the regional campuses are responsible to the president through the executive vice president and provost for the discipline of all students in the activities of their respective campuses.

The Ohio state university code of student conduct is an official publication of the university board of trustees. All petitions for revision and amendment of this code of student conduct should be submitted through the office of the vice president for student life. The code shall remain consistent with ~~the sexual misconduct~~ university policy 1.10 and policy 1.15; any code of student conduct changes related to ~~that policy~~ these policies shall be done in consultation with ~~the Title IX coordinator~~ appropriate official designated under policy 1.10 and policy 1.15. Proposed revisions to the code shall be reviewed, in draft form, by the office of the president, the office of academic affairs, and the steering committee of the university senate before being presented for approval to the university senate by the council on student affairs. No revision shall become effective unless approved by the university board of trustees and until printed notice of such revisions is made available to students.

This Code shall take effect upon approval by the board of trustees. It shall govern all procedures in matters brought after it first takes effect and also all further procedures in matters then pending, except to the extent that in the discretion of the university the application in a particular action pending would not be feasible, in which event the former version of this Code shall be used. The definitions of prohibited conduct used in a particular matter will be the definitions found in the version of section 3335-23-04 in effect at the time the alleged conduct occurred.

(Board approval dates: 3/2/2001, 5/14/2010, 4/6/2012, 4/8/2016, 9/2/2016)

AMENDMENTS TO THE *RULES OF THE UNIVERSITY FACULTY*

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

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

WHEREAS the proposed changes to rule 3335-48.14 in the *Rules of the University Faculty* was approved by the University Senate on February 28, 2019; and

WHEREAS the proposed changes to rule 3335-5-48 through rule 3335-5-48.16, rule 3335-7-01 through rule 3335-7-37, and to rules 3335-5-37, 3335-5-38, 3335-17-01, 3335-17-02, 3335-17-03, 3335-17-04, 3335-17-07.5 and 3335-17-08 in the *Rules of the University Faculty* were approved by the University Senate on April 18, 2019:

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.

3335-5-48.14 University research committee.

(A) Membership.

The ~~university research~~ committee shall consist of ~~sixteen~~ twenty-one voting and ~~three~~ four non-voting members.

1. Fifteen ~~Twelve~~ faculty members drawn from no less than eight colleges. Faculty with joint appointments across colleges may be chosen to represent either college. The term of service is three years.

(a) Eleven ~~Eight~~ faculty members appointed by the executive committee of faculty council, at least three of whom are members of the senate and at least one of whom is a distinguished university professor or Ohio eminent scholar or National Academy member, and at least two of whom are non-tenure track (clinical, research faculty).

(b) Four faculty members appointed by the president.

2. One research scientist, or comparable staff member engaged in research, appointed by the vice president for research. The term of service is three years.

3. ~~Three~~ Four student appointed by the respective governing bodies to one-year terms.

(a) Two graduate students.

(b) One undergraduate student.

(c) One professional student

4. One post-doc appointed by the Ohio State University Postdoctoral Association (OSU PDA). The term of service is one year.

~~4~~5. Four ~~Ex officio members,~~ non-voting ex officio members, or designees ~~(or their designees).~~

(a) The senior vice-president for research.

(b) The dean of the graduate school.

(c) The senate fiscal committee chair

(d) One post-doc appointed by OSU PDA

~~5. The senate fiscal committee chair, or her or his designee, nonvoting.~~

6. The Committee may vote to add any individual to a non-voting advisory role on an annual basis.

(B) Duties and responsibilities.

1. Encourage and stimulate scholarly research and creative activity and foster a close relationship between education and scholarly research.
2. Advise the vice president for research.

3. Review, on a continuing basis, the policies and practices governing the conduct of research and scholarly activity.
4. Coordinate with the governing bodies of the graduate school and with the office of undergraduate research.
5. Make recommendations concerning the establishment, affiliation or abolition of centers or comparable organization that are primarily engaged in research.
6. Collaborate in reviews of the budget of the office of research undertaken by the senate fiscal committee.

(C) Organization.

1. The committee shall annually elect a chair from its regular faculty membership in the spring semester preceding the academic year of service for no more than three consecutive one-year terms.
2. As a standing committee of the senate, this committee is also governed by the provisions of rules 3335-5-46 and 3335-5-48 of the Administrative Code.

(Board approval dates: 6/7/1991, 11/4/1994, 5/3/1996, 5/3/2002, 5/7/2004, 6/7/2005, 7/13/2007, 5/14/2010, 6/6/2014)

University Senate

3335-5-48 Standing and special committees of the senate.

(A) The senate may establish such standing and special committees as it deems necessary or desirable.

(1) The standing committees of the senate are those committees defined in rules 3335-5-48.1 to 3335-5-48.18 of the Administrative Code.

(2) A special committee is one established to carry out a specified task, at the completion of which it automatically ceases to exist.

(B) Membership.

(1) All standing and special committees of the senate shall include at least one faculty member of the senate.

(2) Unless otherwise specified by the rules, the number of tenure-track faculty on standing committees shall not be less than two-thirds of the faculty membership. Non-tenure-track faculty shall be appointed by the executive committee of the faculty council.

(~~2~~3) Unless otherwise specified by the rules, or by the senate, the president shall appoint members of the administration; the council of graduate students, the inter-professional council, the undergraduate student government, the university staff advisory committee and the faculty council shall select members of their own constituency using procedures adopted by their respective bodies.

(~~3~~4) Terms of service.

(a) Faculty members shall serve three-year terms and are eligible for immediate reappointment to a second term. Following that they are ineligible for reappointment until one full year has elapsed. Faculty members may not serve as chair of an individual committee for more than three successive years.

(b) Unless otherwise specified by the rules, student members shall serve one-year terms and be eligible for reappointment.

(c) Appointed administration members shall serve two-year terms and shall not be eligible for immediate reappointment until one full year has elapsed unless they have served less than two-thirds of a full term.

(d) Multiyear terms shall be staggered so that approximately equal proportions of the number of members retire from the committee each year.

3335-5-47.1 Steering committee.

(A) Membership. The steering committee shall consist of ~~seventeen~~ eighteen members.

(1) Fifteen voting members.

(a) Six faculty members elected by faculty council as specified in the faculty council bylaws.

(b) The chair of faculty council. The chair-elect of the faculty council shall have full voting privileges if the chair cannot attend.

(c) Four student representatives.

(i) The president of the council of graduate students. The vice president of the council of graduate students or another designee who is a member of the university senate may attend steering committee meetings with full voting privileges if the president cannot attend.

(ii) The president of the inter-professional council. The vice president of the inter-professional council or another designee who is a member of the university senate may attend steering committee meetings with full voting privileges if the president cannot attend.

(iii) The president of the undergraduate student government. The vice president of the undergraduate student government or another designee who is a member of the university senate may attend steering committee meetings with full voting privileges if the president cannot attend.

(iv) An undergraduate student who is a member of the university senate and who is appointed by the vice president of the undergraduate student government.

(d) Three administrators.

(i) The executive vice president and provost.

(ii) The senior vice president for business and finance.

(iii) A dean appointed by the president.

(e) The chair of the university staff advisory committee[TR1]. The chair-elect of the university staff advisory committee shall have full voting privileges if the chair cannot attend.

(2) ~~Two~~ Three nonvoting members.

(a) The secretary of the university senate.

(b) The chair-elect of faculty council.

(c) The chair-elect of the university staff advisory committee

3335-5-47.3 Rules committee.

(A) Membership. The rules committee shall consist of ~~ten~~ eleven members.

(1) Six faculty senators appointed by the executive committee of the faculty council

(2) Three students.

(a) One graduate student.

(b) One professional student.

(c) One undergraduate student.

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

(~~3~~4) One administrator. The secretary of the university senate.

3335-5-48.1 Council on academic affairs.

(A) Membership.

The council on academic affairs shall consist of ~~sixteen~~ eighteen members.

(1) Ten ~~tenure-track~~ faculty. ~~The term of service is three years.~~

(a) Six ~~tenure-track~~ faculty, at least two of whom are members of the senate, selected by the faculty council. ~~The term of service is three years.~~

(b) Four ~~tenure-track~~ faculty appointed by the president. ~~The term of service is three years.~~

(2) Five students. The term of service is two years.

(a) Two graduate students. ~~The term of service is two years.~~

(b) One professional student.

(c) Two undergraduate students. ~~The term of service is two years.~~

(3) One academic advisor, appointed by the dean of undergraduate education. The term of service is two years.

(~~3~~4) ~~One~~ Two administrators.

(a) The executive vice president and provost, or designee.

(b) A college-level curricular dean, appointed by the executive vice president and provost. The term of service is two years.

3335-5-48.2 Council on distance education, libraries and information technology.

(A) Membership.

The council on distance education, libraries and information technology shall consist of sixteen members.

(1) Eight faculty~~, at least seven tenure-track faculty.~~

(2) Three students.

(a) One graduate student.

(b) One professional student.

(c) One undergraduate student.

(3) Four administrators (or their designees).

(a) The dean of the graduate school.

(b) The director of university libraries.

(c) The chief information officer.

(d) The associate vice president for distance education.

(4) One staff member, appointed by the university staff advisory ~~council~~committee.

3335-5-48.4 Council on student affairs.

(A) Membership.

The council on student affairs shall consist of twenty-two members.

(1) Six ~~tenure-track~~ faculty, at least two of whom are members of the senate. The term of service begins in summer session.

(2) Ten students. The term of service begins in summer session.

(a) Three graduate students.

(b) Two professional students.

(c) Four undergraduate students. Two of these students shall have a term of service of one year. Two of these students shall have a term of service of two years, with one student selected each year.

(d) One student from a regional campus selected by the undergraduate student government.

(3) Three staff members, appointed by the vice president for student life. The term of service is one year and begins in summer session.

(a) One non-voting student affairs staff member to act as the secretary for the council. ~~The term of service is one year.~~

(b) A student affairs staff member from a regional campus. ~~The term of service is one year.~~

(c) A college office student affairs staff member. ~~The term of service is one year.~~

(4) Three administrators, non-voting.

(a) The vice president for student life or designee.

(b) The associate vice president for student life for planning and student development.

(c) The director of student activities or designee.

(5) Alternates.

Members of the council on student affairs may have an alternate. The alternate shall be selected in the same manner as the original appointment. The chair has responsibility for recording correct voting status. If the member has voting status, the alternate may vote in the event of the member's absence.

3335-5-48.5 Athletic council.

(A) The athletic council shall consist of ~~fifteen~~ sixteen voting members with terms commencing July 1 and completing June 30. Incoming members of the council may attend meetings as non-voting members immediately following ~~.~~selection. ~~The term of service is four years.~~

(1) Eight ~~tenure-track~~ faculty. The term of service is four years.

(a) Four ~~tenure-track~~ faculty selected by the faculty council. ~~The term of service is four years with service commencing the first of July following appointment or election~~.

(b) Four ~~tenure-track~~ faculty members appointed by the president. ~~The term of service is four years with service commencing the first of July following appointment~~.

(2) Four students.

(a) One graduate student.

(b) One professional student.

(c) Two undergraduate students. The term of service is two years ~~and~~ with one student selected each year.

(3) Two alumni designated by the Ohio state university alumni association using procedures adopted by that body. The term of service is four years and the terms are staggered so that one member retires every two years.

(4) ~~One~~ Two staff members, one ~~of the university~~ selected by the university staff advisory committee and one by the president. The term of service is ~~two~~ four years with one staff member selected every two years.

(5) Five ex-officio non-voting members or their designees

(a) The ~~Director~~ director of ~~Athletics~~athletics

(b) The vice president of student life

(c) the faculty athletics representative (FAR)

(d) The director of student athletics support services office (SASSO)

(e) The president of the student-athlete advisory council (SAAC)

3335-5-48.6 Council on enrollment and student progress.

(A) Membership.

The council on enrollment and student progress shall consist of ~~eighteen~~ nineteen members.

(1) ~~Nine~~ Ten ~~tenure-track~~ faculty.

~~(a) Three tenure-track faculty appointed by the president. Appointed members are eligible for reappointment.~~

(~~b~~a) ~~Six~~ Seven ~~tenure-track~~ faculty selected by the Executive Committee of Faculty Council.

(b) Three faculty appointed by the president.

~~(2) One non-tenure-track faculty member selected by the Executive Committee of Faculty Council.~~

(~~3~~2) Six students.

(a) Two graduate students.

(b) Two professional students.

(c) Two undergraduate students.

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

(4) Two administrators. Non-voting, appointed by the executive vice president and provost, or designee, to serve as administrative liaison for the council. One administrator shall represent the Office of Academic Affairs and one shall represent Enrollment Services.

3335-5-48.7 Committee on academic misconduct.

(A) Membership.

The committee on academic misconduct shall consist of forty-~~two~~ six members.

(1) Twenty-~~two~~ four faculty~~, at least eighteen tenure-track faculty~~. Faculty members are eligible for reappointment, but may not serve more than two consecutive terms.

(2) ~~Eighteen~~ Twenty students.

(a) ~~Nine~~ Ten graduate students.

(b) ~~Nine~~ Ten undergraduate students. The term of service shall begin with the summer term.

(3) Two administrators.

(a) The vice president for student life or designee, non-voting.

(b) A coordinator, appointed by the executive vice president and provost, who shall not participate in the decisions of the committee.

(4) Alternate members.

Faculty and students who have been regular members of the committee during the previous three years shall be eligible to be alternate members, providing they remain at the university in their same category.

3335-5-48.9 Committee on academic freedom and responsibility.

(A) Membership. The committee on academic freedom and responsibility shall consist of eight members during autumn and spring semesters and ten members from May to the beginning of autumn semester.

(1) ~~Six~~ Seven ~~tenure-track~~ faculty ~~and one non-tenure-track faculty,~~ at least four of whom are members of the senate or members-elect at the time of their selection by the faculty council.

The term of service begins in the summer term following election and extends through the summer term following the third year of service.

(2) One graduate teaching, research, or administrative associate.

3335-5-48.11 Fiscal committee.

(A) Membership.

The fiscal committee shall consist of twenty-six members.

(1) Nine ~~tenure-track~~ faculty members.

(a) Eight ~~tenure-track~~ faculty, at least one of whom is a department chair, and at least two of whom are members of the senate, selected by the faculty council.

(b) One ~~tenure-track~~ faculty appointed by the president.

(2) Six students. The term of service is two years ~~appointed for two-year terms~~.

(a) One graduate student.

(b) One professional student.

(c) Four undergraduate students at least two of whom are members of the senate.

(3) Three staff members. The term of service is ~~appointed for~~ three years ~~terms~~.

(a) Two staff members with extensive fiscal and budgetary experience and expertise, one selected by the faculty council in consultation with the university staff advisory committee, and one selected by the executive deans in consultation with the senior fiscal officers.

(b) One staff member appointed by the president.

(4) Eight administrators.

(a) Two central administration officials appointed by the president. These members are non-voting.

(b) The four executive deans.

(c) The executive vice president and provost, or designee. This member is non-voting.

(d) The senior vice president and chief financial officer, or designee. This member is non-voting.

3335-5-48.12 Faculty compensation and benefits committee.

(A) Membership. The faculty compensation and benefits committee shall consist of fifteen members.

(1) Twelve ~~tenure-track~~ faculty, at least two of whom are members of the senate.

(2) Two administrators.

(a) The executive vice president and provost, or designee.

(b) The vice president for human resources, or designee.

(3) An emeritus member from the tenure-track faculty appointed annually by the president in consultation with the Ohio state university retirees association.

(4) Additional non-voting members and consultants from the university, serving at the discretion of the voting members of the committee.

3335-5-48.15 Council on the physical environment.

(A) Membership. The council on the physical environment shall consist of sixteen members.

(1) Seven ~~tenure-track~~ faculty members.

(a) Five ~~tenure-track~~ faculty members selected by the faculty council.

(b) Two ~~tenure-track~~ faculty members appointed by the president.

(2) Four students.

(a) One graduate student.

(b) One professional student.

(c) Two undergraduate students, one representing on-campus students and one representing off-campus students.

(3) Two staff members appointed by the steering committee upon the recommendation of the staff advisory committee. The term of service is three years.

(4) Three administrators, non-voting.

(a) ~~The vice president for business and finance.~~The senior vice president for administration and planning or designee.

(b) The senior vice president for business and finance or designee.

(c) The executive vice president and provost or designee.

3335-5-48.16 Diversity committee.

(A) Membership. The diversity committee shall consist of ~~sixteen~~ seventeen members.

(1) ~~Eight~~ Nine ~~tenure-track~~ faculty.

(a) Six ~~tenure-track~~ faculty selected by the faculty council.

(b) Two ~~tenure-track~~ faculty appointed by the president.

(c) The past-chair of the committee, non-voting.

~~(2) Three staff members.~~

~~(a) Two staff members selected by the university staff advisory council. The term of service is three years.~~

~~(b) One staff member appointed by the president. The term of service is three years.~~

(~~3~~2) Three students.

(a) One graduate student.

(b) One professional student.

(c) One undergraduate student.

(3) Three staff members.

(a) Two staff members selected by the university staff advisory committee. The term of service is three years.

(b) One staff member appointed by the president. The term of service is three years.

(4) Two administrators, non-voting.

(a) The executive vice president and provost, or designee.

(b) The associate vice president for human resources, or designee.

Chapter 3335-7 Rules of the university faculty concerning clinical/teaching/practice and research faculty appointment, reappointment and nonreappointment, and promotion

3335-7-01 Definition.

Clinical/teaching/practice are faculty appointments of the same type that are fixed term contract appointments that do not entail tenure. ~~Clinical~~ These faculty are teacher/practitioners and shall be engaged primarily in teaching activities related to: a) courses or instructional situations involving live patients or live clients, b) courses or instructional situations involving the simulation of live patients or live clients, ~~or~~ c) courses or instructional situations involving professional skills, or d) teaching as defined in Chapter 3335-6-02(A)(2) of the Administrative code. ~~.~~

(Board approval dates: 7/12/2002, 6/4/2004, 6/7/2013)

3335-7-02 Titles.

If individual colleges, schools, and departments with ~~clinical~~clinical/teaching/practice faculty wish to provide ~~clinical~~clinical/teaching/practice faculty with faculty-rank titles, then whatever title is used must be distinct from tenure-track titles (see paragraph (A) of rule 3335-5-19 of the Administrative Code). Titles include instructor, assistant professor, associate professor or professor of clinical (name of college, school, or department), ~~or~~ instructor, assistant professor, associate professor or professor of professional practice of (name of college, school, or department), or instructor, assistant professor, associate professor, or professor of teaching (name of college, school, or department). Exceptions to these titles must be approved by the provost or his/her designee.

(Board approval dates: 7/12/2002, 6/4/2004, 6/1/2007, 6/7/2013, 11/3/2017, 11/16/2018)

3335-7-03 Appointment cap.

Unless an exception is approved by the university senate and the board of trustees, ~~clinical~~clinical/teaching/practice faculty may comprise no more than forty percent of the total tenure-track, ~~clinical~~clinical/teaching/practice and research faculty (as defined in rule 3335-5-19

of the Administrative Code) in each of the colleges of the health sciences and no more than twenty percent of the tenure-track, ~~clinical~~clinical/teaching/practice, and research faculty in all other colleges. In all tenure-initiating units not in health sciences, the number of ~~clinical~~clinical/teaching/practice track faculty members must be fewer than the number of tenure-track faculty members in each unit.

(Board approval dates: 7/12/2002, 6/4/2004, 6/7/2005, 6/22/2012, 6/7/2013, 6/6/2014)

3335-7-04 Proposals and approval process.

(A) Proposals to establish or amend a ~~clinical~~clinical/teaching/practice faculty in a college or school reporting directly to Office of Academic Affairs (OAA) must be submitted to the provost by the dean of the college or director of the school reporting directly to OAA. Proposals must include a clear rationale for establishing a ~~clinical~~clinical/teaching/practice faculty and address how the terms and conditions of the appointments will be consistent with the rules set forth in Chapter 3335-7 of the Administrative Code, what titles will be given to ~~clinical~~clinical/teaching/practice faculty, and what department and college governance rights will be extended to ~~clinical~~clinical/teaching/practice faculty. ~~Clinical~~Clinical/teaching/practice faculty may not participate in the promotion and tenure reviews of tenure or research faculty. In addition, proposals must include the following components:

1. A definition of the role in teaching and scope of professional practice duties of ~~clinical~~clinical/teaching/practice faculty, identifying specifically how those differ from duties of tenure-track faculty;
2. Identification of the requirements for a ~~clinical~~clinical/teaching/practice faculty appointment, including appropriate terminal degrees and any credential or licensure requirements; and
3. ~~A list of courses that could be taught by clinical faculty and the relationship of those courses to the general curriculum. The expectation would be that clinical faculty should teach primarily courses involving professional practice in the clinical setting or courses designed to teach professional skills.~~

   Proposals must comply with any additional guidelines promulgated by the council on academic affairs and will be reviewed according to criteria specified by the council on academic affairs.

(B) With the exception of changes to existing titles, proposals from a college or school reporting directly to OAA to establish or amend a ~~clinical~~clinical/teaching/practice faculty must be approved by a majority of the tenure-track faculty of the college or school reporting directly to OAA proposing to have a ~~clinical~~clinical/teaching/practice faculty, by the dean of the college or school reporting directly to OAA, by the executive vice president and provost,by the university senate, and by the board of trustees. The executive vice president and provost will

transmit all proposals to the council on academic affairs, which will review proposals and make a recommendation to the university senate. Title changes must be consistent with rule 3335-7-02 of the Administrative Code, but need only be approved by a majority of the tenure track faculty and dean of the college of director of the school reporting directly to OAA proposing the amendment.

(Board approval dates: 7/12/2002, 6/4/2004, 6/7/2005, 6/1/2007, 6/7/2007, 6/7/2013)

3335-7-05 Criteria for appointment, for reappointment and nonreappointment, and for promotion.

Clinical/teaching/practice faculty may be appointed by colleges that do not have schools or departments and by schools and departments in colleges that have such subunits. The criteria for appointment, for reappointment and nonreappointment, and for promotion for ~~clinical~~clinical/teaching/practice faculty shall be established by the college, school, or department making such appointments and shall be set forth in that unit's appointments, promotion, and tenure document. The criteria must be consistent with the rationale for having ~~clinical~~clinical/teaching/practice faculty in the unit in question and must be distinct from the criteria for tenure-track faculty appointments. However, normally ~~clinical~~clinical/teaching/practice faculty will have an earned doctorate or other terminal degree in the relevant field or equivalent experience. The criteria for appointment, for reappointment and nonreappointment, and for promotion should reflect the importance of the responsibilities of ~~clinical~~clinical/teaching/practice faculty.

(Board approval dates: 7/12/2002, 6/4/2004, 6/7/2005, 6/7/2013)

3335-7-06 Procedures for appointment.

Procedures for appointment of ~~clinical~~clinical/teaching/practice faculty shall be established by the college, school, or department making such appointments and shall be set forth in that unit's appointments, promotion, and tenure document. Appointments at the rank of associate professor or professor require prior approval of the office of academic affairs.

(Board approval dates: 7/12/2002, 6/4/2004, 6/7/2013)

3335-7-07 Term of appointment.

(A) Contracts must be for a period of at least three years and for no more than five years.

(B) The initial contract is probationary and a ~~clinical~~clinical/teaching/practice faculty member will be informed by the end of each probationary year as to whether he or she will be reappointed for the following year. By the end of the second to final year of the probationary contract, the faculty member will be informed as to whether a new contract will be extended at the conclusion of the probationary contract period. In the event that a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

(C) During and until the end of the second and subsequent contract periods, ~~clinical~~clinical/teaching/practice faculty appointments may only be terminated for cause (see rule 3335-5-04 of the Administrative Code) or financial exigency (see rule 3335-5-02.1 of the Administrative Code) and the termination decision for either of these reasons shall result from procedures established by faculty rules. In addition, a contract may be renegotiated during a contract period only with the voluntary consent of the ~~clinical~~clinical/teaching/practice faculty member. By the end of the penultimate year of each contract period, the ~~clinical~~clinical/teaching/practice faculty member will be informed as to whether a new contract will be extended at the conclusion of the current contract period. If a new contract is not extended, the final year of the current contract is a terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

(D) The standards of notice set forth in rule 3335-6-08 of the Administrative Code apply to ~~clinical~~clinical/teaching/practice faculty appointments.

(Board approval dates: 7/12/2002, 6/4/2004, 6/7/2005, 6/7/2013)

3335-7-08 Annual review, reappointment/nonreappointment, and promotion review procedures.

The procedures for reviewing ~~clinical~~clinical/teaching/practice faculty annually and for reappointment/ nonreappointment and promotion shall be set forth in the relevant college, school or department appointments, promotion, and tenure. ~~document~~ Procedures for promotion ~~and~~ shall be consistent with review procedures established for tenure-track faculty, including those set forth in rules 3335-6-03 and 3335-6-04 of the Administrative Code with the following exceptions:

(A) The college dean's decision shall be final with respect to reappointment and nonreappointment. Decisions with respect to promotion shall be forwarded to the executive vice president and provost, who shall review the decision consistent with the review procedures established for tenure-track faculty including those set forth in rule 3335-6-04. Any decision of the executive vice president and provost shall be final; and

(B) External evaluations are optional.

(Board approval dates: 7/12/2002, 6/4/2004, 6/7/2013, 11/3/2017)

3335-7-09 Transfers from the tenure track faculty to the ~~clinical~~clinical/teaching/practice faculty.

A college, school, or department may provide for the possibility of transfers from the tenure faculty track to the ~~clinical~~clinical/teaching/practice faculty if appropriate to its circumstances. A unit that permits transfers must abide by the following:

(A) The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual's career goals and activities have changed;

(B) When a tenured faculty member transfers to the ~~clinical~~clinical/teaching/practice faculty, tenure is lost; and

(C) All transfers must be approved by the school director or department chair, the college dean, and the executive vice president and provost.

(Board approval dates: 7/12/2002, 6/4/2004, 6/7/2013)

3335-7-10 Transfers from the ~~clinical~~clinical/teaching/practice faculty to the faculty-track.

Transfers from the ~~clinical~~clinical/teaching/practice faculty to the tenure-track faculty are not permitted. ~~Clinical~~Clinical/teaching/practice faculty may apply for tenure-track positions and compete in regular national searches for such positions.

(Board approval dates: 7/12/2002, 6/4/2004, 6/7/2005, 6/7/2013)

3335-7-11 Participation in governance by ~~clinical~~clinical/teaching/practice faculty.

(A) A college or academic unit that appoints ~~clinical~~clinical/teaching/practice faculty determines the level of participation in college and departmental structures.

(B) A college or academic unit that appoints ~~clinical~~clinical/teaching/practice faculty and elects senators may, by vote of at least a majority of all of its tenure-track faculty, determine that the

~~clinical~~clinical/teaching/practice members of its faculty are eligible for election to the university senate.

(C) Following approval by a college or academic unit of eligibility of its ~~clinical~~clinical/teaching/practice faculty for election to the senate under the foregoing paragraph:

1. For purposes of selection of university senators, the electorate for the college or academic unit shall be composed of all tenure-track and ~~clinical~~clinical/teaching/practice faculty.
2. Any ~~clinical~~clinical/teaching/practice faculty member appointed by the college or academic unit may stand for election to serve as a representative in the senate.
3. The minimum and maximum numbers of ~~clinical~~clinical/teaching/practice faculty from each college or academic unit that may serve as representatives in the senate shall be determined by majority vote of tenure-track and ~~clinical~~clinical/teaching/practice faculty appointed by that college or academic unit within the limits provided for in paragraph 4 of this section.
4. One senator or not more than ~~forty-five~~forty-five per cent of the senators representing that college or academic unit, whichever is greater, may be ~~clinical~~clinical/teaching/practice faculty of the college or academic unit.

~~4.~~ (D) Clinical/teaching/practice faculty will not be eligible to vote on the promotion or tenure of tenure-track faculty or the promotion of research faculty.

(Board approval dates: 4/4/2008, 6/7/2013)

3335-7-30 Definition.

Research faculty appointments are fixed term contract appointments that do not entail tenure. Research faculty are researchers and shall be engaged in research related to the mission and goals of the academic unit.

(Board approval dates: 6/4/2004, 6/7/2013)

3335-7-31 Titles.

Titles will be research professor of (name of college, school or department), research associate professor, research assistant professor.

(Board approval dates: 6/4/2004, 6/7/2013)

3335-7-32 Criteria for appointment, for reappointment and non-reappointment, and for promotion.

With tenure-track faculty majority approval, research faculty may be appointed by colleges that do not have schools or departments and by schools and departments in colleges that have such subunits. Unless otherwise authorized by a majority vote of the tenure-track faculty in a unit, research faculty must comprise no more than twenty per cent of the number of tenure-track faculty in the unit. In all cases, however, the number of research faculty positions in a unit must constitute a minority with respect to the number of tenure-track faculty in the unit.

The criteria for appointment, reappointment and nonreappointment, and for promotion for research faculty shall be established by the college, school or department making such appointments and shall be set forth in that unit's appointments, promotion and tenure document and approved by a majority vote of the tenure-track faculty of the unit and approved by the office of academic affairs. The criteria must be distinct from the criteria for tenure-track faculty appointments and cannot require classroom teaching. Research faculty will have an earned doctorate or other terminal degree in the relevant field. The criteria for appointment, for reappointment and nonreappointment, and for promotion should reflect the preponderance of responsibilities being in research activities.

(Board approval dates: 6/4/2004, 6/7/2013)

3335-7-33 Procedures for appointment.

Procedures for appointment of research faculty shall be established by the college, school or department making such appointments and set forth in that unit's appointments, promotion, and tenure document and approved by a vote of tenure-track faculty of the unit and the office of academic affairs. Appointments at the rank of research associate professor or research professor require prior approval of the relevant college and the office of academic affairs.

(Board approval dates: 6/4/2004, 6/7/2013)

3335-7-34 Duties and responsibilities.

The primary duty of research faculty is to conduct research. A research faculty member may, but is not required to, participate in limited educational activities in the area of his or her expertise. However, teaching opportunities for each research faculty member must be approved by a majority vote of the TIU's tenure-track faculty. Under no circumstances may a

member of the research faculty be continuously engaged over an extended period in the same instructional activities as tenure-track faculty. An appointment to a research faculty position should not be made to displace or make unnecessary an appointment to a tenure-track faculty position.

(Board approval dates: 6/4/2004, 6/7/2005, 6/7/2013)

3335-7-35 Term of appointment.

(A) Contracts will be for a period of at least one year and for no more than five years.

(B) Contracts must explicitly state the expectations for salary support and generally will require one hundred per cent salary recovery. It is expected that salary recovery/support will be derived from extramural funds.

(C) The initial contract is probationary, and a research faculty member will be informed by the end of each probationary year as to whether he or she will be reappointed for the following year. By the end of the penultimate year of the probationary contract, the research faculty member will be informed as to whether a new contract will be extended at the conclusion of the probationary contract period. In the event that a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

(D) During and until the end of the second and subsequent contract periods, research faculty appointments may be terminated for not meeting the terms of the contract (e.g. failure to obtain extramural support for the research). Appointments may also be terminated during a contract period for cause (see rule 3335-5-04 of the Administrative Code), or financial exigency (see rule 3335-5-02.1 of the Administrative Code), and the termination decision for either of these reasons shall result from procedures established by faculty rules. In addition, a contract may be renegotiated during a contract period only with the voluntary consent of the research faculty member. By the end of the penultimate year of each contract period, the research faculty member will be informed as to whether a new contract will be extended at the conclusion of the current contract period. If a new contract is not extended, the final year of the current contract is a terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

(E) The standards of notice set forth in rule 3335-6-08 of the Administrative Code apply to research faculty appointments.

(Board approval dates: 6/4/2004, 6/7/2005, 6/7/2013, 6/6/2014)

3335-7-36 Annual review, reappointment/nonreappointment, and promotion review procedures.

The procedures for reviewing research faculty annually and for reappointment/nonreappointment and promotion shall be set forth in the relevant, tenure-track faculty approved, college, school or department appointments, promotion and tenure document and shall be consistent with review procedures established for tenure-track faculty including those set forth in rules 3335-6-03 and 3335-6-04 of the Administrative Code except that the college dean's decision shall be final with respect to reappointment and non-reappointment. Decisions with respect to promotion shall be forwarded to the executive vice president and provost, who shall review the decision consistent with the review procedures established for tenure-track faculty including those set forth in rule 3335-6-04. Any decision of the executive vice president and provost shall be final.

(Board approval dates: 6/4/2004, 6/7/2013, 11/3/2017)

3335-7-37 Governance rights.

Governance rights within a tenure-initiating unit (TIU) at the local level will be determined by the TIU and will require a vote of its voting faculty.

Research faculty will also be eligible to advise and supervise graduate and postdoctoral students and to be a principal investigator on extramural research grant applications. Approval to advise and supervise graduate students must be obtained from the graduate school as set forth in rule 3335-5-29 and detailed in the graduate school handbook.

Research faculty will not be eligible to vote on the promotion ~~and~~ or tenure of tenure-track faculty or ~~clinical~~the promotion of clinical/teaching/practice faculty.

(Board approval dates: 6/4/2004, 6/7/2013, 6/6/2014)

3335-7-38 Transfers from the tenure-track faculty to research faculty.

A college, school or department may provide for the possibility of transfer from the tenure–track faculty to the research faculty if appropriate to its circumstances and if provided for in the unit's appointments, promotion and tenure document. A unit that permits transfers must abide by the following:

(A) The request for transfer must be initiated by the tenure-track faculty member in writing and must state clearly how the individual's career goals and activities have changed.

(B) When a tenured faculty member transfers to the research faculty, tenure is relinquished.

(C) The school director or department chairperson, the college dean, and the executive vice president and provost must approve all transfers.

(Board approval dates: 6/4/2004, 6/7/2013)

3335-7-39 Transfers from the research faculty to the tenure-track.

Transfers from the research faculty to the tenure-track faculty are not permitted. However, research faculty may apply for tenure-track positions and compete in regular national searches for such positions.

(Board approval dates: 6/4/2004, 6/7/2013)

3335-7-40 Oversight.

The office of academic affairs will submit an annual report to the university senate detailing the number, funding source, and TIU of research faculty appointments that have been made the previous year. Also included in the report will be the conditions of the appointments including fiscal arrangements. In unusual circumstances, salaries of research faculty may be paid on a temporary basis from funds other than those generated from tuition and subsidy.

(Board approval dates: 6/4/2004, 6/7/2005, 6/7/2013)

Clerical/Clarifying language related to the updates in 3335-07

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

(D) Tenure is lost only by formal resignation, by voluntary reduction of appointment below fifty per cent of service to the university except in the case of an approved leave of absence, by retirement, by transfer to clinical/teaching/practice, research, or associated faculty status, or may be terminated by reason of proved incompetence or grave misconduct in accordance with rule 3335-5-04 of the Administrative Code, for causes set forth in rule 3335-5-02 of the Administrative Code, or under the conditions of bona fide financial exigency, as specified in rule 3335-5-02.1 of the Administrative Code.

(Board approval dates: 8/1/1997, 6/7/2005, 6/6/2014)

3335-5-19 Faculty.

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

(A) " Tenure-track faculty": persons with the titles of professor, associate professor, assistant professor, and instructor who serve on appointments totaling fifty per cent or more service to the university and who are eligible for tenure or who have obtained tenure.

(B) "Non-tenure-track faculty": all faculty positions within the university that are not tenure-track and are not eligible for tenure. This includes the following categories:

1. "Clinical faculty": Clinical/teaching/practice faculty serve under fixed term contracts and their faculty appointments are described in Chapter 3335-7 of the Administrative Code.
2. "Research faculty": Research faculty serve under fixed term contracts and their faculty appointments are described in Chapter 3335-7 of the Administrative Code.
3. "Associated faculty": persons with clinical practice titles, adjunct titles, visiting titles, and lecturer titles; also professors, associate professors, assistant professors, and instructors who serve on appointments totaling less than fifty per cent service to the university. Persons with tenure-track, clinical/teaching/practice, or research faculty titles may not hold associated titles. Persons holding associated titles are not eligible for tenure and may not participate in the promotion and tenure reviews of tenure-track, clinical/teaching/practice, or research faculty. Persons with associated titles are permitted to participate in college or academic unit governance where approved by a vote of at least a majority of all of its tenure track faculty and also clinical/teaching/practice and research faculty in those colleges and units where they have been given voting rights. Associated faculty appointments may be made for a maximum of three consecutive years and, with the exception of visiting titles, may be renewed.
    (a) Clinical Practice Faculty: The titles of clinical professor of practice, clinical associate professor of practice, clinical assistant professor of practice, and clinical instructor of practice shall be used to confer faculty status on individuals who have credentials comparable to clinical faculty of equivalent rank and who either provide significant, uncompensated service for which a faculty title is needed or

compensated service to the clinical instructional programs in the colleges of the health sciences. Clinical practice appointments are made for the period in which the service is provided. Renewal of no-salary appointments is contingent upon continued significant contributions. Procedures for the promotion of clinical practice faculty members shall be the same as for promotion of clinical faculty.

(b) Visiting Faculty: The titles of visiting professor, visiting associate professor, and visiting assistant professor, shall be used to confer faculty status on individuals who have credentials comparable to tenure-track, clinical/teaching/practice or research faculty of equivalent rank who spend a limited period of time on formal appointment and in residence at this institution for purposes of participating in the instructional and research programs of the university. A visiting appointment cannot exceed three continuous academic years of service.

(c) Adjunct Faculty: The titles of adjunct professor, adjunct associate professor, and adjunct assistant professor, and adjunct instructor shall be used to confer faculty status on individuals who have credentials comparable to tenure-track, clinical/teaching/practice, or research faculty of equivalent rank, who provide significant, service to the instructional and/or research programs of the university and who need a faculty title to perform that service. Significant service would include teaching the equivalent of one or more courses, advising graduate students or serving on graduate committees, and serving as a co-investigator on a research project. Such individuals may be either nonuniversity employees or university employees compensated on a noninstructional budget. Adjunct appointments are made for the period in which the service is provided. Renewal of adjunct appointments is contingent upon continued significant contributions. Procedures for the promotion of adjunct faculty members shall be the same as for promotion of tenure, clinical/teaching/practice, or research faculty.

(d) Lecturer: The titles of lecturer and senior lecturer shall be used for all compensated instructional appointments where other titles are not appropriate. Lecturers' responsibilities are limited to teaching as defined in Chapter 3335-6 of the Administrative Code.

(C) "Emeritus faculty": Emeritus faculty status is an honor given in recognition of sustained academic contributions to the university as described in rule 3335-5-36.

(Board approval dates: 4/4/1997, 12/4/1998, 4/6/1999, 3/1/2002, 7/12/2002, 6/4/2004, 2/1/2013, 4/5/2013, 6/7/2013, 11/16/2018)

3335-5-36 Emeritus Faculty.

(A) Full-time tenure-track, clinical/teaching/practice, research, or associated faculty may request 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.

(B) The request for emeritus status is made to the tenure initiating unit (TIU) head, except that for associated faculty with appointments at regional campuses, the request for emeritus status is made to the regional dean. The process for awarding emeritus status shall be described in the TIU/regional campus appointments, promotion and tenure document. The executive vice president and provost must approve requests for emeritus status for faculty who do not otherwise meet the qualifications in 3335-5-36 (A). Emeritus status is recommended by the TIU head, the dean, and the executive vice president and provost, and approved by the board of trustees.

(C) Emeritus faculty, in keeping with the honorific nature of the title, are not expected to perform faculty duties (under rule 3335-5-07), nor do they retain the specific powers of the faculty (under rule 3335-5-14). Emeritus faculty may not vote at any level of governance and may not participate in promotion and tenure matters but may have such other privileges as individual academic units or the university may provide.

(D) If emeritus status is requested but denied by the TIU head/regional dean, the decision can be appealed in writing to the dean or executive vice president and provost for units for which the dean is the TIU head. If the request for emeritus status or an appeal is denied by the dean, the decision can be appealed in writing to the executive vice president and provost, who shall make the final decision. Every effort shall be made by the dean and executive vice president and provost to conclude all decisions on appeals within 60 days.

(E) In lieu of the process described in rule 3335-5-04, the president, subject to the approval of the board of trustees, shall have the authority to revoke emeritus status if an emeritus faculty member at any time engages in serious dishonorable conduct in violation of law, rule, or policy and/or causes harm to the university's reputation.

(Board approval date: 11/16/2018)

3335-5-48.10 Faculty hearing committee.

(A) Membership.

The faculty hearing committee shall consist of twenty-four tenured members of the faculty selected by the faculty council. Each elected person shall serve a four-year term as a regular member followed by a one-year term as an alternate member.

(B) Duties and responsibilities.

1. Conduct hearings on appeals by respondents charged under rule 3335-5-04 of the Administrative Code following the procedures of paragraph (H) of this rule.
2. Conduct hearings on complaints of alleged improper evaluation based upon reasons or considerations that infringe a constitutional right of the complainant following procedures of paragraph (C)(4) of rule 3335-5-05 of the Administrative Code.

3. Conduct hearings on allegations of improper evaluation based upon inadequate consideration of the pertinent facts by the individual(s) making the decision following procedures of paragraph (C)(5) of rule 3335-5-05 of the Administrative Code.
4. Conduct hearings on an appeal of a tenured, non-probationary clinical/teaching/practice, or research faculty member because of termination of appointment during financial exigency following procedures of paragraph (B) of rule 3335-5-02.3 of the Administrative Code.

3335-9-11 Tenure-track faculty, clinical/teaching/practice faculty, research faculty, and senior administrative and professional employees pursuing additional degrees.

Faculty members: No tenure-track faculty member, clinical/teaching/practice faculty member, or research faculty member will be permitted to pursue a degree offered by the TIU in which the faculty member holds an appointment, as defined in rule 3335-6-06 of the Administrative Code. In those instances where faculty members wish to pursue degrees in other units or programs of this university, they must demonstrate that the acquisition of these degrees enhances their own competence as teachers and scholars. In making decisions to pursue additional degrees, these faculty must consider first and foremost the requirements of their total university commitment and responsibilities. Requests to pursue additional degrees must be approved by the faculty member's TIU head and dean and by the dean of the college or director of the program in which the degree would be granted.

Senior administrative and professional appointees: In those instances where senior administrative and professional appointees wish to pursue degrees at this university, they must demonstrate that the acquisition of these degrees enhances their competence as university employees. In making decisions to pursue additional degrees, senior administrative and professional appointees must consider first and foremost the requirements of their total university commitment and responsibility. Requests to pursue additional degrees must be approved by the immediate supervisor; the TIU head, dean or the appropriate vice president, in whose area the senior administrative and professional appointee holds position, and dean of the college or director of the program in which the degree would be granted.

(Board approval dates: 6/14/1948, 11/1/1985, 11/2/1990, 5/3/1996, 4/4/1997, 12/4/1998, 6/7/2005 6/6/2014)

3335-17-04 Apportionment of faculty members.

(C) For the purpose of voting in a senate election, the eligible faculty shall be tenure-track faculty such clinical/teaching/practice track faculty as are authorized for senate service pursuant to rule 3335-7-11 of the Administrative Code. They shall vote only in the election of members from the college or unit in which they hold their primary appoint.

3335-17-08 Qualifications for membership.

(A) To be eligible for service as members of the university senate:

1. Faculty members shall be on the roster of the tenure-track faculty, or on the roster of a college or unit's clinical/teaching/practice track faculty who are authorized for senate service pursuant to rule 3335-7-11 of the Administrative Code, and available for senate service autumn and spring semesters during their elected terms.
2. Graduate, professional and undergraduate student members shall be in good standing and enrolled each semester.
3. Faculty, professional and undergraduate student members shall, at all times including the time of election, be members of the constituency which they were elected to represent. The graduate student senators shall be deemed to represent all graduate students.

(B) No person shall represent one constituency while serving as a representative of another.

(C) The requirements for alternate members shall be the same as for members.

Senate adoption date: 6/4/1977; Senate revision dates: 4/29/1978, 2/9/1980, 1/26/1985, 5/13/2004

(Board approval dates: 6/4/2004, 6/6/2008, 6/6/2014)

University Senate

3335-5-37 Membership.

There shall be a university senate, a unicameral body constituted as follows:

(A) Voting members: the voting members of the senate (throughout this document the word "senate" shall be taken to mean the university senate) shall consist of:

Twenty-~~six~~ four administration members
Seventy-one faculty members
Forty-one student members, consisting of twenty-six undergraduate, ten graduate, and five professional student members.
Five staff members.

Any change in the number of members representing one of three primary categories shall necessitate an adjustment in the total membership in order to maintain to the nearest percentage the ratio of these numbers.

(B) Non-voting members: senate members not entitled to vote on the floor of the senate, but otherwise to participate in all senate deliberations, shall include the chair of faculty council (if not a member of the senate), senate committee chairs (if not members of the senate), the president of the alumni association, the secretary of the university senate~~,~~, the president of the undergraduate student government, the president of the council of graduate students, and the president of the inter-professional council, and the chair of the university staff advisory committee.

(Board approval dates: 7/7/1972, 6/14/1974, 7/9/1976, 7/22/1977, 7/20/1979, 2/3/1984, 2/7/1986, 2/1/1991, 4/7/1995, 5/3/1996, 8/1/1997, 12/4/1998, 4/6/1999, 7/7/2000, 5/6/2005, 5/14/2010, 6/5/2015)

3335-5-38 -Terms of office.

(A) Ex officio members serve by virtue of their position and shall have no fixed term of office.

(B) Faculty members shall serve three-year terms, with one-third being elected each year; they shall be ineligible for one year for reelection after two consecutive terms of service.

(C) Student members shall serve one-year terms and be eligible for reelection.

(D) Staff members shall serve two-year terms; they shall be ineligible for one year for reelection after two consecutive terms of service.

(Board approval dates: 7/7/1972, 7/9/1976, 7/22/1977, 4/4/2008, 6/5/2009)

3335-17-01 Administration members.

The twenty-~~six~~ four members from the administration shall consist of the university president, the executive vice president and provost, the senior vice president for business and finance, the senior vice president for research, the senior vice president for student life, ~~the executive dean of the college of arts and sciences,~~ the deans of the ~~other thirteen~~fifteen colleges, the executive dean for the regional campuses, the dean of the graduate school, the dean for undergraduate education, and the director of libraries~~, and the three divisional deans of the college of arts and sciences~~.

3335-17-02 Elections.

The faculty, staff, professional student, graduate student, and undergraduate student members and alternates of the university senate shall be chosen in the manner prescribed by the appropriate constituency as defined in rule 3335-17-03 of the Administrative Code. All terms of service shall begin in the autumn semester following election.

Senate revision dates: 9/29/1984, 12/2/1989

3335-17-03 Administration and supervision of elections.

The primary responsibility for administering and supervising senate elections shall reside with the faculty council, for the election of faculty members of the senate; council of graduate students, for the election of graduate student members; inter-professional council, for the election of professional student members; ~~and~~ undergraduate student government, for the election of undergraduate student members; and university staff advisory committee, for the election of non-bargaining staff members. Each group shall:

3335-17-04 Apportionment of faculty members.

(A) Seventy-one faculty members shall be apportioned as follows: at least one to represent each of the following faculty constituencies:

College of arts and sciences: division of arts and humanities

College of arts and sciences: division of natural and mathematical sciences

College of arts and sciences: division of social and behavioral sciences

College of food, agricultural, and environmental sciences

The Max M. Fisher College of business~~, the Max M. Fisher~~

College of dentistry

College of education and human ecology

College of engineering

The Michael E. Moritz College of law

College of medicine

College of nursing

College of optometry

College of pharmacy

The John Glenn ~~school~~ College of public affairs

College of public health

College of social work

College of veterinary medicine

OSU Lima campus

OSU Mansfield Campus

OSU Marion Campus

OSU Newark Campus

University libraries

Departments of military science, naval science, and air force aerospace studies

3335-17-07.5 Apportionment of staff members

(A) Five staff members from different campus units shall be selected by university staff advisory council in accordance with its bylaws.

(B) Non-bargaining unit staff members will be eligible to apply for selection to the five senate positions.

3335-17-08 Qualifications for membership.

(A) To be eligible for service as members of the university senate:

1. Faculty members shall be on the roster of the tenure-track faculty, or on the roster of a college or unit's clinical track faculty who are authorized for senate service pursuant to rule 3335-7-11 of the Administrative Code, and available for senate service autumn and spring semesters during their elected terms.
~~1.~~2. Staff members shall be on the roster of a college or unit and available for senate service autumn and spring semesters of their elected terms.
~~2.~~3. Graduate, professional and undergraduate student members shall be in good standing and enrolled each semester.
4. Faculty, staff, professional and undergraduate student members shall, at all times including the time of election, be members of the constituency which they were elected to represent. The graduate student senators shall be deemed to represent all graduate students.
~~3.~~5. Faculty or staff that assume an administrative title containing dean, provost, or president during the academic year shall not continue to represent faculty or staff into the next academic year.

(B) No person shall represent one constituency while serving as a representative of another.

(C) The requirements for alternate members shall be the same as for members.

Senate adoption date: 6/4/1977; Senate revision dates: 4/29/1978, 2/9/1980, 1/26/1985, 5/13/2004

(Board approval dates: 6/4/2004, 6/6/2008, 6/6/2014)

**ESTABLISHMENT OF A NEW DEGREE PROGRAM:
BACHELOR OF SCIENCE IN ENGINEERING TECHNOLOGY**

COLLEGE OF ENGINEERING

Synopsis: Approval to establish a Bachelor of Science in Engineering Technology degree program in the College of Engineering for the Lima, Marion, Mansfield and Newark campuses, is proposed.

WHEREAS the Bachelor of Science in Engineering Technology degree program was developed in response to the growing needs of regional and state manufacturers for highly skilled college graduates who possess broad training in manufacturing engineering technology and are prepared for plant management roles; and

WHEREAS the program will begin in Autumn 2020, initially with the focus on Manufacturing Engineering Technology and initially at the Lima, Marion and Mansfield campuses, with the Newark campus added later; and

WHEREAS the regional campuses will assume budgetary responsibility; clinical faculty will assume much of the teaching responsibilities; a program coordinator will be appointed and student services are available; and a full curriculum outline has been established; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on March 20, 2019; and

WHEREAS the proposal was reviewed and approved by the University Senate on April 18, 2019:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the establishment of a Bachelor of Science in Engineering Technology degree program.

M e m o r a n d u m

To: University Senate

From: Eric C. Bielefeld, Chair, Council on Academic Affairs

Subject: Proposal to Establish the Bachelor of Science in Engineering Technology Degree

Date: April 15, 2019

A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO ESTABLISH THE BACHELOR OF SCIENCE IN ENGINEERING TECHNOLOGY DEGREE, COLLEGE OF ENGINEERING, FOR THE LIMA, MARION, MANSFIELD AND NEWARK CAMPUSES

Whereas the degree program was developed in response to the growing needs of regional and state manufacturers for highly skilled college graduates who possess broad training in manufacturing engineering technology and are prepared for plant management roles; and

Whereas the program will begin in Autumn 2020, initially with the focus on Manufacturing Engineering Technology but other concentration areas may be developed with time, and initially at the Lima, Marion, and Mansfield campuses with Newark added later; and

Whereas the regional campuses will assume budgetary responsibility; clinical faculty will assume much of the teaching responsibilities; a Program Coordinator will be appointed and student services are available; and a full curriculum outline has been established; and

Whereas the program was developed with, and has the full support of, the College of Engineering and its College Committee on Academic Affairs; and

Whereas the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on March 20, 2019; and

Therefore be it resolved that the University Senate approve the proposal to establish the Bachelor Science in Engineering Technology degree program for the Lima, Marion, Mansfield, and Newark Campuses and respectfully request approval by the Board of Trustees.

From:	Smith, Randy
To:	Jones, Norman; Kelley, Kathryn; Ulstad, Aimee T.
Cc:	Bielefeld, Eric; Smith, Randy; Reed, Katie; Tomasko, David; Williams, David B.; Rose, Gregory; Brandesky, Joseph; MacDonald, William; McPheron, Bruce A.; Schmiesing, Ryan; Hofherr, Michael B.; Griffiths, Robert; Hume, Beth; Daly, Marymegan; Leite, Fabio; Pandey, Bishun; Kitchen, Dawn; Brown, Stephanie; Givens, Ben; Schweikhart, Sharon; Hogan, Michael; Eveland, Jessica; Kaplan, Jeff; Miner, Jack
Subject:	Bachelor of Science in Engineering Technology
Date:	Wednesday, March 20, 2019 4:44:11 PM
Attachments:	image001.png

Norman, Kathryn and Aimee:

The proposal from the College of Engineering to establish a new Bachelor of Science in Engineering Technology degree program for the Regional Campuses was approved by the Council on Academic Affairs at its meeting on March 20, 2019. Thank you for attending the meeting to respond to questions/comments.

The proposal will now be sent to the University Senate with a request that it be included on the agenda of its meeting on April 18, 2019. I will provide you with additional details as I learn them. The Chair of the Council, Professor Eric Bielefeld, will present the proposal, but we will need at least one of you to attend that meeting to respond to questions/comments.

If approved by the Senate, it will be sent to the Board of Trustees for action at its meeting on May 31, 2019.

I will work with you on a submission to the Ohio Department of Higher Education and interact with the Higher Leaning Commission for any action that may be required there.

Given that your request for implementation is Autumn 2020, there should be no difficulty ensuring all appropriate approvals for an offering at that time.

Please keep a copy of this message for your file(s) on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions, please contact Professor Bielefeld (.6) or me.

Congratulations on the successful completion of this important stage in the review/approval process. I am well aware of the collaborative efforts of many to get to this point.

Randy

THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210
614-292-5881 Office

smith.70@osu.edu

THE OHIO STATE UNIVERSITY

College of Engineering

Undergraduate Education & Student Services

122 Hitchcock Hall
2070 Neil Avenue
Columbus, OH 43210-1278

614-292-2651 Phone
614-292-9379 Fax

engineering.osu.edu

February 4, 2019

Randy Smith, Vice Provost for Academic Programs
Office of Academic Affairs

Re: Proposal to establish a Bachelor of Science in Engineering Technology program

Dear Randy,

On January 18, 2019, the College of Engineering College Committee on Academic Affairs (CCAA), reviewed the attached proposal, submitted by Dr. Norman Jones, dean and director of The Ohio State University at Mansfield, to establish a Bachelor of Science in Engineering Technology program at the following delivery sites: Lima, Marion, Mansfield, and Newark campuses. The committee voted unanimously to support the program with a vote of 11 in favor, 0 opposed, and 0 abstentions.

If you have any questions concerning CCAA's decision, or the proposal itself, feel free to contact me.

Yours sincerely,

Rosie Quinzon-Bonello

Rosie Quinzon-Bonello
Assistant Dean for Curriculum and Assessment

REQUEST FOR APPROVAL
SUBMITTED BY:

The Ohio State University

Bachelor of Science Degree in Engineering Technology

February 2019

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REQUEST

Date of submission: January 2019

Name of institution: The Ohio State University

Degree/degree program title: Bachelor of Science Degree in Engineering Technology (BSET)

Primary institutional contact for the request

Name: Dr. Norman Jones
Title: Dean & Director
Phone number: 419-755-4222
E-mail: jones.2376@osu.edu

Delivery sites:
Lima, Marion, Mansfield, and Newark campuses

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors): TBD

Proposed start date: Autumn Semester 2020

Institution's programs: associate, bachelor's, master's, and doctoral degrees

Educator Preparation Programs: not applicable

Licensure **No**

Endorsement **No**

SECTION 1: INTRODUCTION

1.1 *Provide a brief summary of the request that will serve as an introduction for the reviewers.*

This new degree program will be a Bachelor of Science in Engineering Technology (BSET). The degree was developed in response to the growing needs of regional and state manufacturers for highly skilled college graduates who possess broad training in manufacturing engineering technology and are prepared for plant management roles. Initially, the major will focus on Manufacturing Engineering Technology. Additional concentrations within the major may be added once the program becomes well established. The program will be administered initially by three regional campuses (Lima, Mansfield, and Marion) in partnership with the College of Engineering on the Columbus campus. Later, it will be extended to the Newark campus; eventually, it may also be offered on the Columbus campus.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

- *Original date of accreditation:* 1913 (Higher Learning Commission)
- *Date of last review:* 2017
- *Date of next review:* 2027

2.2 Results of the last accreditation review

- *Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.*

The Institutional Actions Council of the Higher Learning Commission confirmed the Reaffirmation of Accreditation for The Ohio State University on July 31, 2017.

2.3 Notification of appropriate agencies

- *Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program.* ***Provide documentation of the notification as an appendix item.***

ABET is the accrediting body for BSET programs under the Engineering Technology Accreditation Commission (ETAC) commission. ABET does not accredit programs until students have graduated and the student outcomes can be measured/assessed against their criteria.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

The Ohio State University is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

The Ohio State University's Engineering Technology Program is a best-in-class program dedicated to:

- Preparing diverse students to be leaders in thought and action;
- Developing skilled employees to meet the technical needs of the state;
- Fostering collaborations between students and employers to enhance real-world applicability of knowledge;
- Creating a community of support between faculty, staff, students, and partners.

3.2 Organizational structure

- *Provide a copy of the institution's organizational chart as an appendix item.*

https://oaa.osu.edu/sites/default/files/links_files/oaa-org-chart.pdf

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

- *Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.*

As with many programs offered on Ohio State's regional campuses, the regional campuses (initially Lima, Mansfield, and Marion) will hold the primary responsibility for administrative oversight of the BSET program and will hold full fiscal oversight of and responsibility for the program. Academic oversight will be shared among the regional campuses and the College of Engineering (COE) on the Columbus campus. Additionally, the Ohio Manufacturing Institute (OMI) will help support this program.

Regional campus Engineering faculty supporting the BSET program will serve as liaisons between the regional campuses and COE as they will be members of the appropriate COE department (e.g., Electrical and Computer Engineering, Engineering Education, Integrated Systems Engineering, Materials Science and Engineering, and Mechanical and Aerospace Engineering) while holding appointments entirely on a regional campus. One academic advisor, the BSET Program Coordinator, one regional Engineering faculty member from each campus offering the BSET, and one faculty representative from the COE will serve on a BSET Curricular Development and Assessment Committee (BSET CDAC), which will bring recommendations for program and course changes or approvals to the COE College Committee on Academic Affairs (CCAA). The chair of the BSET CDAC or designee will serve as the BSET representative on CCAA, in keeping with COE policy (every undergraduate program in COE must have a representative on CCAA). The BSET CDAC will have primary responsibility for making recommendations to CCAA regarding program policies on matters such as Special Action Probation (SAP).

Furthermore, the BSET Program Coordinator (an administrative staff position) will serve as the liaison among regional campuses, COE, individual departments, and industry partners.

All budgetary costs associated with the BSET program will be the responsibility of the regional campuses; there will be no financial burden on Columbus Engineering departments. The only responsibility of relevant Columbus departments will be to serve in an advisory capacity for faculty hiring, annual reviews, and curricular changes. In this, the relationship between the regional campuses and Columbus departments will be the same for the BSET program as it is for other four-year degrees offered on the regional campuses. The one exception is that this program will at least initially be unique at Ohio State because most of the courses composing the major will be offered only at the regional campuses. (Ohio State's Fisher College of Business currently offers a Business Management major available only at the regional campuses; however, the courses for this major are the same as those taken by Fisher College of Business majors at the Columbus campus; by contrast, most of the BSET courses will be available only at the regional campuses.)

In the hiring of regional Engineering faculty for the BSET program, the relevant COE department will typically appoint one Columbus faculty member to serve on the search committee as its representative, often participating only in the final stages of the search (e.g., helping to vet the top candidates). The new faculty member will be hired by the regional campus and may attend departmental meetings in Columbus. The Dean of a given regional campus conducts annual reviews of teaching and service for all regular faculty appointed on that campus. Such reviews take into account SEI data, peer evaluation of teaching letters, and pedagogical professional development undertaken by the faculty member. The relevant Columbus department may review this evaluation and content-specific teaching materials such as course syllabi and assignments; in addition, the department may conduct peer teaching evaluations. The expectation is that most BSET faculty would be hired as Clinical Faculty, especially in the Professor of Practice classification, who therefore will not be evaluated for research productivity. Relevant COE departments may amend their APT and POA policies (following the examples of departments such as Mathematics, Chemistry, and Physics) to address the roles of regional clinical faculty.

- *Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.*

The BSET Program Coordinator will serve as the project leader for developing and overseeing this new program on multiple campuses. The Program Coordinator's duties will include general BSET program development (intra-university coordination among campuses and units; coordination of external marketing and recruitment; and curricular development) as well as industry and community engagement.

- *Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.*

The College of Engineering Committee on Academic Affairs (CCAA) is composed of faculty representatives from each undergraduate degree-granting program within the college as well as the Engineering Education Department. Members are appointed for three years. The CCAA meets

approximately once per month during the autumn and spring semesters. Current committee members are listed below:

Voting members:
AAE/ME - Blaine Lilly
AVN - Shannon Morrison
BME - Mark Ruegsegger
CBE - Jeff Chalmers
CIV - Michael Hagenberger
CSE - Paul Sivilotti
ECE - George Valco
EED - Deb Grzybowski
ENG PHY - Robert Perry
ENVR - John Lenhart
FABE - Ann Christy
ISE - Carolyn Sommerich (chair)
MSE - Mike Sumption
WELD - David Phillips
Advisor Rep - Nikki Strader
Grad Rep - Varun
Undergrad Rep - Jacqueline Moss

Non-voting members:
KSA - Jane Murphy
UESS - Dave Tomasko, associate dean
UESS - Rosie Quinzon-Bonello, committee secretary

The BSET Curricular Development and Assessment Committee will be created and will be composed primarily of regional campus faculty from each of the most relevant Engineering departments, potentially including Electrical and Computer Engineering, Engineering Education, Integrated Systems Engineering, Materials Science and Engineering, and Mechanical and Aerospace Engineering. One academic advisor, the BSET Program Coordinator, one regional Engineering faculty member from each campus offering the BSET, and one faculty representative from the College of Engineering will serve on a BSET Curricular Development and Assessment Committee (BSET CDAC). The BSET CDAC will bring recommendations for program and course changes or approvals to the College of Engineering Committee on Academic Affairs (CCAA). The chair of the BSET CDAC or designee will serve as the BSET representative on CCAA. The total membership of the BSET CDAC will be between six and nine faculty and staff.

4.2 Program development

- *Describe how the proposed program aligns with the institution's mission.*

From its founding in 1870 under the name of Ohio Agricultural and Mechanical College, The Ohio State University has remained true to its land-grant mission in accordance with the Morrill Act of 1862. While it has evolved from its original mission of training students for agricultural and mechanical disciplines, the College of Engineering continues to train students to support the technical needs of Ohio. With the current resurgence of manufacturing, Ohio's largest economic sector with 17% of its gross domestic product, today's need for technical talent has outpaced the University's ability to provide enough students to meet workforce demands. Additionally, even though the most critical and immediate workforce needs are in manufacturing, engineering students currently graduating from Ohio State tend to be recruited primarily for industry research and design roles. Ohio State's regional campuses are well positioned to help meet manufacturers' needs, as the mission of the regional campuses includes supporting the needs of its surrounding communities.

The proposed BSET program reflects the mission of the College of Engineering to develop education and outreach programs that enhance economic competitiveness regionally, nationally and globally. The BSET

program is also aligned with the College of Engineering's focus on manufacturing, materials, mobility and medicine, as outlined in its most recent strategic plan. Many other leading universities across the country offer a Bachelor of Science in Engineering Technology. According to a 2016 National Academy of Engineering publication, *Engineering Technology Education in the United States*, approximately 38 universities award at least 100 BSET degrees each year. These institutions include Purdue Polytechnic Institute, Texas A&M, Southern Illinois University, Rochester Institute of Technology, and Michigan State. Approximately 6700 BSET degrees per year are conferred by the 38 top programs.

As the number of students applying for admission to the Columbus campus has increased, the competitiveness of the admission process has also grown. Limitations in classroom and instructor capacity at the Columbus campus are constraining enrollment for engineering majors. Greater numbers of academically qualified students are now being admitted to the regional campuses. Given the recent addition of available housing near several regional campuses, many students who begin at a regional campus express an interest in remaining at that campus for longer than only one or two years. This has increased demand by students for more four-year degrees that can be completed entirely at the regional campuses.

Ohio State's regional campuses play a vital role in helping the University meet this critical demand. The regional campuses are building a strong track record in engineering. They have hired local clinical faculty to teach first- and second-year engineering courses; during Autumn 2018, the Marion campus enrolled 63 students in first-year engineering courses, Mansfield enrolled 41, and Lima enrolled 38. Each regional campus is co-located with a community or technical college that currently offers two-year technical degree programs and has engineering lab facilities outfitted with current technologies used by manufacturers. Based on industry demand, North Central State College received permission in 2018 from the Ohio Department of Higher Education to pursue development of a Bachelor of Applied Science in Mechanical Engineering Technology. These resources present opportunities for collaboration in support of an Ohio State BSET program. Furthermore, manufacturers in each region will partner with their respective regional campuses to support students with internships and the possibility of hiring them in full-time positions after graduation. All four years of the proposed degree will be offered at Ohio State's regional campuses, beginning with Lima, Marion, and Mansfield and then expanding later to include Newark, which presently does not have the space to accommodate additional faculty. Newark expects to be able to launch the program in 2023 by which time it will have built the John and Mary Alford Center for Science and Technology.

Many Ohio State students who begin at a regional campus place into math courses below calculus, which is a substantial barrier to pursuing any of the existing Bachelor of Science in Engineering programs in a timely manner. These students are required to take pre-calculus math courses, which delays their time-to-degree and results in lower graduation rates. These students possess skills more in alignment with ABET's emphasis for BSET programs on the application of differential and integral calculus, which is less theoretical and more in line with what students will need for future roles in industry. In summary, the BSET program will serve the regional and workforce needs of the state's economic base.

- *Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.*

Manufacturers in Ohio report high demand for technical talent in the mid- to high-level skills range (see "Retooling Engineering Technology for the Manufacturing 5.0 Workplace," Ohio Manufacturing Institute, www.omi.osu/engineeringtech). Manufacturers seek engineers who not only possess hands-on skills but also are capable of understanding the technology involved with robotics, lightweight manufacturing, and automation systems. According to Deloitte and the Manufacturing Institute projections, the widening manufacturing skills gap is expected to grow from 488,000 jobs left open today to as many as 2.4 million through 2028, as a wave of skilled engineers and engineering technologists begin to retire. As one example, the US Department of Labor O-Net skills database indicates that 32% of industrial production manager positions will need to be replaced through 2024.

Other Ohio universities offer BSET degrees, including University of Cincinnati, Miami University, Ohio Northern University, and Cleveland State University. Even so, demand for graduates of such programs is strong enough to support an Ohio State BSET program. Based on research conducted by the Ohio Manufacturing Institute at Ohio State, manufacturers in Ohio and across the nation have expressed the need to hire or train workers with the appropriate knowledge and skills to fill thousands of new or vacant positions over the next decade. Given that manufacturers already report difficulty in finding plant managers and mid- to high-skilled technical workers, the skill deficit is expected only to worsen with the increase in need for those with digital skills. Analysis of the US Department of Labor O-NET skills data through 2024 reveals that workers performing these production occupations also need a high level of skill in operations monitoring and analysis, quality control, equipment selection and maintenance, troubleshooting, as well as a comparatively high command of physics and design.

- *Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.*

According to results from industry focus groups, surveys, and individual consultations with manufacturing leaders conducted by OMI, the proposed BSET program will facilitate the growing need for business-oriented engineering leaders to run the factories of tomorrow. Consultants from the Ohio Manufacturers' Association and advisory committees from manufacturing companies collaborated in the development of this program. "For what we are looking for, it's not out there," said a Northwest Ohio manufacturer. "They haven't been developing that. The pipeline is too long and is just starting to get filled."

Based on their input, a task force was formed that included industry, academic, and curriculum experts, including a representative from the University Center for the Advancement of Teaching (UCAT), now part of the The University Institute for Teaching and Learning (UITL); this task force spent 18 months developing the BSET program goals, outcomes, and proficiencies, creating the initial curriculum. In September 2018, the program was vetted by a focus group of manufacturers located in the North Central Ohio region.

- *Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a*

timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

The proposed BSET is designed to meet the program educational outcomes for accreditation from ABET, and more specifically from the Engineering Technology Accreditation Commission (ETAC) of ABET. Accreditation will be assessed once students have graduated, in keeping with ABET accreditation protocol. As such, the proposed program's educational outcomes are aligned with the following ABET outcomes for baccalaureate degree programs:

(1) an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly-defined engineering problems appropriate to the discipline;
(2) an ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline;
(3) an ability to apply written, oral, and graphical communication in broadly defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;
(4) an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes; and
(5) an ability to function effectively as a member as well as a leader on technical teams.

The proposed manufacturing engineering BSET program will include instruction on the following: (a) materials and manufacturing processes; (b) product design process, tooling, and assembly; (c) manufacturing systems, automation, and operations; (d) statistics, quality and continuous improvement, and industrial organization and management; and (e) capstone or integrating experience that develops and illustrates student competencies in applying both technical and non-technical skills in successfully solving manufacturing problems.

Further in keeping with ABET guidelines, the discipline-specific content of the curriculum focuses on the applied aspects of science and engineering and will:

(a) Represent at least one-third of the total credit hours for the curriculum but no more than two-thirds of the total credit hours for the curriculum;
(b) Include a technical core preparing students for the increasingly complex technical specialties later in the curriculum;
(c) Develop student competency in the discipline;
(d) Include design considerations appropriate to the discipline and degree level such as: industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society; and
(e) Include topics related to professional responsibilities, ethical responsibilities, respect for diversity, and quality and continuous improvement.

With substantial help and guidance from the University Center for the Advancement of Teaching (UCAT), now UITL, the full analysis of the proposed BSET program's learning goals, outcomes, and proficiencies has been completed and mapped to the proposed courses using UCAT's curriculum design process. Additionally, a task force team of faculty, staff, and industry experts worked closely with a UCAT instructional designer to align the curriculum goals to the courses. The program goals are as follows:

1. **Systems Thinking and Problem Solving:** The successful student will be able to effectively solve problems by applying the appropriate engineering technologies, tools and techniques within systems of equipment, controls and people.
2. **Professional Skills/Communication:** The successful student will be able to demonstrate, appreciate, and master interpersonal communications skills in the modern workplace.
3. **Business:** The successful student will be able to understand business terminology, analyze the value of alternatives, and communicate their business, societal and global impacts effectively.
4. **Continuous Improvement:** The successful student will be able to optimize processes and systems with respect to quality, timeliness, and continuous improvement.

Please see the Appendix for a complete list of the Expected Goals, Outcomes, and Proficiencies for the BSET, which are aligned with the following curriculum outline. Because of the unique nature of this program, which derives from its emphasis on integrating training in hands-on skills and applications along with instruction in theory, almost all of the courses in the curriculum shown below are new to Ohio State.

4.3 Collaboration with other Ohio institutions

- *Indicate whether any USO institutions within a thirty-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.*

No other USO institutions within a thirty-mile radius offer the proposed program. Ohio Northern University near the Lima regional campus offers a bachelor of applied science manufacturing technology degree with a concentration in robotics and management. The bachelor of applied science degree at North Central State is still in the development process.

- *Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.*

Cooperative arrangements with other institutions and organizations will be used to offer this program, including community and technical colleges, career and technical training centers, and manufacturing companies. These partnerships will focus on the use of laboratory and technical training equipment as well as curriculum development. While no articulation arrangement with other institutions will be in effect initially for this program, specific arrangements may be developed in the future.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

- *Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.*

Students must be admitted to The Ohio State University as undergraduates in order to be admitted into the BSET program. Such students will be admitted into the program according to the same protocols by which students are currently admitted to other major programs at Ohio State that do not require a

competitive application process. If student demand exceeds capacity, then initially admission will be limited by course-by-course enrollment caps on a first-come, first-served basis. If demand continues to exceed capacity, then an application process will be developed using similar criteria to those used by other competitive majors at Ohio State.

- *Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred*

    - *according to the Department of Higher Education' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT^2) initiatives; and*
    - *other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

5.2 Student administrative services

- *Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

5.3 Student academic services

- *Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

Existing student services on the regional campuses will meet all initial needs of the program because all regional campuses currently provide academic advising, tutoring, career services, internship coordination, disabilities services, and mental health services. If enrollments increase beyond the capacity of existing services on a given campus, then that campus will be responsible for expanding its services appropriately.

SECTION 6: CURRICULUM

6.1 Introduction

- *Provide a brief description of the proposed program as it would appear in the institution's catalog.*

The Bachelor of Science in Engineering Technology (BSET) trains students to use a systems approach to integrate knowledge and skills in manufacturing methods, electrical controls and automation, and process improvement in order to support emerging technical needs and manage business objectives in industry.

6.2 Program goals and objectives

- *Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.*

This new four-year engineering degree program combines aspects of several traditional engineering majors that are most relevant to the current and future challenges faced by manufacturing firms. Engineers working in manufacturing plants today increasingly need to possess a broad, applied skill set that includes electrical, mechanical, and industrial engineering training, because manufacturing technologies frequently combine core elements of these various disciplines in synergistic ways. Engineers in manufacturing also need management skills. The BSET program will be highly technical, giving students hands-on knowledge and expertise in multiple disciplines so that graduates will be able to support the needs of manufacturers in leadership roles. It will prepare students to use systems-based approaches to engage effectively in problem solving within complex, fast-paced manufacturing plants.

6.3 Course offerings/descriptions

- *Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.*

Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT^2 equivalent course	New/Existing Course
ENGRTEC 1000: Graphical Design	3s	X				New
ENGRTEC 1100: Manufacturing Processes 1	3s	X				New
ENGRTEC 1200: Foundations of Engineering Technology	3s	X				New
ENGRTEC 1300: Applied Science (Physics) 1	3s	X				New
ENGRTEC 1400: Math - Applied Technical Math 1	3s	X				New
ENGRTEC 1500: Communication & Professional Skills 1	3s		X			New
ENGRTEC 1600: Math - Applied Technical Math 2	3s	X				New
ENGRTEC 1700: Applied Science 2 (Physics 2 Electricity)	4s	X				New

ENGRTEC 1800: Electrical Circuits 1	3s	X				New
ENGRTEC 1900: Electrical Applications and Design	3s	X				New
ENGRTEC 2000: Engineering Material Science with Applications	3s	X				New
CSE 2112: Modeling and Problem Solving with Spreadsheets and Databases for Engineers	3s	X				Existing
ENGRTEC 2100: Manufacturing Processes 2	3s	X				New
ENGRTEC 2200: Project management	3s	X				New
ENGRTEC 2300: Statistics for Engineering Tech	3s	X				New
ENGRTEC 2400: Industrial Controls and Automation - PLC Programming 1	3s	X				New
ENGRTEC 2500: Business Tools for Engineering Technology	3s	X				New
ENGRTEC 2600: Case Study in Engineering Technology - Ethics, Diversity, Safety	3s		X			New
ENGRTEC 3000: Data Collection and Analysis for Quality	3s	X				New
ENGRTEC 3100: Problem Solving & Troubleshooting (Kempner Trego)	3s	X				New
ENGRTEC 3200: Industrial Controls and Automation - PLC Programming 2 Analog	3s	X				New

ENGRTEC 3300: Mechanical Processes Hydraulics/Pneumatics and Mechanical Systems	3s	X				New
ENGRTEC 3400: Lean/Six Sigma - Tools and Applications	3s	X				New
ENGRTEC 3500: Programming C++ or other	3s	X				New
ENGRTEC 3600: Robotics operation and control	3s	X				New
ENGRTEC 3700: Facility Layout and Work Measurement	3s	X				New
ENGRTEC 2367: Writing II with focus on Technical Communications	3s		X			New
ENGRTEC 4000: Operations management - Reliability & Sustainability	3s	X				New
ENGRTEC 4100: Industrial Safety & Risk assessment	3s	X				New
ENGRTEC 4200: Capstone 1	3s	X				New
ENGRTEC 4300: Leadership and Change management	3s	X				New
ENGRTEC 4400: Capstone 2	3s	X				New
ENGRTEC 4500: Technical Elective	3s			X		New
ENGRTEC 4600: Electrical Applications in Industry	3s	X				New
ENGRTEC 4700: Manufacturing Process Design Studio	3s	X				New

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. ***Submit course syllabi as appendix items.***

ENGRTEC 1000: Graphical Design	Introduces engineering graphics and fundamentals of computer-aided design using the interactive software package AutoCAD/Autodesk Inventor on a personal computer. Technical sketching and shape description, orthographic projection theory, multi-view drawings, necessary views, sectional views, working and shop drawings, dimensioning practices, tolerancing, thread and fastener representation and nomenclature, assembly and detail drawings.
ENGRTEC 1100: Manufacturing Processes 1	Application of metal-cutting theory using single- and multiple-point cutting tools, basic metal removal process of tool room and production machines. Experience on conventional milling machines, shapers, lathes, surface grinders, and drill presses. Three hours of laboratory a week.
ENGRTEC 1200: Foundations of Engineering Technology	Introduces Engineering Technology students to resources and skills that will help them to be successful in their studies and ultimately in their careers. The skills needed to define and solve technical problems in engineering technology are developed. Instruction is given in analytical and computational problem-solving techniques. Application of software for analysis and communication is emphasized. Teamwork, global and societal concerns, and professional ethics are integrated into course projects.
ENGRTEC 1300: Applied Science (Physics 1)	Mechanics - Newton first law, Free Body Diagrams. Algebra based physics with Lab applications aligned within an applied engineering context.
ENGRTEC 1400: Math - Applied Technical Math 1	Review of Advanced Algebra, Trig, and Derivative Calculus as applied in engineering technology. Objective is to teach and demonstrate math as applied in engineering applications.
ENGRTEC 1500: Communication & Professional Skills 1	Teamwork, Resume Writing, Communication skills aligned to the audience's objectives.
ENGRTEC 1600: Math - Applied Technical Math 2	Applied Derivative and Integral Calculus focusing on applications in an engineering context.
ENGRTEC 1700: Applied Science 2 (Physics 2 - Electricity)	Physics 2 - Electricity Theory and Concepts. Algebra based physics with Lab applications aligned with Engineering.
ENGRTEC 1800: Electrical Circuits 1	Circuit Analysis, Devices, Electricity and Magnetism.
ENGRTEC 1900: Electrical Applications and Design	Hands on course for the design, building, and testing of electrical circuits for common applications.
ENGRTEC 2000: Engineering Material Science with Applications	Basics of engineering materials, metals, polymers, and characteristics of stress, strain, hardness, brittleness, corrosion impacts. Study of tests used to characterize properties of materials and how material properties influence their use and design for engineering applications. Testing procedures demonstrations will be included.
CSE 2112: Modeling and Problem Solving with Spreadsheets and Databases for Engineers	Spreadsheet and database modeling/programming concepts and techniques to solve business and engineering related problems; efficient/effective data handling, computational analysis and decision support.

ENGRTEC 2100: Manufacturing Processes 2	Advanced Manufacturing - Additive Manufacturing with design applications blending the blending CAD design with CAM and applications.
ENGRTEC 2200: Project management	Project management - Stages of Project - Scoping, Evaluating (Cost, Benefit, Schedule), Scheduling (MS Project) CPM, PERT, Crashing. Provides an overview of the roles, responsibilities, and management methods of technology in project management. Emphasizes scheduling of various projects, monitoring, control and learning from projects. Three interrelated objectives of budget, schedule, and specifications are also introduced. The course assumes no prior knowledge in management techniques and is intended to teach students how to develop approaches and styles of management for service and manufacturing industry projects.
ENGRTEC 2300: Statistics for Engineering Technology	Applied statistics with emphasis on Quality methods, material testing and variability, and interpretation of results.
ENGRTEC 2400: Industrial Controls and Automation - PLC Programming 1	Introduces the fundamentals of programmable logic controllers, and PLC application in process control. The course includes both lecture and laboratory aimed at applying fundamental principles to practical projects. The emphasis is on the basics of ladder logic, including timers, counters, and program control.
ENGRTEC 2500: Business Tools for Engineering Technology	Financial Accounting (Income Statement, Balance Sheet) Cost Accounting (Cost - Variable, Fixed, Manufacturing) ROI/NPV, Cost/Benefit Analysis with emphasis on communication of business cases.
ENGRTEC 2600: Case Study in Engineering Technology - Ethics, Diversity, Safety	Development of techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability and conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.
ENGRTEC 3000: Data Collection and Analysis for Quality	A study of the techniques used to collect, organize and analyze information which can be used in making decisions regarding quality. The course reviews statistics and then develops such topics as process capability, process control, acceptance sampling and reliability. The scope of quality will be expanded to include such topics as reliability, quality costs, product liability and quality systems. The laboratory sessions will provide the student with the opportunity to apply the principles developed in the classroom through the use of computer examples and "hands-on" exercises.
ENGRTEC 3100: Problem Solving & Troubleshooting (Kempner Trego)	Fundamental principles of problem solving including: Analytical Troubleshooting, Root Cause Analysis, 5 Why, Pareto.
ENGRTEC 3200: Industrial Controls and Automation - PLC Programming 2 Analog	Fundamentals of real-time closed-loop analog and digital control (the proportional, integral and derivative controller); distributed control systems, sensors, electronics, stepper and servo motors; design an autonomous vehicle; open industrial networks.
ENGRTEC 3300: Mechanical Processes Hydraulics/Pneumatics and Mechanical Systems	Fundamentals and applications of Mechanical Systems including Cams, Gears, Pneumatics, Hydraulics.
ENGRTEC 3400: Lean/Six Sigma - Tools and Applications	A study of the concept of Lean Production applied to the manufacturing sector. The course covers the fundamental concepts and philosophy of lean used to achieve operational excellence. Lean concepts such as waste reduction, one-piece flow, pull systems, continuous improvement, development of personnel into leaders. Lean

	concepts/tools covered will include kaizen, value stream mapping, work standardization, kanban, 5S, 5 why, A3 report, just in time (JIT), and takt time.
ENGRTEC 3500: Programming C++ or other	Software for application in industrial controls & automation and robotics.
ENGRTEC 3600: Robotics operation and control	Covers robot configuration; components, actuators, and sensors; vision; and control, performance, and programming. Includes lectures and laboratory.
ENGRTEC 3700: Facility Layout and Work Measurement	Facility Layout considering throughput, Line Balancing, Work Measurement - Takt Time, OEE/Efficiency, System Analysis. Design of manufacturing and service facilities for the most efficient flow of raw materials, work-in-process, and completed stock through a work place. Facilities layout, material handling, and warehousing in relation to trends toward reduced inventory, smaller lot sizes, and just-in-time.
ENGRTEC 2367: Writing II with focus on Technical Communications	Technical writing with applications including: project documents (scope, bid, reporting, analysis), failure reporting, and descriptions of operations (SOP). Emphasis includes simplicity, visual appeal, and messaging effectiveness to the audience.
ENGRTEC 4000: Operations management & Reliability & Sustainability	A study of the organization of the production system as well as the techniques used to control its operation. Topics covered include production planning, plant layout, inventory control, job sequencing, and operation scheduling. Reliability - RCM, Predictive Maintenance - Lubrication- Oil Analysis, Vibration Analysis, Maintenance Work Force, PMs
ENGRTEC 4100: Industrial Safety & Risk assessment	Application of safety techniques and principles to identify and correct unsafe situations and practices. Study of system safety, failure modes and effects analysis, fault tree analysis, preliminary hazard analysis, hazardous materials and practices, OSHA, health and personal protection.
ENGRTEC 4200: Capstone 1	Participation in an approved high-impact learning practice; reflection on professional outcomes; documentation and self-assessment of learning experience at mid-curriculum point.
ENGRTEC 4300: Leadership and Change management	Techniques to implement and optimize project-driven change; communication and leadership strategies critical to successful optimization of a firm's processes and systems.
ENGRTEC 4400: Capstone 2	Participation in an approved high-impact learning practice; reflection on professional outcomes; documentation and self-assessment of learning experience at mid-curriculum point.
ENGRTEC 4500: Technical Elective	Options include: Human Factors/Ergonomic/Cognitive, Design, Simulation.
ENGRTEC 4600: Electrical Applications in Industry	Power Distribution in Manufacturing applications including Med Voltage, Breakers, Transformers, Electrical Safety. Low voltage application will include Control Networks
ENGRTEC 4700: Manufacturing Process Design Studio	Design manufacturing process, build a small scale, and operate it on a small scale, then evaluate requirements for scale up.

6.4 Program sequence

Autumn Semester			Spring Semester	
Year	**Class**	**Hrs**	**Class**	**Hrs**
1	Graphical Design	3	GE 1: Communications and Professional Skills	3
	Manufacturing Processes 1	3	Applied Technical Math 2	3
	Foundations of Engineering Technology	4	Applied Physics 2	3
	Applied Physics 1	3	Electrical Circuits 1	3
	Applied Technical Math 1	3	Electrical Applications and Design	4
2	Engineering Material Science w/ Applications	3	Statistics with Applications	3
	Computer Apps. for Eng. Tech. (CSE2112)	3	Industrial Controls and Automation (PLC1)	3
	Manufacturing Processes 2	3	Business Tools for Engineering Tech (ISE2040)	3
	Project Management for Eng. Tech (ISE3800)	3	GE3: Case Studies in Eng. Tech. / Engineering Ethics	3
	General Education 2	3	General Education 4	3
3	Data Collection and Analysis for Quality	3	Lean Six Sigma - Tools and Applications	3
	Problem Solving and Troubleshooting	3	Programming - C++	3
	Industrial Controls and Automation (PLC2)	3	Robotics - Operation and Control	3
	Mech. Processes (Hyd./Pneum./Gears/Cams)	3	Facility Layout and Work Measurement	3
	General Education 5	3	GE 6: Technical Writing 2	3
4	Capstone 1	3	Capstone 2	3
	Operations Mgmt-Reliability & Sustainability	3	Technical Elective	3
	Industrial Safety and Risk	3	Electrical Application in Industry	3
	Leadership and Change Mgmt. (ISE5800)	3	Manufacturing Process Design Studio	3
	General Education 7	3	General Education 8	3

6.5 Alternative delivery options (please check all that apply):

☐ More than 50% of the program will be offered using a fully online delivery model
X More than 50% of the program will be offered using a hybrid/blended delivery model
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- *an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;*
- *a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;*
- *a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term as well as courses that meet during the regular academic term but are*

offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

6.5 Off-site program components (please check all that apply):

X Co-op/Internship/Externship
☐ Field Placement
☐ Student Teaching
☐ Clinical Practicum
☐ Other

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- *Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:*

    - *Name of the unit/position responsible for directing assessment efforts;*
    - *Description of any committees or groups that assist the unit;*
    - *Description of the measurements used;*
    - *Frequency of data collection;*
    - *Frequency of data sharing; and*
    - *How the results are used to inform the institution and the program.*

The regional campuses offering the BSET (initially Lima, Mansfield, and Marion) will be responsible for directing program assessment. Specifically, the BSET Program Coordinator will work with the associate dean of each campus and the Chair of the BSET Curricular Development and Assessment Committee (BSET CDAC) to create an assessment plan in accordance with ABET's Engineering Technology Accreditation Committee (ETAC) assessment and accreditation guidelines. This plan will include a commitment to biannual recommendations to develop curricular and co-curricular improvements to the program based on the assessment data. The ABET ETAC assessment guidelines will be incorporated into the structure of the program on a course-by-course as well as programmatic basis.

7.2 Measuring student success

- *Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:*

    - *Name of the unit/position responsible for directing these efforts;*
    - *Description of any committees or groups that assist the unit;*
    - *Description of the measurements used;*
    - *Frequency of data collection;*
    - *Frequency of data sharing;*
    - *How the results are used to inform the student as they progress through the program; and*
    - *Initiatives used to track student success after program completion.*

The regional campuses offering the BSET (initially Lima, Mansfield, and Marion) will be responsible for measuring student success. Specifically, student success data will be reviewed annually by the BSET Program Coordinator, the BSET Curricular Development and Assessment Committee (BSET CDAC), and the BSET faculty. Such data will include the mean GPA of BSET majors, grade distributions in introductory-level courses, retention and graduation rates for students who start the first-year BSET curriculum, Student Evaluation of Instruction data for BSET courses, and internship and job placements. Annual student success data reviews will guide potential improvements to the program.

SECTION 8: FACULTY

8.1 Faculty appointment policies

- *Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.*

BSET faculty may be clinical faculty (clinical assistant professor of practice, clinical associate professor of practice, or clinical professor of practice) or adjunct faculty (lecturer or senior lecturer). Clinical faculty are not required to conduct research and may not participate in tenure-track promotion & tenure decisions but do participate in faculty governance, including serving on faculty committees on their home campus and possibly also in their home department on the Columbus campus. In the case of regional clinical faculty, their service duties are evaluated annually by their home campus. Adjunct faculty are not required to conduct research or service activities.

- *Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).*

The preferred qualification for BSET clinical faculty will be an earned Ph.D. or terminal degree in a relevant branch of engineering or a closely related field. Adjunct faculty must hold at least a master's degree in a relevant branch of engineering or a closely related field.

- *Describe the institution's load/overload policy for faculty teaching in the proposed program.*

BSET clinical faculty will teach 21 credit hours per academic year; adjunct faculty will teach 24 credit hours per academic year.

- *Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.*

New faculty will be hired to begin the proposed BSET program. One new faculty member will be hired starting in Autumn Semester 2019 in order to work with current regional campus engineering faculty and others to help launch the program, which will begin accepting first-year students in Autumn Semester 2020. Additional new faculty will be hired to start in Autumn Semester 2020 and beyond. New faculty members will be hired by individual regional campuses. The relevant College of Engineering department will typically appoint one Columbus faculty member to serve on the search committees as its representative, often participating only in the final stages of the search (e.g., helping to vet the top

candidates). Finalists for the position will be interviewed on both the regional and Columbus campuses, and any offer will require the signature of both the regional campus dean and the relevant Engineering department chair.

8.2 Program faculty

- *Provide the number of existing faculty members available to teach in the proposed program.*

  Full-time: 5 Engineering faculty (1 at Lima, 1 at Mansfield, and 3 at Marion); 3 Physics faculty; 3+ Math & Statistics faculty
  Less than full-time:

- *Provide an estimate of the number of faculty members to be added during the first two years of program operation.*

  Full-time: 1-3 per campus
  Less than full-time:

8.3 Expectations for professional development/scholarship

- *Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities.* ***Include a faculty handbook outlining the expectations and documenting support as an appendix item.***

Clinical and adjunct faculty are not required to conduct research. Clinical faculty have access to non-competitive and competitive funds for professional development; adjunct faculty have access to more limited funding for professional development. An example faculty handbook (for the Mansfield campus) is available online at https://mansfield.osu.edu/faculty-and-staff-handbook/

8.4 Faculty matrix

- *Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below).* ***A copy of each faculty member's CV must be included as an appendix item.***

The following matrix shows only the Mansfield campus as a representative example. Some of the courses listed below may be taught in partnership with faculty from other regional OSU campuses.

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/ Field	Additional Expertise in the Discipline/ Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year at <u>All</u> Campus Locations
open position	Clinical Assistant Professor of Practice	FT	Ph.D. or terminal degree, Engineering	1		ENGRTEC 1000: Graphical Design; CSE 2112: Modeling and Problem Solving with Spreadsheets and Databases for Engineers; ENGRTEC 2400: Industrial Controls and Automation - PLC Programming 1; ENGRTEC 3200: Industrial Controls and Automation - PLC Programming 2 Analog; ENGRTEC 3500: Programming C++ or other	5 BSET courses

open position	Clinical Assistant Professor of Practice	FT	Ph.D. or terminal degree, Engineering	1		ENGRTEC 1100: Manufacturing Processes 1; ENGRTEC 2100: Manufacturing Processes 2; ENGRTEC 3100: Problem Solving & Troubleshooting (Kempner Trego); ENGRTEC 3300: Mechanical Processes Hydraulics/Pneumatics and Mechanical Systems; ENGRTEC 4700: Manufacturing Process Design Studio: ENGRTEC 4100: Industrial Safety & Risk assessment	6 BSET courses
open position	Clinical Assistant Professor of Practice	FT	Ph.D. or terminal degree, Engineering	1		ENGRTEC 1800: Electrical Circuits 1; ENGRTEC 1900: Electrical Applications and Design; ENGRTEC 3600: Robotics operation and control; ENGRTEC 4600: Electrical Applications in Industry; ENGRTEC 2600: Case Study in Engineering Technology - Ethics, Diversity,	6 BSET courses

						Safety; ENGRTEC 4300: Leadership and Change management	
open position	Clinical Assistant Professor of Practice	FT	Ph.D. or terminal degree, Engineering	1		ENGRTEC 2200: Project management; ENGRTEC 3000: Data Collection and Analysis for Quality; ENGRTEC 2500: Business Tools for Engineering Technology; ENGRTEC 3400: Lean/Six Sigma - Tools and Applications; ENGRTEC 4000: Operations management - Reliability & Sustainability; ENGRTEC 3700: Facility Layout and Work Measurement	6 BSET courses
Mirel Caibar	Associate Professor	FT	Ph.D., University of Warwick, 1999: Mathematics	17		ENGRTEC 1400: Math - Applied Technical Math 1; ENGRTEC 1600: Math - Applied Technical Math 2	2 BSET courses
Wenfei Li	Lecturer	FT	Ph.D., The Ohio State University, 2010: Aeronautical & Astronautical Engineering	10		ENGRTEC 1200: Foundations of Engineering Technology; ENGRTEC 2000: Engineering Material Science with Applications; ENGRTEC 4500:	5 BSET courses

						Technical Elective; ENGRTEC 4200: Capstone 1; ENGRTEC 4400: Capstone 2	
William Putikaa	Professor	FT	Ph.D., University of Wisconsin, 1988: Physics	36		ENGRTEC 1300: Applied Science (Physics) 1; ENGRTEC 1700: Applied Science 2 (Physics 2 Electricity)	2 BSET courses
Tena Katsaounis	Lecturer	FT	Ph.D., The Ohio State University, 2006: Statistics	18		ENGRTEC 2300: Statistics for Engineering Tech	1 BSET course
Kelly Whitney	Assistant Professor	FT	Ph.D., New Mexico State University, 2018: Rhetoric and Professional Communication	9		ENGRTEC 1500: Communication & Professional Skills 1; ENGRTEC 2367: Writing II with focus on Technical Communications	2 BSET courses

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

- *Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).*

No professional librarian assisted in the planning for the BSET program, as most of the required resources are technical (e.g., engineering equipment and manufacturing machinery) or digital (computing resources).

- *Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).*

The Ohio State University Libraries have branch locations on each regional campus. For example, on the Mansfield campus, the Bromfield Library and Information Commons (BLIC) provides students, staff, and

faculty with state-of-the-art information resources. The BLIC houses a basic collection of books and periodicals and provides access to materials through the statewide OhioLINK consortium. A courier brings materials from other Ohio State University libraries and from academic and public libraries across the state. The BLIC offers electronic access to a full range of online resources through Ohio State's libraries and the OhioLINK Consortium. The BLIC also houses multiple technological resources, including two computer classrooms, small-group study rooms with touch-screen computers, a media lab for creating audiovisual materials, and many individual computers available for student use.

- *Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.*

No additional library resources will be required.

9.2 Information literacy

- *Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.*

Regional campus librarians offer information literacy workshops used regularly as part of many courses.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

The program costs outlined below will be borne by the regional campuses.

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first four years of program operation.

Fiscal Impact Statement for the New Degree Program, using the Mansfield campus as a representative example

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	42	63	80	95
Head-count part time				
Full Time Equivalent (FTE) enrollment	42	63	80	95
II. Projected Program Income				
Tuition (paid by student or sponsor)	$321,048	$481,572	$611,520	$726,180
Expected state subsidy	$65,180	$97,770	$124,150	$147,430
Externally funded stipends, as applicable				
Other income (if applicable, describe in narrative section below)	$100,000	$100,000		
Total Projected Program Income	$486,228	$679,342	$735,670	$873,610
III. Program Expenses				
New Personnel • Instruction (technical, professional and general education) Full _up to 5_ Part Time ____ • Non-instruction (indicate role(s) in narrative section below) Full __2__ Part time ____	$403,000	$513,000	$600,000	$600,000
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)	$30,000	$90,000	$115,000	$115,000
Other expenses (if applicable, describe in narrative section below)				
Total Projected Expense	$433,000	$603,000	$715,000	$715,000

Budget Narrative:
(Use narrative to provide additional information as needed based on responses above.)

The proposed BSET program will have the potential to enroll students from several sources, initially focusing on current Ohio State regional campus students who may find the program to be the best fit for their interests and goals and future applicants who may not have considered Ohio State without the BSET.

The first source of potential enrollment is the population of students who are enrolled in an Engineering pre-major or an introductory Engineering course (ENGR 1181 or 1182) at the Lima, Marion, and Mansfield campuses. These students have demonstrated a clear interest in completing an Engineering degree, but

not all of these students will successfully transition to an Engineering major on the Columbus campus. Reasons for this "leaky pipeline" might include the highly competitive admission requirements for Columbus campus engineering majors, the cost of attendance at the Columbus campus, and some students' preference to stay in the regional campus area. In any case, the proposed BSET program would provide an alternative for these students to complete an Engineering degree.

The second source of potential enrollment is the population of students who are enrolled in University Exploration at Lima, Marion, and Mansfield. These students are in Exploration either because they are undecided about their major and would like to explore multiple options or because they have not met criteria for their major of interest. An advisor at the Mansfield campus estimates that 25% of students in University Exploration have expressed an interest in engineering. Because engineering has competitive enrollment criteria, which is associated with a level of math preparation sufficient to place into calculus, there may be a substantial pool of students in Exploration who would be interested in and ready to enter a BSET alternative.

Engineering, Exploration, ENGR 1181 Regional Campus Enrollments

Term	**Lima Enrollment**		
	Engineering	Exploration	ENGR 1181
AU15	12	297	35
AU16	18	243	37
AU17	8	214	37
AU18	8	238	38

Term	**Mansfield Enrollment**		
	Engineering	Exploration	ENGR 1181
AU15	14	382	38
AU16	12	358	33
AU17	14	291	34
AU18	17	262	41

Term	**Marion Enrollment**		
	Engineering	Exploration	ENGR 1181
AU15	40	307	58
AU16	35	322	50
AU17	37	343	55
AU18	49	369	63

New Regional Campus Engineering Students: Changes to Columbus by SP18

Year Admitted to OSU	Lima			
	Total	Changed to COE, Columbus	Changed to Another Major, Columbus	Did Not Change to Columbus
SU12-SP13	29	14	8	7
SU13-SP14	28	11	6	11
SU14-SP15	17	7	5	5
SU15-SP16	8	4	0	4
SU16-SP17	10	8	0	2
Total	**92**	**44**	**19**	**29**

Year Admitted to OSU	Mansfield			
	Total	Changed to COE, Columbus	Changed to Another Major, Columbus	Did Not Change to Columbus
SU12-SP13	39	20	3	16
SU13-SP14	38	26	5	7
SU14-SP15	28	22	4	2
SU15-SP16	10	8	1	1
SU16-SP17	9	6	0	3
Total	**124**	**82**	**13**	**29**

Year Admitted to OSU	Marion			
	Total	Changed to COE, Columbus	Changed to Another Major, Columbus	Did Not Change to Columbus
SU12-SP13	31	24	3	4
SU13-SP14	50	29	1	20
SU14-SP15	31	22	4	5
SU15-SP16	21	11	4	6
SU16-SP17	16	7	1	8
Total	**285**	**175**	**26**	**84**

A third source of potential enrollment is the pool of prospective students who are not already in Engineering or University Exploration at Ohio State but who would enroll to pursue the proposed BSET degree. Students in the Marion and Mansfield areas who are seeking strong career prospects with the manufacturing industry may considering staying to complete this degree; such students have been estimated by a Mansfield campus advisor as composing 15-20% of the regional campus population. Additional groups of potential students are graduates of the regional Ohio Technical Centers (e.g., Tri-

Rivers Career Center) and STEM schools (e.g., Northwestern High School) as well as graduates of the co-located community colleges (e.g., Marion Technical College) and regional two-year programs. Student veterans who are using benefits to complete a baccalaureate degree may also be interested in the proposed BSET program, which might present fewer barriers to timely completion given the program's curricular structure and regional campus access. In Autumn 2018, there were 41 student veterans enrolled at Mansfield and 30 at Marion.

Finally, after the program becomes fully established, there may be some interest from students on the Columbus campus who are enrolled in either an engineering pre-major or University Exploration. The Columbus campus engineering degree programs, as described previously, are highly competitive due to limited capacity. Some students may consider transferring to the regional campuses to complete a BSET degree. Furthermore, the Engineering programs on the Columbus campus are grounded firmly in a theoretical understanding of Calculus I and II. Many Engineering students find that this coursework is not a good fit after a semester or two, and they therefore leave Engineering entirely even though they have a strong desire to do technical work. To provide some context, each year approximately 275 (or 17%) of the 1,600 newly admitted first-year students in Engineering pre-majors at Columbus leave the college. In Autumn 2017, about 100 of the new first-year students in Engineering pre-majors at Columbus were unsuccessful in their Calculus I course, earning a variation of D, E, or W grades. The proposed BSET program may provide a better academic fit for students interested in an Engineering degree with an emphasis on the application of the coursework to specific industry contexts.

Based on the foregoing data, estimated enrollments will be sufficient to achieve the self-sustaining levels detailed below in section X, with approximately 42 students starting the program in Rank 1 and approximately 15 graduating each year from each participating regional campus.

Currently, the first year of the Bachelor of Science in Engineering is available on the regional campuses. The Marion campus also offers some second-year courses in electrical engineering, and the Mansfield campus offers some second-year courses in mechanical engineering. In order to offer the proposed BSET curriculum, lab resources will be shared between each regional campus and its respective co-located community or technical colleges (Central Ohio Technical College, Marion Technical College, North Central State College, and Rhodes State Community College), or between a given regional campus and another regional partner (such as a career technical center). New faculty will need to be hired for the new courses, some of which will be taught as hybrid online and face-to-face classes that can be offered at multiple regional campus locations. Support services, such as academic advising, at the regional campuses will remain the same.

The following chart outlines the costs of starting the BSET program on one regional campus beyond current expenditures. These estimates are based on the following assumptions: no students will be admitted until Autumn 2020, when students will be admitted only into the first-year curriculum; the following year (2021-22), the first two years of the curriculum will be offered; and in 2022-23, the first three or possibly all four years of the curriculum will be offered if warranted by enrollments. Additionally, the regional campuses will attempt to reduce costs by sharing faculty via distance education when possible. Five full-time clinical faculty with an annual teaching load of 21 credit hours per year should be able to deliver the full curriculum (not including non-Engineering GE courses). All of these costs will be borne by the regional campuses. Some of the initial costs will be paid for by development funds (listed as "Other income" in the fiscal impact statement, above).

Estimated Start-Up Costs of the BSET on One Campus

Year	No. of Faculty	Faculty Cost[1]	Lab Costs[2]	Coordinator[3]	UITL[4]	Total
2019-20	1	$110,000	(none taught)	$35,000	$15,000	$160,000
2020-21	3	$330,000	$30,000	$35,000	$15,000	$410,000
2021-22	4	$440,000	$90,000	$35,000	$15,000	$580,000
2022-23	5	$550,000	$115,000	$35,000		$700,000

[1]Most faculty will be hired as Clinical Assistant/Associate/Professor of Practice and may earn additional income (not part of their regular salary) through consultative employment with one or more industry partners. Faculty costs above include the salary, benefits, and professional development funds paid for by the regional campus.

[2]Lab space will be shared with a co-located community college and / or a career and technical center or other partner; projected costs shown include space rental, materials costs, and lab instructor.

[3]The Coordinator will work with the regional campus associate deans and Columbus chairs to help build and manage the program as well as prepare for ABET accreditation. The Coordinator's salary and benefits cost will be divided four ways (between Lima, Marion, Mansfield, and Newark) and includes professional development support; each campus will pay a maximum of $35,000 per year.

[4]The University Institute for Teaching and Learning (UITL) costs pay for a staff member to support the creation of BSET course proposals and conduct teacher training for new faculty for the first years of the program. This cost will be divided four ways (between Lima, Marion, Mansfield, and Newark).

The above costs will be met primarily through tuition revenue (see chart, below), although start-up costs in 2019-20 and 2020-21 will be supported by fundraising through private industry stakeholders who project a high return on their investment in this program.
The following chart shows a conservative break-even projection of enrollments necessary to make the program fiscally self-sustaining on a single campus once all four years of the curriculum are offered. These enrollment projections are in line with other popular majors on the regional campuses.

Self-Sustaining BSET Enrollments (Projected) for One Campus

Rank	No. of Students	Tuition Revenue*
1	42	$321,048
2	21	$160,524
3	17	$129,948
4	15	$114,660
Total:	95	**$726,180**

*Based on annual NFYS tuition for 2018-19 of $7644 on the regional campuses. State Share of Instruction (SSI) is not included here because that revenue will cover facilities and administrative costs.

APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

Results of recent accreditation reviews (see below)
Course syllabi
Organizational Chart: https://oaa.osu.edu/sites/default/files/links_files/oaa-org-chart.pdf
Faculty CVs (see below)
Faculty/student handbooks: https://mansfield.osu.edu/faculty-and-staff-handbook/
Current catalog: https://registrar.osu.edu/courses/

Other items as directed in the supplemental forms (if submitted)

Appendix Name	Description
A	Reaffirmation of Reaccreditation
B	BSET Goals, Outcomes, and Proficiencies
C	Mirel Caibar CV
D	Tena Katsaounis CV
E	Wenfei Li CV
F	William Putikka CV
G	Kelly Whitney CV
H	Concurrence Letter - ECE
I	Concurrence Letter - EED
J	Concurrence Letter - ISE
K	Concurrence Letter - MAE
L	Concurrence Letter - MSE

Commitment to Program Delivery

Provide a statement of the institution's intent to support the program and assurances that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

Verification and Signature

(Insert name of the institution) verifies that the information in the application is truthful and accurate.

Signature of the Chief Presiding Officer or the Chief Academic Officer

(Insert name and title of the chief presiding or chief academic officer)

HIGHER LEARNING COMMISSION

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Chicago, IL 60604-1411
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Fax: 312.263.7462 | hlcommission.org

August 7, 2017

Dr. Michael Drake
President
Ohio State University
205 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear President Drake:

This letter serves as formal notification and official record of action taken concerning Ohio State University by the Institutional Actions Council of the Higher Learning Commission at its meeting on July 31, 2017. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Ohio State University with the next Reaffirmation of Accreditation in 2026-27.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at http://www.hlcommission.org/isr-request.

Information on notifying the public of this action is available at http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Eric Martin. Your cooperation in this matter is appreciated.

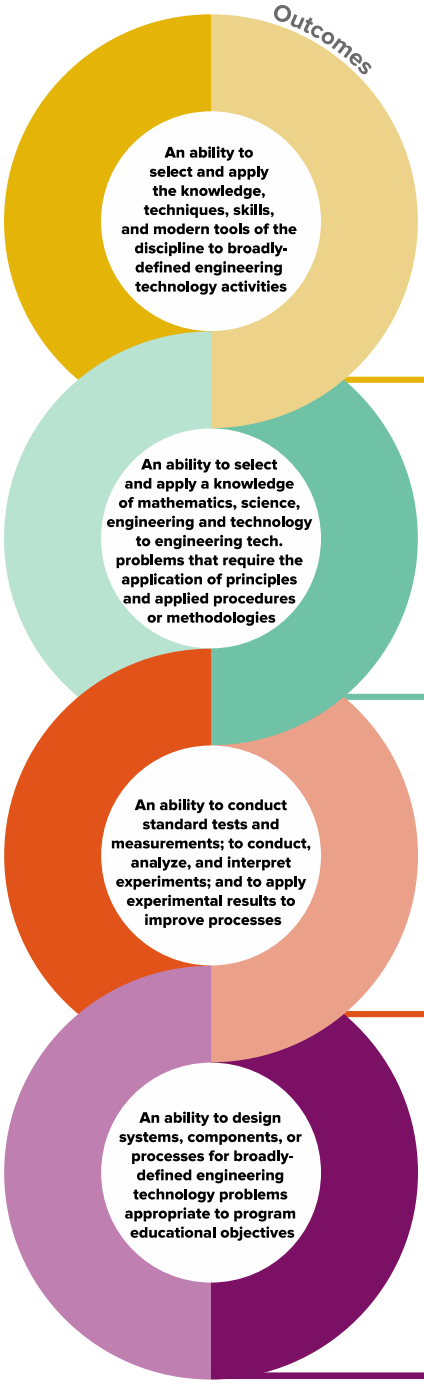
Sincerely,

Barbara Gellman-Danley

Barbara Gellman-Danley
President

CC: ALO

BSET Goals, Outcomes, & Proficiencies



Goal #1

Systems Thinking & Problem Solving:
The successful student will be able to effectively solve problems by applying the appropriate engineering technologies, tools and techniques within systems of equipment, controls and people.

Proficiencies

Students can:
- identify and use modern tools of engineering technology
- conceptualize the appropriate tools that can be used to solve engineering technology problems
- identify, select, apply, and properly use tools and techniques required for engineering technology problems from conceptualization to completion
- demonstrate the safety and industrial hygiene practices associated with the use of these tools and the application of their designs

Students can:
- solve mathematical calculus-based problems required for application-based engineering tech.
- create mathematical formulations and solve them for an applied engineering tech. problem
- conceptualize the mathematical methods used to solve engineering problems, set up the approaches, and solve
- evaluate and use proper scientific concepts and methods to determine what science is needed to evaluate an engineering technology application based problem
- conceptualize the types of scientific methods needed to evaluate a new problem and properly investigate it
- describe using proper nomenclature and application of the common tools of engineering & technology
- can select the appropriate engineering & technology tools to solve a specific, given problem
- demonstrate the range of engineering technology tools to solve multi-faceted problems, supported by math and science principles
- understand and justify a range of problem-solving approaches

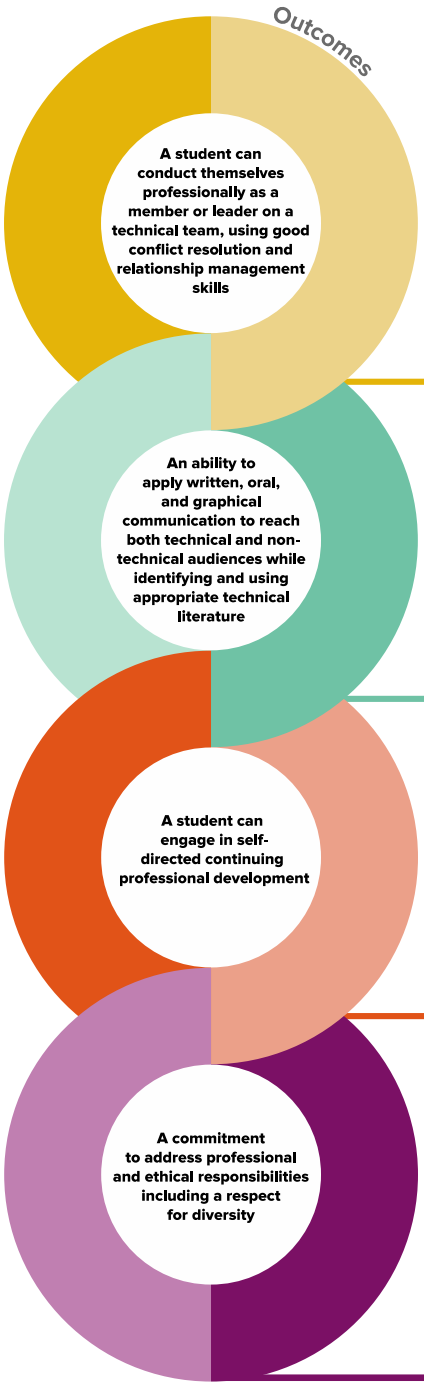
and the underlying rationale for each type of problem solving approach

Students can:
- describe and identify what standard tests or measurements they would take for a particular problem that requires analysis
- properly execute steps required to conduct standard test / measurement with guidance / support
- conduct standard test / measurement properly without guidance / support
- interpret results of tests and provide recommendations on process improvement based on results. (student lays out the methods of data collection either through standardized testing or through some standard measurement method – must answer 'does the collection method match the need for data'?)

Students can:
- identify the stakeholders based on a broad perspective of those who might impact or be impacted by a new or re-designed process
- solicit the needs of these stakeholders and synthesize their input into cohesive communications
- evaluate their design against the needs of their stakeholders evaluating the pros and cons
- identify possible compromises from the stakeholders and find a balanced solution that meets the organization's needs
- map out the process for achieving alignment on stakeholder needs
- implement the proposed solution or develop the proposed system or process, utilizing the proper math, science, engineering and technology.

Goal #2

Professional Skills/Communication:
A successful student will be able to demonstrate, appreciate, and master interpersonal communications skills in the modern workplace.



Proficiencies

Students can:
- identify and explain different styles of conflict management and schools of thought on relationship management and supervisory skills
- describe different servant leadership models
- determine different types of conflict, the effects of conflict and adopt practices to manage conflicts
- recognize and evaluate use of service leadership models in a given situation
- practice conflict resolution and relationship management techniques in real-life instances (through role play or internships)
- engage in service leadership model practices

Students can:
- discern different communication types and select message types based on the situation and mechanisms by which messages are transferred
- assess the audience(s) based on the communication type and content and craft messages based on the audience
- develop technical messaging to reach intended audiences using common mechanisms of technical writing (reports, instructions and descriptions) and oral communication (presentations)

Students can:
- articulate the importance of continuing professional development (CPD) and the role of proactive self-assessment
- engage in self-assessment of professional knowledge, using objective measures and outcomes
- develop a five-year plan on status in professional development, your strengths and sources for self-improvement

Students can:
- can determine diversity's benefits in the workplace culture and improved performance outcomes
- comprehend ethnic, gender and cultural diversity within the workplace and related laws and regulations
- describe the science behind implicit bias and recognize biases and stereotypes in the workplace
- analyze how diversity of groups are leveraged in projects and impact decision making
- demonstrate methods of inclusiveness that highlights the challenges and benefits of diversity practices including engaging in case studies
- identify basic principles of professional ethics and determine professional and ethical practices that benefit the workplace
- recognize unethical and unprofessional behaviors that impact the workplace (case studies)
- determine proactive approaches and potential remedies to counter unethical and unprofessional behavior in the workplace
- demonstrate professional responsibilities and accountability in the workplace through implementing best-practice approaches, including types of requests and addressing issues that support the best interests of the organization

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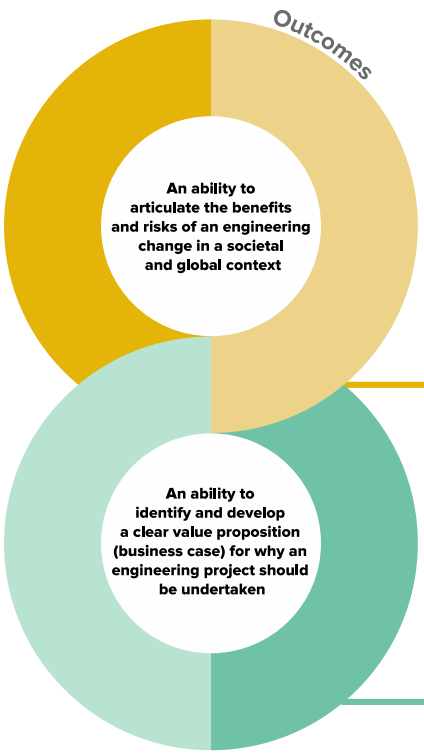
Goal #3

Business: A successful student will be able to understand business terminology, analyze value of alternatives, and communicate the business, societal and global impacts effectively.



Proficiencies

Students can:
- describe and define the types of social and global impacts an engineering project could have
- describe connections between societal and global impacts of an engineering change on an ecosphere for a specific given problem
- craft a clear presentation for a problem solution outlining options and trade offs from a financial, societal, and global perspective

Students can:
- identify what the value proposition is in a business case
- define and explain terms from their business vocabulary. Students can describe the meaning of basic business acumen/terminology like cost, revenue, and specific details like fixed cost, variable cost
- gather data around the impact of a current problem and the impact of the financial trade offs in solving it
- demonstrate how to use this terminology to effectively describe the business benefits and risks in a problem evaluation
- analyze the value of various alternatives to the problem
- quantify the financial value of solving a problem with the help of other resources
- determine the value proposition of a project using business tools, describe its meaning, and make a recommendation
- develop and present their problem, evaluation of alternatives, and recommendation with clear and correct financial vocabulary

Goal #4

Continuous Improvement:
The successful student will be able to optimize processes and systems with respect to quality, timeliness, and continuous improvement.

Proficiencies

Students can:
- propose appropriate targets to be achieved by a given process
- develop a high-level process to ensure an organization maintains a focus on the targets
- provide justification / rationale for including the chosen elements

Students can:
- from the process targets identify the key data points to be monitored while the process is running

Students can:
- In a case study detail the development of a standard process including the targets to be achieved. Also include the results from the running process so the student can understand the operating data
- compare the running results to the targets
- based on the deviations in the process brainstorm the potential causes of the deviations

Students can:
- identify and describe the purpose of each tool
- identify a specific approach to analyzing a situation and justify their selected method for identifying the root cause of a problem
- can develop and implement the selected approach and methods
- list all data that would need to be collected and analyzed to provide a complete understanding
- effectively balance the trade offs in data collection
- collect relevant data and analyze results to evaluate the success of the selected approach and methods

Students can:
- explain the importance and tradeoffs of evaluating data and the resultant costs
- propose modifications and improvements to the approach and methods for future application and provide a high-level decision analysis of the analysis tools that could be applied to the data set(s)

Mirel Caibăr

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The Ohio State University
Mansfield Campus
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Webpage: http://www.math.ohio-state.edu/∼caibar/
Phone: (419) 755-4360
Fax: (419) 755-4241

Academic background

University of Warwick, Ph.D. in Mathematics under the supervision of Professor Miles Reid, including six months at Nagoya University, Japan 07/1999
Title of thesis: *Minimal models of canonical singularities and their cohomology*

University of Bucharest, Romania, M.S. in Mathematics 07/1991
Title of dissertation: *The Mordell–Weil Theorem*

University of Bucharest, Romania, B.S. in Mathematics 07/1990

Appointments

The Ohio State University, Mansfield Campus, Associate Professor	09/2011 – present
The Ohio State University, Mansfield Campus, Assistant Professor	10/2004 – 09/2011
University of California, Riverside, Lecturer	09/2003 – 06/2004
University of California, Riverside, Visiting Assistant Professor	07/2001 – 06/2003
University of North Carolina at Chapel Hill, Postdoctoral Research Associate	08/1999 – 06/2001

Publications and preprints

M. Caibăr, "Intersection cohomology of 3-fold minimal models", in preparation

M. Caibăr, H. Clemens, "Topological versions of Abel-Jacobi, the height pairing, and the Poincaré bundle", Preprint arXiv:1104.4057

M. Caibăr, H. Clemens, "Incidence and Abel-Jacobi equivalence", Preprint arXiv:1109.2932

T. Bauer, M. Caibăr, G. Kennedy, "Zariski decomposition: a new (old) chapter of linear algebra", *Amer. Math. Monthly*, **119** (2012), no. 1, 25–41

M. Caibăr, "A note on adjoint linear systems", *Geom. Dedicata*, **153** (2011), no. 1, 125–130

M. Caibăr, "Minimal models of canonical 3-fold singularities and their Betti numbers", *Int. Math.*

Res. Not. **2005**, no. 26, 1563–1581

M. Caibăr, "On the number of crepant valuations of canonical singularities", *J. London Math. Soc. (2)* **68** (2003), no. 2, 307–316

M. Caibăr, "On the divisor class group of 3-fold singularities", *Internat. J. of Math.*, **14**, (2003), no. 1, 105–117

Edited books

G. Kennedy, M. Caibăr, A.-M. Castravet, E. Macri, ed., Volume of proceedings for the conference "Hodge Theory and Classical Algebraic Geometry", Contemporary Mathematics, vol. 647, American Mathematical Society, Providence, RI, 2015

Research lectures

The Ohio State University, "Invitations to Mathematics" lecture series, "Introduction to canonical singularities", March 2014

The Ohio State University, 2008 – 2009 Special Year on Analytic and Algebraic Geometry: Multiplier Ideals, "Introduction to the ACC Conjecture for log canonical thresholds", February 2009

The Ohio State University Algebraic Geometry Seminar, "Linear systems on threefolds", February 2008

University of Warwick, UK, 2007 – 2008 Warwick EPSRC Symposium on Algebraic Geometry, "Introductory workshop on Higher Dimensional Minimal Model Program"
"3-fold canonical and terminal singularities (1)", September 2007

University of Warwick, UK, 2007 – 2008 Warwick EPSRC Symposium on Algebraic Geometry, "Introductory workshop on Higher Dimensional Minimal Model Program"
"3-fold canonical and terminal singularities (2)", September 2007

The Ohio State University Algebraic Geometry Seminar, "Minimal models of canonical 3-fold singularities", May 2006

The Ohio State University Algebraic Geometry Seminar, "Partial resolutions of canonical 3-fold singularities and their Betti numbers", January 2004

Algebraic Geometry Seminar at the University of California, Riverside, several lectures on 3-fold singularities and on multiplier ideal sheaves, 2001– 2004

Joint University of North Carolina at Chapel Hill and Duke University Algebraic Geometry Seminar
"On the topology of canonical singularities", September 1999
"The McKay Correspondence", March, April 2000

"Jet schemes of canonical singularities", November 2000

Université des Sciences et Technologies de Lille, Lille, France, Summer school "Singularités en géométrie algébrique"
"On the topology of canonical singularities", June 1999

Tokyo University, "On the topology of certain threefold singularities", July 1997

Tokyo Institute of Technology, "On canonical hypersurface singularities", July 1997

Nagoya University, "On the divisor class group of certain threefold singularities", April 1997

Calf Cambridge-Oxford-Warwick Junior Algebraic Geometry Seminar
"On the topology of canonical singularities", June 1998
"Introduction to canonical singularities", March 1999

Academic visits

Mathematics Research Centre, University of Warwick, UK. Title of the program: "2007 – 2008 Warwick EPSRC Symposium on Algebraic Geometry" September 2007 – December 2007

Isaac Newton Institute for Mathematical Sciences, Cambridge, UK. Title of the program: "Higher Dimensional Complex Geometry", June 2002 – July 2002

Research Grants and Scholarships

NSF conference grant DMS-1302880, Title: "Hodge Theory and Classical Algebraic Geometry", Co-PI, March 2013 – February 2014

Mansfield Campus Seed Grant, March 2007 – February 2008

Wolfson Foundation Scholarship, University of Warwick, October 1994 – February 1997

NUPACE-AIEJ Scholarship, Nagoya University, March 1997 – September 1997

Wolfson Foundation Scholarship, University of Warwick, October 1997 – March 1999

Teaching experience

The Ohio State University, Mansfield Campus, October 2004 – present

Autumn 2017: College Algebra, Precalculus, Calculus II
Autumn 2016: College Algebra (two sections), Calculus II
Autumn 2015: Precalculus, Calculus II
Autumn 2014: College Algebra, Calculus for Business, Calculus II

Spring 2014: Calculus I, Engineering Mathematics A
Autumn 2013: College Algebra, Calculus II, Engineering Mathematics A
Spring 2013: College Algebra, Engineering Mathematics A
Autumn 2012: College Algebra for Business, Calculus I
Spring 2012: Elementary Functions, Calculus and Analytic Geometry III, Transition Engineering Calculus A
Autumn 2011: Elementary Functions, Calculus and Analytic Geometry I, Mathematical Analysis for Business I
Spring 2011: Mathematical Analysis for Business II, Mathematical Analysis for Business III, Calculus and Analytic Geometry II
Autumn 2010: Mathematical Principles in Science I, Algebra and Trigonometry and their Applications, Mathematical Analysis for Business III
Spring 2010: Mathematical Analysis for Business III, Elementary Functions, Calculus and Analytic Geometry II
Autumn 2009: Mathematical Analysis for Business II, Algebra and Trigonometry and their Applications, Calculus and Analytic Geometry I
Spring 2009: Excursions in Mathematics, Mathematical Analysis for Business II, Calculus and Analytic Geometry II
Autumn 2008: Mathematical Analysis for Business I (two sections), Mathematical Analysis for Business III
Spring 2008: Mathematical Analysis for Business II, Calculus and Analytic Geometry I
Winter 2008: Mathematical Analysis for Business III, Calculus and Analytic Geometry I
Spring 2007: Algebra and Trigonometry and their Applications, Mathematical Analysis for Business II, Calculus and Analytic Geometry I
Autumn 2006: Algebra and Trigonometry and their Applications (two sections), Calculus and Analytic Geometry II
Winter 2006: Elementary Functions (two sections), Mathematical Analysis for Business III
Autumn 2005: Algebra and Trigonometry and their Applications (two sections)
Winter 2005: Calculus and Analytic Geometry II, Algebra and Trigonometry and their Applications (two sections)
Autumn 2004: Calculus and Analytic Geometry II, Mathematical Analysis for Business III

University of California, Riverside, July 2001 – June 2004

Spring 2004: First-Year Calculus (two sections)
Winter 2004: First-Year Calculus (three sections)
Fall 2003: First-Year Calculus (two sections)
Spring 2003: Calculus of Several Variables, First-Year Calculus
Winter 2003: Calculus of Several Variables, First-Year Calculus
Fall 2002: Introduction to Ordinary Differential Equations, First-Year Calculus
Spring 2002: Finite Mathematics, First-Year Calculus
Winter 2002: Linear Algebra, First-Year Calculus
Fall 2001: Finite Mathematics, First-Year Calculus

University of North Carolina at Chapel Hill, August 1999 – June 2001

Spring 2001: Discrete Mathematics, Calculus
Fall 2000: Linear Algebra and Differential Equations, Calculus

Spring 2000: Calculus
Fall 1999: Calculus (3 sections)

Service

Professional

Co-organizer of the OSU/UIC/UM Algebraic Geometry Workshop, The Ohio State University, April 2014
https://people.math.osu.edu/events/osuumuic/

Co-organizer of the international conference "Hodge Theory and Classical Algebraic Geometry", The Ohio State University, May 2013
http://www.math.osu.edu/conferences/hodge/

Co-organizer of the Special Session on "Birational Geometry", AMS 2006 Fall Central Section Meeting Cincinnati, OH, October 2006

Co-organizer of the Algebraic Geometry Seminar, University of North Carolina at Chapel Hill, 1999 – 2001

Referee for several journals

Professional/public/community

Senior personnel member, The Ohio State Mansfield Math Literacy Initiative, May 2016 – present

Participant, The Ohio State Mansfield Math Literacy Initiative Inter-district Professional Development, February 2016

Lecturer, Mathematics workshop, The Ohio State University, Mansfield Campus, Conard Learning Center, January 2013

Lecturer, Mathematics workshop, The Ohio State University, Mansfield Campus, Conard Learning Center, September 2012

Volunteer, Visited a science learning center and suggested ideas for an engaging exhibit around Algebra, appropriate for elementary/middle school students, Mansfield, June 2012

Coordinator of the OSU-Mansfield participation as a host site for the Mathematical Association of America's American Mathematics Contest for high school students, February 2007

Participant in *MathTime*, an advanced math program offered at the Mansfield Campus of the Ohio State University to area middle and high school students who have talent and interest in

mathematics, October 2005 – March 2007

Advising to student groups

Advisor, Tango at The Ohio State University, September 2014 – present

Advisor, ATCO, Argentine Tango in Columbus, Ohio, October 2009 – October 2010

Campus Committees

Coordinator of the selection of the Math and Physical Sciences book award recipient, 2017

Diversity and Inclusion Committee, Member, January 2017 – present

Peer Evaluation of Teaching Committee, Member, November 2016

Coordinator of the selection of the Math and Physical Sciences book award recipient, 2016

Mathematics Search Committee, Member, 2015 – 2016

Coordinator of the selection of the Math and Physical Sciences book award recipient, 2015

Peer Evaluation of Teaching Committee, Member, October 2015

Mansfield Campus Mathematics Coordinator, January 2014 – present

Promotion and Tenure Committee, Member of two sixth-year review subcommittees, 2013 – 2014

Academic Enrichment Committee, Member, January 2014 – December 2016

Faculty/Staff Program Committee, Member, 2013 – 2014

Peer Evaluation of Teaching Committee, Member, October 2013

Professional Development Committee, January 2011 – December 2013

Peer Evaluation of Teaching Committee, Member, 2011

Mansfield Campus Safety Supervisor Selection Committee, OSU-M Faculty Representative, 2011

Academic Standards Committee, Member, January 2009 – December 2010

Peer Evaluation of Teaching Committee, Member, April 2010

Mansfield Campus Executive Committee, Vice President, January 2008 – December 2008

Peer Evaluation of Teaching Committee, Member, February 2008

Fall Convocation Committee, Member, 2006

Curriculum Committee, Member, January 2005 – December 2007

Departmental Committees

Mathematics Education Forum Committee, Department of Mathematics, October 2016 – present

Invitations Committee, Department of Mathematics, Member, 2013 – 2014

University Committees

Registrar's Faculty Advisory Council, Member, Mansfield Campus Representative, 2011 – present

CURRICULUM VITAE
September, 2015

Tena I. Katsaounis
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Department of Mathematics

The Ohio State University
Ovalwood 378
Mansfield, Ohio 44906
Phone: (419) 755-4032

EDUCATION

PhD in Statistics, 2006. Department of Statistics, The Ohio State University, Columbus, Ohio.
MS in Statistics, 1996. Department of Statistics, The Ohio State University, Columbus, Ohio.
MA in Mathematics, 1988. Department of Mathematics, The Ohio State University, Columbus, Ohio.
BS in Mathematics, 1984. Department of Mathematical and Physical Sciences, Aristotelean University, Thesaloniki, Greece.

ACADEMIC SCHOLARSHIPS

Academic Achievement Scholarship, 1982-83. Department of Mathematical and Physical Sciences, Aristotelian University, Thesaloniki, Greece. Sponsored by the Institute of Government Scholarships, Greece.

PROFESSIONAL MEMBERSHIPS

American Statistical Association, 1992- . Member of Section on Physical and Engineering Sciences, Section on Statistics Education, and Cleveland Chapter of ASA.
Institute of Mathematical Statistics, Life member since 1995.
Interface Foundation of North America, 1999-.
Caucus for Women in Statistics, 2000- .
Ohio State University Alumni Association, Life member since 1988.

TEACHING EXPERIENCE

Lecturer, Summer 2006-present. Department of Mathematics, The Ohio State University, Mansfield Ohio.

Stat145/Stat1450 (Winter 2007-present) . Introduction to the Practice of Statistics: Probability, descriptive statistics, correlation, regression, design of experiments, sampling, estimation, and testing; emphasis on applications, statistical reasoning, and data analysis using statistical software.

Stat135 /Stat1350 (Fall 2006-present). Elementary Statistics: Introduction to probability and statistics, experiments, and sampling, data analysis and interpretation.

Stat133/ Stat1430 (Fall 2007-present). Statistics for the Business Sciences: Introduction to basic concepts of descriptive statistics and probability; including graphical and numerical data summaries, properties of discrete and continuous probability distributions, and sampling distributions.

Business Statistics 2310 (Spring 2013, Spring 2014, Spring2015). The overall objectives of the course are to familiarize students with the use of statistical procedures for the purpose of generating decision making information from data, and to help students develop behavioral habits suitable for a professional, business environment, as well as effective communication tools.

Ed T&L 711.04 and Math 610.04 (Fall 2007, Winter 2008, Fall 2008, Summer 2009). Data Analysis. Designed and taught an introductory course on data analysis for K-12 Math teachers.

Math 610.04 (Summer 2007): Statistics. Designed and taught a two week introductory course on data analysis and probability for Math High School teachers .

Math 1144 (Fall 2012). Precalculus. Understanding the basic properties of "elementary" functions : polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric; modeling real-life situations in terms of these functions.

Math 148 (Summer 2006, Winter 2012). Algebra and Trigonometry and their applications: Applications from chemistry, physics and biology involving integer and rational exponents, solving and graphing linear and quadratic equations, systems of equations, trigonometry of acute angles, vectors and exponential equations.

Math 075 (Winter 2007). Pre college Mathematics II: Factoring, rational expressions and equations, graphs, systems of linear equations and inequalities, problem solving, roots and radicals, quadratic equations, complex numbers.

Math 050 (Fall 2006, Fall 2007). Pre college Mathematics I: Arithmetic of fractions and decimals, basic algebra, graphing equations, geometry, exponents, applications of exponents, lines and slopes, area.

Graduate Teaching Associate, 1996-2006. Department of Statistics, The Ohio State University, Columbus Ohio:

Stat135 (Fall 2005, Winter 2006; Marion Campus, Marion Ohio). Elementary Statistics: Introduction to probability and statistics, experiments, and sampling, data analysis and interpretation. Sole responsibility for lectures. Planned lessons, graded assignments and exams, proctored exams and tutored students for two sections, as Lecturer and Computer Lab Instructor.

Stat135 (Winter 2005-Spring 2005, Winter 2004-Spring 2004, Winter 2003, Spring 1995 and Fall 1995). Elementary Statistics: Introduction to probability and statistics, experiments, and sampling, data analysis and interpretation. Planned lessons, graded assignments and exams, proctored exams and tutored students for two sections, as Computer Lab Instructor.

Stat 245 (Fall 2004). Introduction to Statistical Analysis. Calculus based introduction to data analysis, experimental design, sampling, probability, and inference. Planned lessons, graded assignments and exams proctored exams and tutored students for two sections, as Computer Lab Instructor.

Stat 428 (Fall 2002). Introduction to Probability and Statistics for Engineering and the Sciences. Point and interval estimation; hypotheses tests for proportions, means, variances, and goodness-of-fit; least squares regression. Graded homework assignments.

Stat145 (Spring 1996). Introduction to the Practice of Statistics. Probability, descriptive statistics, correlation, regression, design of experiments, sampling, estimation, and testing; emphasis on applications, statistical reasoning, and data analysis using statistical software. Planned lessons, graded assignments and exams, proctored exams and tutored students for two sections, as Computer Lab Instructor.

Stat 629 (Winter 1996). Applied Regression Analysis : Multiple regression models; diagnostics, inferences, and variable selection; ANOVA with several factors. Graded homework assignments. Graded homework assignments.

Stat 632 (Winter 1996). Applied Stochastic Processes: Conditioning, discrete time Markov chains, Poisson processes, branching process. Graded homework assignments.
Graded homework assignments.

Graduate Student Teacher in Mathematics, 1986-1987. Department of Mathematics Education, The Ohio State University, Columbus Ohio:

Geometry and Advanced Algebra (1987, Shelby High School, Shelby Ohio);
Geometry (1986, Whetstone High School, Columbus, Ohio);
Geometry (1986, West High School, Columbus, Ohio);
Algebra (1986, Alternative High School, Columbus, Ohio).
Planned lessons and assignments, graded homework and exams, tutored students and held meetings with students' parents.

CONSUSTING EXPERIENCE

Intern Research Statistician, 1997-98. Department of Marketing, Nationwide Insurance Co., Columbus, Ohio.
Analyzed Categorical Insurance Data and wrote statistical analyses reports presented at a research team meetings. Evaluated Logistic Regression using SAS vs. Neural Networks.

COMPUTER EXPRERIENCE

Operation Systems: Unix/ Linux, Windows XP, MS DOS
Programming Languages: Fortran90, SAS, SAS IML
Statistical Software : SAS, Minitab, JMP, S+, R, Data Desk, Microsoft XL
Mathematical Software: Matlab, Mathematica.
Word Processing Software: LateX, Microsoft Word, Excel and Power Point.

Statistical software evaluation:

Experimentation for Profit, Spring 2002. Authored by Theodore Allen, Department of Industrial Systems and Engineering, The Ohio State University, Columbus, Ohio.

Logistic Regression using SAS vs. Neural Networks, 1997-98, Nationwide Insurance Co., Columbus, Ohio.

Minitab 8.0 adapted for education PC version vs. Minitab 8.2 commercial Mac version, 1993. Department of Statistics, The Ohio State University, Columbus, Ohio.

CURRENT RESEARCH

An evaluation of binary linear codes for screening experiments, with M. Aggarwal, University of Memphis (submitted).

On equivalence of codes (under review)

Nonregular two-level fractional factorial split-lot designs, with A. Dean, Ohio State University and D. Bingham, Simon Fraser University (to be submitted).

PUBLICATIONS

Katsaounis, T. I. , Dean, A. M., Bradley Jones, Bradley, 2013. *On equivalence of fractional factorial designs based on singular value decomposition*, Journal of Statistical Planning and Inference, 143, 1950-1953.

Katsaounis T. I., 2012. *Equivalence of factorial designs with qualitative and quantitative factors*. Journal of Statistical Planning and Inference, 142, 79-85.

Katsaounis, T. I., 2012. "*What do Frogs eat*?" Bridging the Gap between Common Core Standards and Teaching Statistics, National Council of Teachers of Mathematics and American Statistical Association, Investigation 6.3, 231-241.

Katsaounis T., Dean A. M., 2008. *A survey and evaluation of methods for determination of combinatorial equivalence of factorial designs*, Journal of Statistical Planning and Inference, 138, 245-258.

Katsaounis T. I., Dingus C. A. and Dean A. M., 2007. *On the geometric equivalence and non-equivalence of symmetric factorial designs*, Journal of Statistical Theory and Practice, Vol. 1, No. 1, 101-105.

Katsaounis T. I., 2002. *Information matrices of irregular factorial designs*, Interstat, http://interstat.statjournals.net/YEAR/2002/articles/0204002.pdf

Katsaounis T. I., 2001. *On partially balanced arrays*, Interstat, *Interstat, http://interstat.statjournals.net/YEAR/2001/articles/0107001.pdf*

Katsaounis T. I., 2001. *Learning from Outliers*, The Statistics Teacher Network, 58, 2-3 http://interstat.statjournals.net/YEAR/2000/articles/0012001.pdf

Katsaounis T. I., 2000. *Optimal small response surface designs*, Interstat, http://interstat.statjournals.net/YEAR/2000/articles/0012001.pdf

ARTICLES IN PROCEEDINGS

Katsaounis T. I., 2003. *Association measures of binary arrays*, ASA Proceedings of the Joint Statistical Meetings, 2088-2091, American Statistical Association, Alexandria, VA.

Katsaounis T. I., 2002. *Information matrices of irregular factorial designs*. ASA Proceedings of the Joint Statistical Meetings, 1766-1771, American Statistical Association, Alexandria, VA.

Katsaounis T. I., 2001. *On irregular factorial designs*. ASA Proceedings of the Joint Statistical Meetings, American Statistical Association, Alexandria, VA.

Katsaounis T. I., 1999. *Optimal small response surface designs*. Computing Science and Statistics: Models, Predictions and Computing. Proceedings of the 31st Symposium on the Interface, 408-412, Berk, Kenneth (ed.) and Pourahmadi, Mohsen (ed.). Interface Foundation of North America , Fairfax Station, VA.

Katsaounis T. I., 1999. *Optimal response surface designs*, Midwest SAS Users Group Conference Proceedings, 273-278, Annual Midwest SAS Users Group Conference, Columbus, Ohio.

BOOK REVIEWS

Katsaounis T. I, 2014. Advances in Theoretical and Applied Statistics, Editors: N. Torelli, F. Pesarin, A. Bar-Hen, Springer, Technometrics, 56, 2, 261-267.

Katsaounis T. I., 2011. *Mixed Effects Model for Complex Data*, by Lang Wu, Chapman & Hall/CRC, Technometrics, Vol. 53, no. 4, 440-447.

Katsaounis T. I., 2009. *Statistical and Probabilistic methods in Actuarial Science*, by Philip J. Boland, Interdisciplinary Statistics, Chapman and Hall/ CRC 2007, New York, Technometrics, 51, 101.

Katsaounis T. I., 2008. *Introductory Statistical Inference*, by Nitis Mukhopadhyay. Series Statistics: A Series of Textbooks and Monographs, Volume: 187, Chapman & Hall-CC 2006, Technometrics, 50, 89-90.

Katsaounis T. I., 2004. *Exploring Multivariate Data With the Forward Search*, by A. C. Atkinson, M. Riani, and A. Cerioli. Technometrics, 46, 483-484.

Katsaounis T. I., 2004. *Analyzing Multivariate Data*, by J. Lattin, J. D. Carroll and P. Green., Technometrics, 46, 254-255.

Katsaounis T. I., 2003. *Visualizing Statistical Models and Concepts*, by R. W. Farebrother. Technometrics, 45, 175-176.

Katsaounis T. I., 2003. *Methods of Multivariate statistics*, by M. S. Srivastava. Technometrics, 45, 100-101.

TECHNICAL REPORTS AND THESES

Katsaounis T. I, 2006. *Equivalence of symmetric factorial designs and characterization and ranking of two-level Split-lot designs.* Advisor Angela M. Dean, Department of Statistics, The Ohio State University, Columbus, Ohio.

Katsaounis T. I., 2003. *Association measures for binary codes*, Technical Report No. 702. Department of Statistics, The Ohio State University, Columbus, Ohio.

Katsaounis T. I., 1998. *Statistical Hypotheses: Basic ideas in the problem of testing a Statistical Hypothesis*. Master Thesis. Department of Mathematics, The Ohio State University, Columbus, Ohio.

PROFESSIONAL CONFERENCE PRESENTATIONS

Katsaounis, T. I., An evaluation of binary linear codes for screening experiments, with M. Aggarwal, University of Memphis, October 2014, Greensboro, N.C.

Katsaounis, T. I., 2014. Equivalence of factorial designs based on singular value decomposition. Joint Statistical Meetings of the American Statistical Association, August 2014, Boston, MA.

Katsaounis, T. I., 2012. *Equivalence of factorial designs*, Design and Analysis of Experiments conference, University of Georgia, Athens, Georgia. (*)

Katsaounis, T. I., 2012. *Equivalence of factorial designs with qualitative and quantitative factors*, Spring Research Conference: Enabling the interface between Statistics and Engineering, Harvard University, Cambridge, MA.

Katsaounis, T. I., 2012. *Equivalence of factorial designs with qualitative and quantitative factors*, International Conference on Mathematics and Statistics, University of Memphis, Memphis, TN.

Katsaounis, T.I., 2011, A *construction method for nonregular two-level split-lot designs*, Contributed poster presentation. Presented at the Joint Statistical Meetings of the American Statistical Association, August 2011, Miami, Florida.

Katsaounis, T.I., 2011, *A construction method for nonregular two-level split-lot designs*, Contributed poster presentation. Presented at the International Conference on Design of Experiments (ICODOE 2011) The University of Memphis, Memphis, TN.

Katsaounis, T. I., 2009. *Equivalence of general factorial designs*. Contributed poster. Presented at The Design and Analysis of Experiments Conference, University of Columbia, Missouri, October 2009. (*)

Katsaounis, T. I., Dean, A. M and Bingham D. 2008. *Two-level Split-lot designs based on nonregular fractional factorial designs*. Contributed talk. Presented at the 52nd Fall Technical Conference, Mesa, Arizona.

Katsaounis, T. I, 2008. *Equivalence of general factorial designs.* Contributed talk. Presented at the Joint Statistical Meetings of the American Statistical Association, August 2008, Denver, Colorado.

Katsaounis, T. I, 2008. *Implementation of the GAISE report in grades K-4.* Workshop presented at the Meeting Within a Meeting to K-4 Math and teachers, August 2008, Denver, Colorado.

Katsaounis, T. I., Dingus, C. A. and Dean, A. M., 2007. *On the geometric equivalence and non-equivalence of symmetric factorial designs.* Contributed poster presentation. Presented at Design and Analysis of Experiments DAE 2007 Conference, October 2007, University of Memphis, Memphis, Tennessee.

Wenfei Li

li.537@osu.edu

EDUCATION

Ph.D. Aeronautical and Astronautical Engineering 2010

The Ohio State University, Columbus, Ohio

Major Dynamics and Control Systems

Thesis "Fault Diagnostics Studies for Linear Uncertain Systems Using Dynamic Threshold with Application to Propulsion Systems"

M.S. Aeronautical and Astronautical Engineering 2005

The Ohio State University, Columbus, Ohio

Major Dynamics and Control Systems

Thesis "Stability and Robustness of Compressor Surge Control by State Feedback Linearization"

B.E. Automation Science and Electrical Engineering 2001

Beijing University of Aeronautics and Astronautics, Beijing, China

Major Automatic Control

Thesis "Water-Tank Digital Control System Using Artificial Neural Networks"

WORK EXPERIENCE

Senior Lecturer/Program Coordinator September 2010-Present

First-Year Engineering Program, The Ohio State University-Mansfield

- Teach Fundamentals of Engineering (I & II), course series (ENGR1181.01 and ENGR1182.01).
- Supervise and mentor undergraduate students' course projects.
- Manage lab equipment and purchase lab materials.
- Edit and manage the learning-management system Carmen (using D2L and Canvas) and the engineering-course website.
- Coordinate curriculum development and exam preparation with colleagues at OSU Columbus campus.

- Work with IT to manage and maintain the software and hardware in the engineering lab.
- Piloted the first-year engineering program at the OSU-Mansfield regional campus in 2010.

Graduate Teaching Assistant January 2008-September 2010

Engineering Education Innovation Center, The Ohio State University

- Assisted instructors with Fundamentals of Engineering (I & II) (ENG181.01 and ENG183.01) during classes and labs, held office hours and graded assignments.

Graduate Research Assistant September 2005-December 2007

Department of Aerospace Engineering, The Ohio State University

- Designed fault detection and isolation schemes of aircraft engines using a dynamic-threshold approach based on model uncertainty.
- Proposed and developed a dynamic/adaptive threshold method using nonlinear Kalman filters for aircraft engine sensor fault detection.
- Designed the Kalman filter estimation schemes of the nonlinear aircraft-engine model for the General Electric Transportation turbine-engine prognostics project.
- Studied the nonlinear aircraft turbine engine simulation model from the General Electric Transportation turbine engine prognostics project.

Teaching Assistant Autumn/Winter Quarters 2005, 2006, 2007

Department of Aerospace Engineering, The Ohio State University

- Flight Vehicle Dynamics (Aero520)
- Linear System Engineering (Aero521)
- Orbital Mechanics (Aero626)
- One-Dimensional Gas Dynamics (Aero530).

Graduate Fellow July 2003-September 2005

Department of Aerospace Engineering, The Ohio State University

- Worked on stability and robustness analysis and control design for the Moore-Greitzer three-state axial-compressor model.
- Designed a low-order controller using the method of component-cost analysis for the high-order cavity-flow model developed by the OSU Gas Turbine Lab.
- Researched topics on principal component analysis and component cost analysis.

Assistant Control Engineer July 2001-December 2002

Beijing RuiSai Measurement and Control Company, Beijing, China

- Worked on a team to design and build a flight-simulator test table.

PRESENTATION

- Wenfei Li, "Dynamic Threshold Method Based Aircraft Engine Sensor Fault Diagnosis," 2008 ASME Dynamic System and Control Conference, October 2008, Ann Arbor, MI.

PUBLICATIONS

- Wenfei Li, Rama Yedavalli, "Aircraft Turbofan Engine Sensor Fault Diagnosis Using Dynamic Threshold Method," Journal of Dynamic Systems, Measurement and Control. Under preparation.
- Wenfei Li, Rama Yedavalli, "Dynamic Threshold Method Based Aircraft Engine Sensor Fault Diagnosis," 2008 ASME Dynamic System and Control Conference, October 2008, Ann Arbor, MI.
- Rama Yedavalli, Wenfei Li, "Aircraft Engine Fault Detection Using Dynamic/Adaptive Threshold Approach," GT2007-28180, ASME Turbo Expo 2007: Power for Land, Sea and Air, May 2007, Montreal, Canada.

PROFESSIONAL SERVICE

- Paper reviewer for IEEE Conference on Decision and Control; American Control Conference; Journal of Dynamic Systems, Measurement, and Control.
- Workshop planning committee for OSU–Mansfield faculty teaching development.

AWARDS

- OSU-Mansfield Faculty Service Award.
- Dayton Area Graduate Studies Institute (DAGSI) Fellowship from OSU.
- Outstanding Student Award from Beijing University of Aeronautics and Astronautics.
- Student Leadership Award from Beijing University of Aeronautics and Astronautics.

SKILLS

Software Tools: Matlab/Simulink, SolidWorks, Autodesk Inventor, LanSchool, Microsoft Office, Maple, Mathematica, TeXnicCenter

Curriculum Vitae

WILLIAM O. PUTIKKA

Address:	The Ohio State University 1760 University Drive Mansfield, OH 44906	Phone: FAX:	614-292-3882 419-755-4367

Email: putikka.1@osu.edu

Education

Ph. D. (Physics), 1988: University of Wisconsin, Madison, Wisconsin, USA
Dissertation: Heavy Fermion Superconductivity in UPt_3, thesis advisor: R. J. Joynt.

Bachelor of Physics with High Distinction, 1981: Institute of Technology, University of Minnesota, Minneapolis, Minnesota, USA.

Employment

Professor, Physics Department, The Ohio State University, Mansfield, Ohio, USA 2008-present.

Associate Professor, Physics Department, The Ohio State University, Mansfield, Ohio, USA, 2001-2008.

Assistant Professor, Physics Department, The Ohio State University, Mansfield, Ohio, USA, 1996-2001.

Research Assistant Professor, Physics Department, University of Cincinnati, Cincinnati, Ohio, USA, 1995-1996.

Postdoctoral Research Associate, National High Magnetic Field Laboratory, Florida State University, Tallahassee, Florida, USA, 1992-1995.

Postdoctoral Research Associate, Institut für Theoretische Physik, ETH, Zürich, Switzerland, 1989-1992.

Postdoctoral Research Associate, Physics Department, University of Florida, Gainesville, Florida, USA, 1988-1989.

Teaching Assistant; Research Assistant, Physics Department, University of Wisconsin, Madison, Wisconsin, USA, 1982-1988.

Current Research Interests

Two dimensional strongly correlated electrons; High temperature superconductors; Heavy fermion superconductors; Phenomenology of unconventional superconductors; High temperature expansions for models of strongly correlated electrons; Spin lifetimes in semiconductors; Spintronics; Quantum Computers.

Past External Funding

National Science Foundation DMR-0105659, Sept. 2001 - Aug. 2005, $180,000
Project Title: "Strong Coupling Expansions for Models of Strongly Correlated Electrons"

National Science Foundation ECS-0523918, Sept. 2005 - Aug. 2009, $150,000
Project Title: "Collaborative Research: Theory of Spin Lifetimes in Semiconductors", in collaboration with R. Joynt (U. Wisconsin) who also received $150,000 for a total project budget of $300,000.

Teaching Experience

Professor for physics and astronomy courses, The Ohio State University, Mansfield (1996-present).
At Ohio State I teach algebra level and calculus level introductory physics courses and an introductory astronomy course for humanities majors.

Professor for introductory physics courses, University of Cincinnati (1995-1996).
At the University of Cincinnati I taught algebra level and calculus level introductory physics courses.

Proseminar Assistant in Solid State Physics, ETH (1989-1992).

Teaching Assistant, University of Wisconsin, Laboratory sections for a junior-level electronics course, under the supervision of Prof. P. A. Quin (1986-1988).

Teaching Assistant, University of Wisconsin, Recitation and Laboratory sections for an introductory physics course, under the supervision of Prof. M. B. Webb (1982-1983).

Honors

Invited talk, "Enhanced d-wave Superconducting Fluctuations in the 2D t-J Model", APS March meeting, 13-17 March, 2006.

KITP Scholar, Kavli Institute for Theoretical Physics at the University of California at Santa Barbara, 2005-2007.

Award for Excellence in Scholarship, Ohio State University Mansfield Campus, 2002.

ITP Scholar, Institute for Theoretical Physics at the University of California at Santa Barbara, 1999-2001

Invited talk, "High Temperature Series for the t-J Model in Two Dimensions," APS March meeting, 21-25 March, 1994.

North Atlantic Treaty Organization Postdoctoral Fellowship, National Science Foundation, on tenure at the ETH - Zürich, 1989-1990.

Wisconsin Alumni Research Foundation Graduate Fellowship, University of Wisconsin-Madison, 1981-1982

Alworth Memorial Foundation Undergraduate Scholarship, on tenure at St. John's University and the University of Minnesota, 1977-1981.

Publications

1. *Optical Linewidths and Photon-Echo Decays of Impurities in Glasses*, W. O. Putikka and D. L. Huber, Phys. Rev. B**36**, 3436 (1987).

2. *Probabilistic Derivation of Parton Splitting Functions*, Loyal Durand and William Putikka, Phys. Rev. D**36**, 2840 (1987).

3. *Homogeneous Linewidths and Photon-Echo Decay Rates of Rare Earth and Transition Metal Impurities in Glasses*, D. L. Huber and W. O. Putikka, J. of Lumin. **40**&**41**, 567 (1988).

4. *Stability of Anisotropic Superconducting Phases in* UPt_3, W. Putikka and Robert Joynt, Phys. Rev. B**37**, 2372 (1988)(RC).

5. *Next-to-Leading Logarithm QCD Corrections for* $q\overline{q} \to ZZ, W^+W^-, W^{\pm}Z$ *Subprocesses*, V. Barger, J. L. Lopez and W. Putikka, Int. J. of Mod. Phys. A**3**, 2181 (1988).

6. *Theoretical Determination of the Superconducting Phase of* UPt_3, W. O. Putikka and Robert Joynt, Phys. Rev. B**39**, 701 (1989).

7. *Electromagnetic Absorption in Anisotropic Superconductors*, P. J. Hirschfeld, P. Wölfle, J. A. Sauls, D. Einzel and W. O. Putikka, Phys. Rev. B**40**, 6695 (1989).

8. *Unusual Low-Frequency Electromagnetic Response in Anisotropic Superconductors: Application to* UPt_3, W. O. Putikka, P. J. Hirschfeld and P. Wölfle, Phys. Rev. B**41**, 7285 (1990)(RC).

9. *Electromagnetic Response in the* E_{1g} *Model State for the Heavy Fermion Superconductor* UPt_3, W. O. Putikka, P. J. Hirschfeld and P. Wölfle, Physica B **165**&**166**, 371 (1990).

10. *Phase Diagram of the t-J Model*, M. Luchini, M. Ogata, W. Putikka and T. M. Rice, Physica C **185-189**, 141 (1991).

11. *Aspects of the Phase Diagram of the Two-Dimensional t-J Model*, W. O. Putikka, M. U. Luchini and T. M. Rice, Phys. Rev. Lett. **68**, 538 (1992).

12. *Electromagnetic Skin Depth of Unconventional Superconductors*, P. J. Hirschfeld, W. O. Putikka, P. Wölfle and Y. Campbell, J. Low Temp. Phys. **88**, 395 (1992).

13. *Electromagnetic Power Absorption by Collective Modes in Unconventional Superconductors*, P. J. Hirschfeld, W. O. Putikka and P. Wölfle, Phys. Rev. Lett. **69**, 1447 (1992).

14. *Ferromagnetism in the Two-Dimensional t-J Model*, W. O. Putikka, M. U. Luchini and M. Ogata, Phys. Rev. Lett. **69**, 2288 (1992).

15. *Thermodynamics of the Gauge Field Theories of the t-J Model*, R. Hlubina, W. O. Putikka, T. M. Rice and D. V. Khveshchenko, Phys. Rev. B**46**, 11224 (1992)(RC).

16. *Microwave Conductivity of d-wave Superconductors*, P. J. Hirschfeld, W. O. Putikka and D. J. Scalapino, Phys. Rev. Lett. **71**, 3705 (1993).

17. *Finite-Temperature Power Absorption by Collective Modes in Unconventional Superconductors*, P. J. Hirschfeld and W. O. Putikka, Physica B **194-196**, 1517 (1994).

18. *Microwave Response of* $d_{x^2-y^2}$ *Superconductors*, W. O. Putikka and P. J. Hirschfeld, Physica B **194-196**, 2021 (1994).

19. *Indications of Spin-Charge Separation in the Two-Dimensional t-J Model*, W. O. Putikka, R. L. Glenister, R. R. P. Singh and H. Tsunetsugu, Phys. Rev. Lett. **73**, 170 (1994).

20. *d-wave Model for Microwave Response of High-*T_c *Superconductors*, P. J. Hirschfeld, W. O. Putikka and D. J. Scalapino, Phys. Rev. B**50**, 10250 (1994).

21. *Transport Properties of Extended-s State Superconductors*, L. S. Borkowski, P. J. Hirschfeld and W. O. Putikka, Phys. Rev. B**52**, 3856 (1995)(RC).

22. *Thermal Conductivity of* Zn, Pr *and* Tb *doped* YBCO *Single Crystals: Theory and Experiment*, P. F. Henning, G. Cao, J. E. Crow, W. O. Putikka and P. J. Hirschfeld, J. Supercond. **8**, 453 (1995).

23. *Magnetic Frustration and Spin-Charge Separation in 2D Strongly Correlated Electron Systems*, W. O. Putikka, J. Phys. Chem. Solids **56**, 1747 (1995).

24. *Correlation Functions for the 2D t-J Model*, W. O. Putikka in *Physical Phenomena at High Magnetic Fields II*, ed. by Z. Fisk, L. Gor'kov, D. Meltzer and R. Schrieffer (World Scientific, Singapore, 1996), p. 567.

25. *Distinguishing "Extended-S" and D-Symmetry Superconductors*, W. O. Putikka, L. S. Borkowski and P. J. Hirschfeld in *Physical Phenomena at High Magnetic Fields II*, ed. by Z. Fisk, L. Gor'kov, D. Meltzer and R. Schrieffer (World Scientific, Singapore, 1996), p. 487.

26. *Entropy of 2D Strongly Correlated Electrons*, W. O. Putikka in *Proceedings of the 10th Anniversary HTS Workshop*, ed. by B. Batlogg, C. W. Chu, W. K. Chu, D. U. Gubser and K. A. Müller (World Scientific, Singapore, 1996), p. 527.

27. *Theory of Thermal Conductivity in* $YBa_2Cu_3O_{7-\delta}$, P. J. Hirschfeld and W. O. Putikka, Phys. Rev. Lett. **77**, 3909 (1996).

28. *Violation of Luttinger's Theorem in the Two-Dimensional t-J Model*, W. O. Putikka, M. U. Luchini and R. R. P. Singh, Phys. Rev. Lett. **81**, 2966 (1998).

29. *Does the Two-Dimensional t-J Model have Hole Pockets?*, W. O. Putikka, M. U. Luchini and R. R. P. Singh, J. Phys. Chem. Solids **59**, 1858 (1998).

30. *Limits on Phase Separation for Two-Dimensional Strongly Correlated Electrons*, W. O. Putikka and M. U. Luchini, Phys. Rev. B**62**, 1684 (2000).

31. *Low Energy Spin and Charge Excitations in the Two-Dimensional t-J Model: Comparison with Fermi and Bose Systems*, W. O. Putikka, M. U. Luchini and R. R. P. Singh, submitted to Physical Review B.

32. *Suppression of Hole Density and Hole–Hole Correlations by Zn Impurities in High–*T_c *Superconductors*, Physica B**312-313**, 79 (2002).

33. *Theory of Optical Orientation in n-type Semiconductors*, W. O. Putikka and R. Joynt, Phys. Rev. B**70**, 113201 (2004).

34. *Broad Peak in the* $d_{x^2-y^2}$ *Superconducting Correlation Length as a Function of Hole Concentration in the Two-Dimensional t-J Model*, W. O. Putikka and M. U. Luchini, Phys. Rev. Lett. **96**, 247001 (2006).

35. *Theory of Electron Spin Relaxation in ZnO*, N. J. Harmon, W. O. Putikka and R. Joynt, Phys. Rev. B**79**, 115204 (2009).

36. *Theory of Electron Spin Relaxation in n-doped Quantum Wells*, N. J. Harmon, W. O. Putikka and R. Joynt, Phys. Rev. B**81**, 085320 (2010).

37. *Prediction of Extremely Long Mobile Electron Spin Lifetimes at Room Temperature in Wurtzite Semiconductor Quantum Wells*, N. J. Harmon, W. O. Putikka and R. Joynt, Applied Physics Letters **98**, 073108 (2011).

38. *Entropy and Thermopower in the 2D t-J Model*, Journal of Physics: Conference Series **640**, 012046 (2015).

Kelly A. Whitney

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EDUCATION

Ph.D., Rhetoric and Professional Communication, Spring 2018 (expected)
New Mexico State University

> **Dissertation:** *Prevention, In(ter)vention, Communication: Medical Processes and Making Bodies that Matter*
>
> **Committee:** Kellie Sharp-Hoskins (chair), Patti Wojahn, Anthony Stagliano, Stephanie Lynch

Graduate Certificate, Postsecondary Literacy Instruction, 2012
University of Cincinnati

M.A., English, 2009
University of Dayton

B.A., English, 2007
The Ohio State University

PUBLICATIONS

Refereed Journal Articles and Book Chapters

Whitney, Kelly A. "Studying and Writing Meeting Minutes: Lessons on the Rhetorical and Epistemological Work of Technical and Professional Writing." *Prompt: A Journal of Academic Writing Assignments* [Revise & Resubmit]

Whitney, Kelly A. "Reading Readers' Affective Moments." *The Writing Campus* [Revise & Resubmit]

Whitney, Kelly A. "Making Women's Bodies Matter: The Well-Woman Visit as a Site of Normalization." *Woman, Patient, Advocate: 21st Century Women's Health Rhetorics* [Under Review]

Teston, Christa, Kristin Bivens, Laura Gonzales, and Kelly A. Whitney. "Surveying Precarious Publics." [Article-length manuscript in progress.]

Whitney, Kelly A. "Technology, Haptics, and Coming to Know Medical Bodies." [Article-length manuscript in progress for submission to *Technical Communication Quarterly*.]

Scholarly Reviews

Whitney, Kelly A. "Making Space to Engage Difference in the Classroom." Rev. of *Toward a New Rhetoric of Difference* by Stephanie L. Kerschbaum. *WPA: Writing Program Administration*, vol. 40, no. 3, 2017, pp. 117-21.

Whitney, Kelly A. Rev. of *Writing Childbirth: Women's Rhetorical Agency in Labor and Online* by Kim Hensley Owens. *Present Tense: A Journal of Rhetoric in Society*, vol. 6, no. 1, 2016.

Whitney, Kelly A. Rev. of *Composition Studies through a Feminist Lens* by Shari J. Stenberg. *Peitho*, vol. 19, no. 1, 2016.

Non-Refereed Publications

Whitney, Kelly A. "'Imagine That You Enter a Parlor': Researched Writing as Conversation." *Paideia 16*: *Research, Writing, and Argument in English 111 at New Mexico State University*, edited by Mais T. Al-Khateeb, Felicita Arzu Carmicheal, Kefaya Diab, Dylan Retzinger, Kellie Sharp-Hoskins, and Kelly A. Whitney. Hayden-McNeil, 2016. [Custom course textbook]

PRESENTATIONS

International Conferences

"Making (the) Bodies (that) Matter: Race, Class, and Preventive Gynecologic Screenings." Feminisms and Rhetorics Conference. Dayton, Ohio, 2017.

"'This Might Be a Bad Thing': Civic Responsibility and Accountability in Student Writing." International Sun Conference on Teaching and Learning. El Paso, Texas, 2015.

"Resituating Lived Experience through the Politics of Emergence in Transnational Feminist Rhetorics." Feminisms and Rhetorics Conference. Phoenix, Arizona, 2015.

National Conferences

"Touching, Impressing, Knowing: On the Generative Work of Haptics in Clinical Encounters." Rhetoric Society of America Conference, Minneapolis, Minnesota, 2018. [Forthcoming]

"[Technical] Writing about [Technical] Writing: Building Students' Literacy as Makers and Consumers of Technical Writing." Modern Language Association. New York, New York, 2018. [Forthcoming]

"Technology, Haptics, and Coming to Know Medical Bodies." Symposium for the Rhetoric of Health and Medicine. Cincinnati, Ohio, 2017.

"Examining Assumptions about Bodies: Revising for Ethical and Inclusive Writing." Workshop: Engaging Disability and Accessibility in Class Assignments: Integrating Disability Studies in the Fabric of Comp and Technical Communication Curriculum. Conference on College Composition and Communication. Portland, Oregon, 2017.

"Asking Questions, Constructing Methods: Rhetorical Criticism for Non/Rhetoric Majors." Conference on Rhetoric and Writing Studies Undergraduate Programs. El Paso, Texas, 2016.

"'Terministic Framing' and Inventing Arguments: The Rhetorical Work and Boundaries of Citations in Medical Recommendations." Rhetoric Society of America Conference. Atlanta, Georgia, 2016.

"Readers' Affective Moments as Sites for Critical Inquiry." Reading Workshop: Pedagogies, Processes, Purposes, Practices. Conference on College Composition and Communication. Houston, Texas, 2016.

"The Writing Teacher as Reading Teacher: Reappropriating Reading Instruction in Composition." Conference on College Composition and Communication. Tampa, Florida, 2015.

Regional Conferences

"'Your Cakeday is Not Your Birthday': Discourse in the Imgur Community." Southwest Texas Popular/American Culture Association Conference. Albuquerque, New Mexico, 2014.

"Disney, Rap, and Literacy: Using Popular Culture to Teach Composition and Reading." Two-Year College Association Southwest Conference. Austin, Texas, 2013.

"Adult (Il)literacy in the Two-Year College: The Evolving Role of English Faculty." College English Association of Ohio. Columbus, Ohio, 2010.

"Problematic Pictures: The Heterosexual Trap Within Children's Literature." Southwest Pop Culture Association Conference. Albuquerque, New Mexico, 2009.

"Passing on the Torch: The Importance of Veteran and Novice Tutor Interaction in the Writing Center." Northeast Writing Center Association Conference. Storrs, Connecticut, 2007.

College/University Presentations & Workshops

"Conducting Research," English 111: Rhetoric & Composition, New Mexico State University, October 2016.

Alumni Panel, The Ohio State University at Newark, November 2016.

"Paying Attention to Readers' Affective Moments," New Mexico State University Writing Program, September 2016.

"Introducing *Paideia 16*," New Mexico State University Writing Program, August 2016. [with Mais T. Al-Khateeb, Felicita Arzu Carmicheal, Kefaya Diab, Dylan Retzinger, and Kellie Sharp-Hoskins]

"Inventing Topics and Preparing for the Rhetoric Society of America Conference," New Mexico State University English Department, April 2016.

"Analyzing Written Feedback for Consistency, Clarity, and Consequence," New Mexico State University Writing Program, April 2016.

"Assignment Making as a Process: Assignments as Ecosystems," New Mexico State University Teaching Academy, February 2016.

"Return to Rhetoric: Understanding the 'Rhetoric' of 'Rhetoric and Composition,'" New Mexico State University Writing Program, January 2016.

"Connecting Reading and Research in 200-Level Courses," New Mexico State University Writing Program, October 2015.

"Incorporating Research into English 203 & 218," New Mexico State University Writing Program, August 2015.

"(Dis)Abling Writing: Towards an Accommodating Classroom," New Mexico State University Writing Program, August 2015.

"Conceptualizing Revision in Writing Courses," New Mexico State University Writing Program, April 2015.

"Situating the Documented Argument in English 111," New Mexico State University Writing Program, February 2015.

"Using Textbooks in English 111," New Mexico State University Writing Program, January 2015.

"Preparing for Your Next Semester Through Reflection," New Mexico State University Writing Program, November 2014.

"Norming Session," New Mexico State University Writing Program, October 2014.

"Critical Reading in the Writing Class," New Mexico State University Writing Program, September 2014.

"Portfolios in Writing Classes," New Mexico State University Writing Program, August 2015.

"Following the Rainbow: A Look into the Events that Sparked the Stonewall Riots." The Ohio State University at Newark History Conference. Newark, Ohio, 2007.

AWARDS, FELLOWSHIPS, AND GRANTS

Research Awards

Barbara Heifferon Graduate Student Fellowship, Symposium for the Rhetoric of Health and Medicine, Sep. 2017.

Research and Creative Activities Award, English Department, New Mexico State University, Dec. 2016, $200.

Office of Assessment Quality Initiative Grant, New Mexico State University, Aug. 2015, $2,483.

Summer Research Fellowship Award, University of Dayton Graduate School, May 2008, $1,000.

Teaching Awards

Stuart Brown Scholarship for Excellence in Teaching and Writing, English Department, New Mexico State University, May 2017, $1000.

Instructor of the Month, Miami-Jacobs College, 2011.

Golden Apple Teaching Award Winner, Miami-Jacobs College, 2011.

Faculty Award of Excellence in Teaching, Southwestern Ohio Council for Higher Education, 2010.

Golden Apple Teaching Award Nominee, Miami-Jacobs College, 2010.

Golden Apple Teaching Award Nominee, Miami-Jacobs College, 2009.

Additional Competitive Travel Awards and Fellowships

Graduate Student Travel Grant, College of Arts & Sciences, New Mexico State University, Oct. 2017, $500.

Graduate Student Travel Grant, English Department, New Mexico State University, May 2017, $500.

Graduate Student Endowment Fund, English Department, New Mexico State University, May 2017, $775.

Vera Newman Award, English Department, New Mexico State University, Dec. 2016, $750.

Graduate Student Travel Grant, English Department, New Mexico State University, May 2016, $500.

Graduate Student Endowment Fund, English Department, New Mexico State University, May 2016, $100.

Graduate Student Travel Grant, English Department, New Mexico State University, May 2015, $500.

Graduate Student Travel Grant, College of Arts & Sciences, New Mexico State University, Sep. 2013, $500.

Research and Creative Activities Award, English Department, New Mexico State University, Dec. 2013, $850.

Travel Research Grant, The Ohio State University at Newark, March 2007, $500.

TEACHING

New Mexico State University, Graduate Teaching Assistant, Aug. 2013 – present
Instructor of Record:

English 318: Advanced Technical and Professional Communication [2 sections online]

English 301: Theory and Criticism: Rhetoric and Culture [1 section]

English 218: Technical and Scientific Communication [1 section online]

English 203: Business and Professional Communication [2 sections face-to-face, 1 section online]

English 111: Rhetoric and Composition [1 section]

English 111 CAMP: Rhetoric and Composition for College Assistance Migrant Program student learning community [1 section]

Teaching Assistant:

English 571: Composition Pedagogy Practicum [1 section]

English 497/597: Internship in Technical and Professional Communication [1 section]

Baylor University, Adjunct Lecturer, Aug. 2016 – present
Courses taught:

English 3303: Persuasive and Argumentative Writing [1 section]

English 3300: Technical Writing [5 sections]

English 1304: Thinking, Writing, and Research [1 section]

English 1302: Thinking and Writing [2 sections]

U.S. Sergeants Major Academy, Fort Bliss Army Post, Writing Instructor, May 2014 – June 2014
Courses taught:

Writing Preparation Course: Introduction to academic writing for international students [2 sections]

Miami-Jacobs College, Associate English Instructor, June 2007 – Dec. 2013
Courses taught:

English 210/Communications 102: Oral Communications [32 sections]

Business 205: Business Communications [1 section]

English 102: English Composition II [7 sections]

English 101/Communications 101: English Composition I [29 sections]

English 001/Communications 001: Developmental Writing [12 sections]

General Studies 201: Career Management [4 sections]

General Studies 101/PS 104: Professional Development [13 sections]

SWTS: College Entrance Review [8 sections]

University of Dayton, Graduate Teaching Assistant, Aug. 2007 – May 2009
Instructor of Record:

English 102: First-Year Composition II [4 sections]

English 101: First-Year Composition I [4 sections]

ADMINISTRATIVE EXPERIENCE

Writing Across the Curriculum Faculty Workshop Co-Director, New Mexico State University, May 2014 – present

Writing Program Coordinator, New Mexico State University, Aug. 2014 – Dec. 2016

Graduate Teaching Assistant Seminar in Writing, Teaching, and Learning in the Disciplines Developer & Facilitator, New Mexico State University, Aug. 2015 – Dec. 2015

Online Education Program Advisor, Miami-Jacobs College, Aug. 2011 – Dec. 2012

SERVICE

Professional

Copy Editor, *Community Literacy Journal*, January 2017 – present

Proposal Reviewer, International Writing Across the Curriculum Conference, 2016

Institutional

Writing Center & Online Writing Center Consultant, New Mexico State University Writing Center, Aug. 2013 – present.

President, RSA @ NMSU, Rhetoric Society of America Graduate Student Chapter, New Mexico State University, Aug. 2016 – Aug. 2017

Mentor, Peer Observation and Discussion Program, Aug. 2014 – May 2017

Online Writing Center YouTube Content Creator, New Mexico State University, 2015
Videos published:

"Shaping Your Topic and Narrowing the Scope of Your Writing"

"Invention Strategies Beyond Freewriting, Clustering, and Listing"

"Thinking About Writing Style Rhetorically"

"Reading and Annotating Difficult Texts"

"Writing a Professional Email"

"Using Microsoft Word's Tack Changes and Insert Comment Functions to Generate Ideas for Revision"

Peer Writing Consultant, The Ohio State University at Newark Writing Lab, Aug. 2005 – June 2007

PROFESSIONAL DEVELOPMENT

"Strategies for Teaching Online." Online Course Improvement Program, New Mexico State University, August 2017.

"ATTW Graduate Student Career Workshop." Association of Teachers of Technical Writing, Portland, Oregon, March 2017.

"Creating an Effective Writing Group." Baylor Academy for Teaching and Learning, November 2016.

"Helping Students Learn Disciplinary Ways of Thinking: A Model to Decode the Disciplines." Baylor Academy for Teaching and Learning, October 2016.

"Greater Than the Human Brain: Harnessing the Power of Digital Scholarship for Teaching and Learning." Baylor Academy for Teaching and Learning, September 2016.

"Success for All Students: Effective Use of Learning Accommodations in the College Classroom." Baylor Academy for Teaching & Learning, September 2016.

"Preconference Workshop." Association for the Rhetoric of Science, Technology & Medicine. Rhetoric Society of America, Atlanta, Georgia, May 2016.

"Accessible Videos." Online Course Improvement Plan, New Mexico State University, April 2016.

"Prepping to Teach Online." Writing Program, New Mexico State University, April 2016.

"Diversity in the Classroom and Beyond: Embracing Social Differences in Educational Practice." Teaching Academy, New Mexico State University, February 2016.

"Document Design for Teachers: Issues of Usability and Accessibility." Writing Program, New Mexico State University, February 2016.

"*Writing Across Borders* Film and Discussion." Teaching Academy, New Mexico State University, April 2014.

Study abroad in Paris, France, Summer 2008.

PROFESSIONAL MEMBERSHIPS

Association for the Rhetoric of Science, Technology, and Medicine

Association for Teachers of Technical Writing

Coalition of Feminist Scholars in the History of Rhetoric and Composition

Modern Language Association

National Council of Teachers of English

Rhetoric Society of America

REFERENCES

Dr. Kellie Sharp-Hoskins
Assistant Professor of English
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New Mexico State University
P.O. Box 30001, MSC 3E
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Dr. Anthony Stagliano
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Dr. Patti Wojahn
Professor of English
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New Mexico State University
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Dr. Chris Burnham
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575-646-7993

Last updated: Oct. 8, 2017

THE OHIO STATE UNIVERSITY

Department of Electrical and Computer Engineering

205 Dreese Labs
2015 Neil Avenue
Columbus, OH 43210

614-292-2572 Phone
614-292-7596 Fax
ece.osu.edu

December 12th, 2018

Dr. Carolyn Sommerich, Chair, College Committee on Academic Affairs
Department of Integrated Systems Engineering
The Ohio State University
276 Baker Systems
1971 Neil Avenue
Columbus, OH 43210

Dear Dr. Sommerich:

I am writing to express my support of the proposed Bachelor of Science in Engineering Technology (BSET). This new degree program will offer students an integrated understanding of foundational aspects of manufacturing engineering technology and management. As the proposal states, the BSET program "reflects the mission of the College of Engineering to develop education and outreach programs that enhance economic competitiveness regionally, nationally and globally." I concur with the BSET proposal and support its approval.

Sincerely,

DocuSigned by:
Hesham El Gamal
D6672056688846A...

Hesham El Gamal
Professor and Chair
Electrical and Computer Engineering Department
The Ohio State University

THE OHIO STATE UNIVERSITY

EED
Department of Engineering Education

College of Engineering

244 Hitchcock Hall
2070 Neil Avenue
Columbus, OH 43210

(614) 292-7923 Phone
(614) 247-6255 Fax

eed.osu.edu

January 23, 2019

Dr. Carolyn Sommerich
Chair, College Committee on Academic Affairs
Department of Integrated Systems Engineering
The Ohio State University
276 Baker Systems
1971 Neil Avenue
Columbus, OH 43210

Dear Dr. Sommerich:

I am writing to express my support of the proposed Bachelor of Science in Engineering Technology (BSET). This new degree program will offer students an integrated understanding of foundational aspects of manufacturing engineering technology and management. As the proposal states, the BSET program "reflects the mission of the College of Engineering to develop education and outreach programs that enhance economic competitiveness regionally, nationally and globally." I concur with the BSET proposal and support its approval.

Sincerely,

Lisa M. Abrams, PhD, PE
Interim Department Chair

THE OHIO STATE UNIVERSITY

College of Engineering

Department of Integrated Systems Engineering

210 Baker Systems Engineering Building
1971 Neil Avenue
Columbus OH 43210-1271

614-292-6239 Phone
614-292-7852 Fax

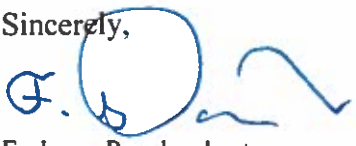
December 14, 2018

Dr. Carolyn Sommerich, Chair, College Committee on Academic Affairs
Department of Integrated Systems Engineering
The Ohio State University
276 Baker Systems
1971 Neil Avenue
Columbus, OH 43210

Dear Dr. Sommerich:

I am writing to express my support of the proposed Bachelor of Science in Engineering Technology (BSET). This new degree program will offer students an integrated understanding of foundational aspects of manufacturing engineering technology and management. As the proposal states, the BSET program "reflects the mission of the College of Engineering to develop education and outreach programs that enhance economic competitiveness regionally, nationally and globally." I concur with the BSET proposal and support its approval.

Sincerely,



Farhang Pourboghrat
Professor and Chair
Tel: (614) 292-3124
E-mail: pourboghrat.2@osu.edu

THE OHIO STATE UNIVERSITY

College of Engineering

Department of Mechanical and
Aerospace Engineering

Scott Laboratory
201 W. 19th Avenue
Columbus, OH 43210

614-292-2289 Phone

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14 January 2019

Dr. Carolyn Sommerich
Chair, College Committee on Academic Affairs
The Ohio State University

Re: MAE Concurrence on proposed BSET program

Dear Carolyn,

The Department of Mechanical & Aerospace Engineering is pleased to give its concurrence to the proposed Bachelor of Science in Engineering Technology degree program. We believe this program will fill an important (and overlooked) gap in engineering education in Ohio, and are confident that the graduates of this program will provide much needed engineering technologists for the state's industrial base.

Further, we are in agreement that the faculty hired to teach courses in "Mechanical Engineering" for this program will be hired and promoted under the purview of the MAE department, while the cost for these faculty will be borne by the regional campus at which they reside.

Best regards,

Vish Subramaniam
Professor and Chair

THE OHIO STATE UNIVERSITY

College of Engineering
Department of Materials Science and Engineering

177 Watts Hall
2041 N. College Rd.
Columbus, OH 43210

614-688-3050 Phone
614-292-4668 Fax

mse.osu.edu

January 23, 2019

Dr. Carolyn Sommerich, Chair, College Committee on Academic Affairs
Department of Integrated Systems Engineering
The Ohio State University
276 Baker Systems
1971 Neil Avenue
Columbus, OH 43210

Dear Dr. Sommerich:

I understand that the proposed Bachelor of Science in Engineering Technology (BSET) has passed review by the College Committee on Academic Affairs. As the proposal progresses to the CAA, I thought it would be helpful to express support on behalf of the Department of Materials Science and Engineering. I have conferred with Profs. Michael Sumption and David Phillips, chairs of the undergraduate studies committees for the Materials Science and Engineering Program and Welding Engineering Program, respectively. There is strong support for this new degree program; it will offer students an integrated understanding of foundational aspects of manufacturing engineering technology and management—including a component on engineering materials in the context of manufacturing. The BSET program indeed is compatible with the department mission to "create, transfer, and preserve knowledge through impactful research, dynamic teaching, and the effective training of our future colleagues in materials science and welding engineering." I concur with the BSET proposal and support its approval.

Sincerely,

Peter M Anderson
Professor and Chair
Department of Materials Science and Engineering | mse.osu.edu
614-292-6255 | anderson.1@osu.edu | mse.osu.edu/people/anderson.1

c: Profs. Michael Sumption, David Phillips, and Glenn Daehn

Fiscal Unit/Academic Org	Engineering Administration - D1400
Administering College/Academic Group	Engineering
Co-adminstering College/Academic Group	Engineering
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Bachelor of Science Degree in Engineering Technology
Type of Program/Plan	Undergraduate bachelors degree program or major
Program/Plan Code Abbreviation	ENGRTEC
Proposed Degree Title	Bachelor of Science in Engineering Technology

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				122	
Required credit hours offered by the unit	Minimum			94	
	Maximum			95	
Required credit hours offered outside of the unit	Minimum			27	
	Maximum			27	
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- Systems Thinking & Problem Solving: The successful student will be able to effectively solve problems by applying the appropriate engineering technologies, tools and techniques within systems of equipment, controls and people.
- Professional Skills/Communication: A successful student will be able to demonstrate, appreciate, and master interpersonal communications skills in the modern workplace.
- Business: A successful student will be able to understand business terminology, analyze values of alternatives, and communicate the business, societal and global impacts effectively.
- Continuous Improvement: The successful student will be able to optimize processes and systems with respect to quality, timeliness, and continuous improvement.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Classroom assignments

- Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Practicum, internship or research evaluation of student work
- Capstone course reports, papers, or presentations

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student survey
- Alumni survey
- Employer feedback or survey
- Student evaluation of instruction
- Student interviews or focus groups

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- External program review
- Curriculum or syllabus review
- Grade review

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Analyze and report to college/school
- Analyze and report to accrediting organization
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Make improvements in learning facilities, laboratories, and/or equipment
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- COE__Letter_of_support_BSET.pdf: Letter

  (Letter from the College to OAA. Owner: Quinzon-Bonello,Rosario)

- BSET_Proposal_ 2.4.19_FINAL.pdf: Proposal

  (Program Proposal. Owner: Quinzon-Bonello,Rosario)

- COE - Proposal to establish a Bachelor of Science Degree in Engineering Technology.pdf: Proposal - Revised

  (Program Proposal. Owner: Reed,Kathryn Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Quinzon-Bonello,Rosario	02/04/2019 02:36 PM	Submitted for Approval
Approved	Quinzon-Bonello,Rosario	02/04/2019 02:36 PM	Unit Approval
Approved	Quinzon-Bonello,Rosario	02/04/2019 02:36 PM	College Approval
Pending Approval	Johnson,Jay Vinton Reed,Kathryn Marie	02/04/2019 02:36 PM	CAA Approval

**ESTABLISHMENT OF A DEGREE PROGRAM:
MASTER OF ENGINEERING MANAGEMENT**

COLLEGE OF ENGINEERING

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

WHEREAS the Master of Engineering Management program is a post-baccalaureate professional degree aimed at practicing engineers, with a title that conveys both the technical aspects of an engineering degree and the important management and leadership skills necessary for success in business management and economic, social and political domains; and

WHEREAS the degree program has a target audience of engineers from the public or private sectors who have been in the field three to 10 years; and

WHEREAS the degree program is aligned with the College of Engineering's strategic plan, which was updated in 2018; and

WHEREAS the degree program is a 30 semester credit hour program (core and elective courses and a capstone course) that students can complete on a full- or part-time basis; and

WHEREAS the content for the degree will be provided by faculty in the College of Engineering and content experts in the John Glenn College of Public Affairs and the Fisher College of Business, and delivered using distance education technology; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on March 20, 2019; and

WHEREAS the proposal was reviewed and received a vote of approval by the University Senate on April 18, 2019:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the establishment of a Master of Engineering Management degree program.

M e m o r a n d u m

To: University Senate

From: Eric C. Bielefeld, Chair, Council on Academic Affairs

Subject: Proposal to Establish the Master of Engineering Management Degree Program

Date: April 2, 2019

A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO ESTABLISH THE MASTER OF ENGINEERING MANAGEMENT DEGREE PROGRAM, COLLEGE OF ENGINEERING

Whereas this is a post-baccalaureate professional degree aimed at practicing engineers, with a title that conveys both the technical aspects of an engineering degree and the important management and leadership skills necessary for success in business management and economic, social, and political domains, and with a target audience of engineers from the public or private sectors who have been in the field 3-10 years; and

Whereas the degree program is aligned with the College of Engineering's Strategic Plan updated in 2018; and

Whereas it is a 30 semester credit hour program (core and elective courses and a capstone course), that students can complete on a full or part time basis, with content for the degree provided by faculty in the College of Engineering and content experts in the John Glenn College of Public Affairs and the Fisher College of Business, and with delivery by distance education technology; and

Whereas following review by the combined Graduate School/Council on Academic Affairs subcommittee, the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on March 20, 2019;

Therefore be it resolved that the University Senate approve the proposal to establish the Master of Engineering Management degree program and respectfully request approval by the Board of Trustees.

TO: Randy Smith, Vice Provost for Academic Programs
FROM: Jennifer Schlueter, Faculty Fellow for Curriculum, Graduate School
DATE: 26 February 2019
RE: Proposal to for a Master of Engineering Management

The College of Engineering in partnership with the John Glenn College of Public Affairs and the Fisher College of Business is proposing a new Master of Engineering Management. This degree is “a professional program aimed at practicing engineers seeking to increase their management and leadership skills.” It requires 30 credit hours and may be undertaken on a full- or part-time basis.

The proposal was received by the Graduate School on 26 October 2018. It was reviewed by the combined GS/CAA Curriculum subcommittee, co-chaired by Associate Dean Shari Speer and Faculty Fellow Jennifer Schlueter, on 29 November 2018. Revisions were requested 2 December 2018 and received 18 December 2018. It was moved forward to the Graduate Council, where it was reviewed and unanimously approved by that body on 22 February 2019.

From: Mick, Robert
To: Schlueter, Jennifer
Cc: Quinzon-Bonello, Rosario; Speer, Shari; Toft, Jill A.; Benatar, Avi
Subject: RE: proposal for a new Master of Engineering Management
Date: Tuesday, December 18, 2018 3:05:13 PM
Attachments: MasterEngineeringManagement_Proposal_Revised_forGradSchool.pdf

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Dr. Schlueter,

The revised Master Engineering Management proposal is attached including a cover sheet with answers to the committee's questions. We also met with Dr. Sheer this week regarding the fuller proposal and thank you for that recommendation.

Please let me know if you have any questions.

Thank you,

Bob Mick
Director
Professional & Distance Education Programs Office
Master Global Engineering Leadership (MGEL)
The Ohio State University College of Engineering
356A Bevis Hall, 1080 Carmack Rd., Columbus, OH 43210
614-292-0393 Office
Mick.15@osu.edu Professionals.engineering.osu.edu

From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Sent: Monday, December 3, 2018 12:14 PM
To: Mick, Robert <mick.15@osu.edu>
Cc: Tomasko, David <tomasko.1@osu.edu>
Subject: FW: proposal for a new Master of Engineering Management
Importance: High

Hello Bob,

I am forwarding you feedback from Jen Schlueter, who is chair of the Graduate School/CAA curriculum subcommittee.
When you submit a revision to her, can you please copy me, as well?

Thanks,

Rosie

From: Schlueter, Jennifer <schlueter.10@osu.edu>
Sent: Sunday, December 2, 2018 7:38 PM
To: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Cc: Speer, Shari <speer.21@osu.edu>; Toft, Jill A. <toft.20@osu.edu>

Subject: proposal for a new Master of Engineering Management

Dear Professor Quinzon-Bonello:

At its 29 November 2018 meeting, the combined Graduate School/CAA curriculum subcommittee, which I chair as Faculty Fellow, reviewed your proposal for a new Master of Engineering Management. The subcommittee was enthusiastic about this new program and are eager to see this proposal move forward. We have a few requests for revision before we can do so, however. As you revise, I invite and encourage you to meet with Associate Dean Shari Speer to discuss this and the fuller proposal that will ultimately go "downtown" before the Chancellor's Council on Graduate Studies.

When you submit your revised proposal to the subcommittee, please include a cover sheet that points us to where in the revision we can find your responses to our queries.

1. Because this program will be 100% online, an MOU with the Office of Distance Education and eLearning must be in place. More information is available here https://odee.osu.edu/program-development
2. Because this proposal will be reviewed by faculty outside your discipline, some terminology either presents a barrier to comprehension or opens the door to confusion because it is deployed differently between programs. For the subcommittee, terms like "Lean Sigma" fit the former category; "Sensemaking" fit the latter. If you can find ways to help the layperson follow along, we'd be grateful.
3. Can a student complete this program in one year if they choose?

Upon receipt of your revised proposal, the subcommittee will revisit. You may wish to meet with Associate Dean Speer before doing so.

All the best,
Jen

Jennifer Schlueter, PhD
Associate Professor and **Lab Series Producer:** Department of Theatre
Project Director: Social Change, Community Engagement, and Creative Practices Discovery Theme
Faculty Fellow for Curriculum: Graduate School
1103 Drake Performance and Event Center
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614.688.3778 / jenniferschlueter.com

THE OHIO STATE UNIVERSITY

Professional & Distance Education Programs
College of Engineering

356 Bevis Hall
1080 Carmack Rd
Columbus, OH 43210

(614) 292-0393 Phone

Date: December 18, 2018

RE: Proposal for a new degree program Master Engineering Management (MEM)

Response's for Graduate School / CAA curriculum subcommittee

Dear Committee Members:

Please find attached our revised proposal that includes answers to your questions listed below:

1. Because this program will be 100% online, an MOU with the Office of Distance Education and eLearning must be in place. More information is available here https://odee.osu.edu/program-development

   Answer: The MOU is attached.

2. Because this proposal will be reviewed by faculty outside your discipline, some terminology either presents a barrier to comprehension or opens the door to confusion because it is deployed differently between programs. For the subcommittee, terms like "Lean Sigma" fit the former category; "Sensemaking" fit the latter. If you can find ways to help the layperson follow along, we'd be grateful.

   Answer: An Appendix E has been added that includes course descriptions.

3. Can a student complete this program in one year if they choose?

   Answer: No. But students can complete the degree in as few as four semesters and it depends upon which term they begin enrollment. This information has been added to the proposal page 2, last paragraph. Appendix C has also been revised to show additional sample study plans.

Sincerely,

Bob Mick and Dr. Avi Benatar

THE OHIO STATE UNIVERSITY
College of Engineering
Proposal for a professional Master of Engineering Management degree

Executive Summary

The proposed Master of Engineering Management (MEM) degree is a professional program aimed at practicing engineers seeking to increase their management and leadership skills. MEM degrees are technically based programs that teach methods to manage business initiatives, projects and team members in an engineering setting. These methods can be applied throughout any engineering discipline. Courses in Master of Engineering Management programs are designed to develop an understanding of how to manage both the technological and human resources sides of engineering. The MEM program is designed for working professionals and will be delivered completely online.

I. Introduction and Overview

The College of Engineering (CoE) at The Ohio State University, in partnership with the John Glenn College of Public Affairs and The Fisher College of Business, proposes a new professional master's degree in Engineering.

a) Designation

The degree will be called the Master of Engineering Management (MEM).

b) Rationale

The proposed degree is a professional degree at the post-baccalaureate level aimed at practicing engineers. It is not a research degree and thus the Master of Science degree is not appropriate. The title of Master of Engineering Management is intended to convey both the technical aspects of an engineering degree and the equally important management and leadership skills necessary to succeed in a business management as well as in economic, social and political domains.

The target audience for the MEM degree is engineers in business, industry and government who have worked in the field for three to ten years. More recent graduates will also be considered for the program based on their qualifications and experience, but the focus is on early to mid-career engineering professionals. Prospective students may be employed in either the public or private sectors (for profit or non- profit). They aspire to learn engineering management skills that prepare them to be leaders in their organizations.

c) Purpose, Focus and Significance

Master of Engineering Management degrees bridge the gap between the fields of engineering and business management. MEM degrees are technically based programs that teach methods to manage business initiatives, projects and team members in an engineering setting. MEM coursework typically includes topics such as project management, leadership, team building, innovation, and financial management.

The College of Engineering launched a technically based program in Autumn 2014,

the online Master Global Engineering Leadership (MGEL) degree. The MGEL is similar to other existing MEM degrees because the core curriculum includes courses in business and policy. What separates the MGEL from traditional MEM degrees is its inclusion of a technical track – four specialized, advanced engineering courses in a single discipline (e.g. automotive systems engineering) like a traditional MS student may take. (See Appendix A for complete MGEL curriculum)

The College of Engineering Strategic Plan, revised in 2018, calls for the addition of a traditional MEM degree in order for the college to meet the needs of students from two different populations. Students who enroll in the existing MGEL program are likely to lead technical teams in a singular engineering discipline matching the area of their chosen technical track, while MEM students are likely to be desirous of growing their careers with general management positions in a variety of engineering environments.

The content for the Master of Engineering Management degree will be provided by faculty in the College of Engineering, content area experts in the John Glenn College of Public Affairs and The Fisher College of Business. The delivery by distance education technology provides the ideal environment for working professionals.

Engineers who complete the MEM will be able to:

- understand the numbers in financial statements, apply the fundamentals of managerial accounting to manage projects to success, and support the financial objectives of an organization;
- lead diverse, effective teams in innovative directions including projects in the context of their enterprise's overall strategic mission, whether in the public or private sector, including the implications of managing globally;
- evaluate performance and conduct productive communication with business leaders, teams, and subordinates;
- understand intrapreneurship and entrepreneurship to advance new products and services and apply knowledge more effectively in innovative directions;
- learn information visualization techniques that help managers analyze massive amounts of digital data to combat overload and aid sensemaking with engineering applications in business and financial decision making;
- understand the complexities between science, engineering, and public policy, while recognizing the importance of global trends in their fields from the entire curriculum and capstone course.

II. Proposed Curriculum

The proposed curriculum is a minimum of 30 semester credit hour program. Students have the flexibility of taking the curriculum on a full or part time basis. Depending upon their term of enrollment, students may complete the degree in as little as one and a half years. All students must complete the degree within four years unless the Graduate Studies Committee (formed specifically for this program) grants an extension. Students may be awarded up to three hours of credit for previous coursework completed elsewhere. (See Appendices B & C for more details) The curriculum includes three components with course descriptions in Appendix E:

a) The Required Core (15-16 credit hours):

This integrated core includes business, public administration and engineering courses including topics such as engineering leadership, project management, innovation, entrepreneurship, teambuilding, and financial accounting.

- ENGR 6210 Leadership and Team Effectiveness (3 credits)*
- ENGR 6220 Accounting/Finance for Engineers (3 credits)
- ENGR 6230 Technology Strategy & Innovation Management (3 credits)
- ISE 6801 Project Management (3 credits)
- ISE 5760 Visual Analytics for Sensemaking (3 credits)
- PUBAFRS 6050 Management in Public Agencies (4 credits)*
- PUBAFRS 6060 Managerial Leadership in Public and Nonprofit Organizations (3 credits)*

*Students take either ENGR6210, PUBAFRS 6050 or PUBAFRS 6060 depending on whether they are focused on the public or private sector. PUBAFRS 6050 or PUBAFRS 6060 can be taken as an elective if ENGR 6210 is chosen.

b) Electives (12 credit hours)

The elective courses provide opportunities for students to enhance their engineering management in areas of sustainability, global supply chains, risk analysis, policy, and data analytics. Students select courses from the following to full-fill the electives portion of the curriculum:

- ENGR 7200 Engineering Ethics and Professionalism (1 credit)
- ISE 5810 Lean Sigma Foundations (4 credits)
- ENVENG 6600 Assessment for Human Rights and Sustainability (3 credits)
- ENVENG 5600 Science, Engineering and Public Policy (3 credits)
- PUBAFRS 5610 Innovation, Policy, and the Global Economy (3 credits)
- PUBAFRS 5750 The Business-Government Relationship (3 credits)
- PUBAFRS 5770 Risk and Decision Analysis in Public Affairs (3 credits)
- PUBAFRS 6075 Data, Models & Evaluation (3 credits)
- MBA 6233 Operations Management (3 credits)
- BUSMHR 7244 Negotiation (3 credits)
- MBA 6273 Data Analysis for Managers (3 credits)
- MBA 6253 Marketing Management (3 credits)

Note: Students can take a max. 10 hrs in PUBAFRS courses from the core and electives.

c) Capstone Course (3 credit hours)

The capstone course is a culminating experience providing students the opportunity to solve real-world challenges by utilizing skills learned from all the MEM courses, while implementing the principles of operational excellence and lean systems in an organization. (Proposed course syllabus in Appendix D)

- ENGR 6XXX Capstone Project in Operational Excellence for Engineers (3 credits)

III. Administrative Arrangements (Details on arrangements are in Appendix B)

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

a) Graduate Studies Committee (GSC)

The MEM Faculty Director will act as the chair of the MEM-GSC. The MEM-GSC will consist of these voting members: the MEM Faculty Director, one representative from the John Glenn College of Public Affairs, one representative from the Fisher College of Business, and two Engineering faculty who teach MEM courses. The MEM-GSC will include the College of Engineering Director of Professional and Distance Education Programs and the PDEP Program Coordinator as non-voting members.

b) Office of Distance Education and eLearning (ODEE)

The proposed program will be developed in partnership with the Office of Distance Education & eLearning (ODEE).

c) Industry Advisory Board (IAB)

The Industry Advisory Board for the MGEL degree will also be utilized and engaged for the MEM degree to help ensure the curriculum remains relevant to the needs of industry.

d) MEM Operations

The Director of Professional and Distance Education Programs (PDEP) in the College of Engineering will be responsible for the overall administration of the MEM degree. The PDEP Program Coordinator for the MGEL degree will also act as the Program Coordinator for the MEM and be responsible for the day-to-day operations.

IV. Evidence of Need

The College of Engineering conducted extensive research for the development of the MGEL degree that is also relevant and provides evidence of need for the MEM. More importantly, the PDEP office that manages the MGEL degree has collected additional and significant information and data providing evidence of need for the MEM degree.

There are many universities that offer traditional Master of Engineering Management degrees. The college's MGEL degree was intended to be a unique version of an MEM with the addition of a technical track. While the MGEL has had strong interest, there has been a significant number of requests for a more traditional program.

Since 2014, the MGEL program has received 597 direct program inquiries through email, phone calls, and online information sessions. Of the 597 inquiries, 401 potential students stated that while they were interested in the program, they would not apply because our technical tracks were not of interest to them and they wanted to pursue a traditional MEM.

Based on the large number of direct inquiries including those who have spoken out in favor for an OSU MEM degree, there is a strong evidence of need. Additionally, there is a very low cost associated with developing the MEM degree. The core courses of the MEM and MGEL will be very similar, reducing the need for additional resources. The MEM and MGEL will be great compliments to each other and the college can increase enrollment in existing courses and professional education programs overall, while also meeting the needs of potential students and alumni.

In Ohio, Case Western Reserve University offers a Masters of Engineering as well as Ohio University. Our MEM degree will be unique from their offerings because of the partnership with other content area specialists in the John Glenn College of Public Affairs and The Fisher College of Business. The courses in Operational Excellence and Data Analytics will also differentiate our degree. The addition of an MEM from OSU will strengthen engineering education in the state.

V. Prospective Enrollment and Student Demand

a) Demand

Based on our marketing data and inquiries for the MGEL degree, we believe the MEM program will quickly enroll 10-20 students in the first year and grow to 30-50 students afterwards.

b) Access and Retention of underrepresented Groups

Details in Appendix B.

VI. Available Resources and Additional Costs

The MEM degree program will use current faculty already teaching in the MGEL degree. Administrative support for the MGEL degree will also be able to manage the MEM degree. The MEM will also enable the college to achieve maximum utilization of the core courses of the MGEL degree as they will be included in the MEM. The only additional costs required for the MEM will be compensation to faculty for development time when converting their courses into online format.

VII. Assessment Plan

The MEM administration will continuously assess all of the program's activities. This will be accomplished in several ways. Details in Appendix B.

Proposal Contact Information

Bob Mick
Director
Professional & Distance Education Programs
Mick.15@osu.edu 614-292-0393

Dr. Avi Benatar
Associate Professor
MGEL Graduate Studies Chair
Benatar.1@osu.edu 614-292-1390

Appendix A

Master Global Engineering Leadership Curriculum

Course Courses (16-17 cr hrs)

	Dept	Course #	Course Names	Cr Hrs
Core	ENGR	6210	Leadership and Team Effectiveness	3
Core	ENGR	6220	Accounting/Finance for Engineers	3
Core	ENGR	6230	Technology Strategy & Innovation Mgmt	3
Core	PUBAFRS	6050	Management in Public Agencies	4
Core	PUBAFRS	5750	The Business-Governement Relationship	3
Core	ENGR	7200	Engineering Ethics and Professionalism	1
Core	ISE	6801	Project Management	3
				16-17
	Note: Students select either PUBAFRS 6050 or ENGR 6210			
Technical Track Specializations (12 cr hrs)				
Automotive Systems Engineering Track (students select two focus areas)				
Focus Area 1: Advanced Propulsion Systems (can be taken in any order)				
	ME	7383	Electrochemical Energy Conversion and Storage Systems for Automotive Applications	3
	ME	7384	Energy Modeling, Simulation, Optimization and Control of Advanced Vehicles	3
Focus Area 2: Powertrain Modeling and Control (must take 7236 before 5554)				
	ME	7236	Powertrain Dynamics	3
	ECE	5554	Powertrain Control Systems	3
Focus Area 3: Dynamic Systems and Engine Modeling (can be taken in any order)				
	ME	5339	Simulation Techniques for Dynamic Systems	3
	ME	7440	Internal Combustion Engine Modeling	3
Enterprise Systems and Architectures track				
	CSE	5231	Enterprise Software Engineering	2
	CSE	5234	Applied Enterprise Distributed Computing for Engineers and Scientists	3
	CSE	5235	Enterprise Services and Architectures	3
	CSE	5241	Introduction to Databases	2
	CSE	TBD	Independent Study (1 hr for 5241; 1 hr for 5231)	2
Welding Engineering				
	WELDENG	7001	Physical Principles in Welding Processes I	3
	WELDENG	7101	Welding Metallurgy I	3
	WELDENG	7201	Engineering Analysis for Design and Simulation	4
	WELDENG	7406	Welding of Plastics and Composites	3
Radar Systems				
	ECE	5010	Wireless Propagation and Remote Sensing	3
	ECE	5206	Medical Imaging and Processing	3
	ECE	5011	Antennas	3
	ECE	5013	An Introduction to Radar Systems	3
Civil and Environmental Track				
	ENVENG	6600	Assessment for Human Rights and Sustainability	3
	ENVENG	5600	Science, Engineering, and Public Policy	3
	ENVENG	5195	Engineering Design for Environmental Health	3
	CIVILEN	6100	Advanced Topics in Surveying for Smart Cities	3
Integrative Project (5 cr hrs)				
	ENGR	7100	Integrative Project	5

Appendix B

Processes

I. Selection of Personnel

Faculty Director

The MEM Faculty Director will be selected by the Dean of the College of Engineering and the MGEL Graduate Studies Committee (MGEL-GSC). The MEM Faculty Director will serve at the pleasure of the Dean in a half time administrative role. The MEM Faculty Director will have graduate faculty status with the Graduate School.

Administrative Staff

The Director of Professional and Distance Education Programs (PDEP) will act as the MEM Director and report to the Dean of the College of Engineering. A MEM Program Coordinator will be selected and report to the Director of Professional and Distance Education Programs.

II. Master Engineering Management –Graduate Studies Committee (MEM-GSC)

The MEM Faculty Director will act as the chair of the MEM-GSC. The MEM-GSC will consist of these voting members: the MEM Faculty Director, one representative from the John Glenn College of Public Affairs, one representative from the Fisher College of Business, and two Engineering faculty who teach MEM courses. All voting members of the MEM-GSC will have graduate faculty status with the Graduate School. The MEM-GSC will include the College of Engineering Director of Professional and Distance Education Programs and the PDEP Program Coordinator as non-voting members. The MEM-GSC will handle all tasks normally associated with a graduate studies committee (admissions, new courses, progress of students, and so on).

III. Industry Advisory Board

The MEM will benefit from a strong industry advisory board to ensure that the degree and curriculum is relevant to the needs of industry. The MGEL Industry advisory board members will be engaged and utilized as well for the MEM degree.

IV. Admissions

a) MEM Entrance Requirements

The Masters of Engineering Management program normally requires a candidate to have a B.S. in Engineering from an accredited program (ABET, CAB) at a college or university. The admissibility of a candidate with a BS not in engineering will be evaluated by the MEM-GSC acting as the admissions committee for the degree program.

Applicants for admission to the MEM degree program must have a cumulative point hour ratio for undergraduate work of at least 3.0 (4.0 scale). Applicants with cumulative point hour ratios for undergraduate work below 3.0/4.0 must submit results for the GRE General Test to be considered for admission.

The MEM-GSC may request applicants with a B.S. engineering degree from a non-ABET or non-CAB (Canadian Accreditation Board) accredited program to submit the results of the GRE General Test.

Applicants with non-engineering BS degrees will usually be required to take specified makeup work before their applications will be considered for graduate admission. These applicants may also be required to submit the GRE General Test results regardless of grade point average.

b) Professional Work Experience

Students applying to the MEM will normally have at least a year of post-B.S. work experience in an engineering-related job. The MEM-GSC may, however, choose to admit exceptional students directly from the B.S. Any such student must have significant internship, co-op, or work experience that will enable them to bring something to the classroom and will allow them to appreciate the professional skills that make up the MEM core. This will normally imply at least two internships or co-op experiences; however the exact requirement may vary by student at the discretion of the MEM-GSC.

c) Student Progress

Students must complete the degree within four years. Student progress will be tracked by the MEM Program Coordinator and reported to the MEM Director and MEM-GSC. The Director and the Program Coordinator will work together to ensure that all students make good progress toward completion of the degree.

d) Credit for previous course work

Students may obtain up to three semester hours of credit for class work outside of the MEM curriculum. The decision to grant credit or not and the amount of credit granted will be made by the MEM-GSC upon application of the student.

e) Partner Colleges

A key strength of the MEM program is its ties to partner Colleges within OSU. It is important that these relationships be carefully fostered by the PDEP Director and the MEM-GSC. Each partner will be asked to identify voting representative to the MEM-GSC so that the partner's interests and concerns can be represented on the committee. The PDEP Director will also meet with each of these representatives (individually or as a group) at least once a year to discuss how the program is going and any concerns or issues that the partners' representatives wish to bring forward.

Access and Retention of Underrepresented Groups

Excellence cannot be achieved without diversity and the diversification of the engineering student body is a major priority for the College of Engineering as indicated in the College's Strategic Plan. According to this goal, the College will "Increase the diversity of students, faculty and staff". The college has a well- established and nationally-respected Minority Engineering Program (MEP). It was founded as part of a national effort to increase the representation of African- Americans, Hispanic-Americans, and Native Americans in the professional engineering population. MEP offers a wide range of programs and services to assist in the recruitment, retention, motivation and graduation of minority students. Some of these include: academic and personal counseling, an early-warning monitoring system, a test and reference library, skills-building workshops, and social activities.

Similarly, the College of Engineering established the Women in Engineering (WiE) Program to encourage young women to consider engineering as a career choice, to recruit women into undergraduate and graduate programs, to support women as they matriculate through the engineering programs, and to assist women as they transition to the workforce after graduation. The resources that reside within these two programs are very effective in their charges and their services will continue to evolve as the needs of the MEM degree emerge. In addition, the MEM will have access to OSU's many resources for recruiting and retaining under-represented groups. Linkages with national organizations of minority and women engineers (such as the National Society of Black Engineers, the Society of Hispanic Professional Engineers, and the Society of Women Engineers) are already in place and thriving in the College. The College actively recruits

from these organizations and also works from GRE lists and the Summer Research Opportunity Program (SROP) lists.

In the marketing of the program we will use all of OSU's resources and make every effort to recruit members of underrepresented groups. The MEM offers an outstanding opportunity to enhance the careers of female and minority engineers and, in the process, create more role models to improve the diversity of engineering in general.

Consistent with the University's Diversity Plan, efforts to recruit and retain engineers who are members of the GLBT community are receiving increasing emphasis in the College of Engineering. Recruitment efforts through an established link with the National Organization of Gay and Lesbian Scientists and Technical Professionals will be engaged to assist in bringing additional diversity to the MEM program. Retention efforts for GLBT engineers are beginning to be addressed within the context of the College's evolving diversity plan and within the College's updated Performance Plan.

Assessment Plan

The MEM administration will continuously assess all of the program's activities. This will be accomplished in several ways.

The most important measure is the satisfaction of the students. In order to gauge this metric, the MEM administration will send individual emails to newly admitted students during the first two weeks of classes to ask if everything is going well and to determine if they're having any problems acclimating as an online student in the degree. Upon the completion of the first semester, students will be provided a short survey to assess their satisfaction with the program covering topics not included in the university's SEI. A program exit survey will be provided to graduating students. All of these surveys will be reviewed by the program administration and MEMGSC and corrective action taken regarding any substantiated negative feedback. If any student leaves the program or doesn't enroll in any classes for two consecutive semesters without explanation, the PDEP Director will contact the student and attempt to learn why.

The MEM Graduate Studies Committee will have a curriculum assessment plan which will consider both the core and elective courses in the degree. Faculty involved in the program will have constant opportunities to evaluate the distance education facilities and other aspects of the program. The PDEP Director will summarize these evaluations in an annual report to the College's Dean.

All constituencies will be asked to evaluate the level of customer service, the ease of use of the distance education facilities and products, the value of the different aspects of the program and the overall quality of the degree on a regular basis. It will be the responsibility of the Director to summarize all evaluations in an annual report, to determine in consultation with the GSC and the Dean when there are problems requiring action and to determine what action should be taken.

Appendix C: Sample Plan of Study

The Master of Engineering Management is designed to be completed in 1.5-4 years

Master of Engineering Management (Sample 4 semester plan of study)							
Year 1 Spring		**Year 1 Sumer**		**Year 1 Autumn**		**Year 2 Spring**	
Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs
PUBAFRS 5750 Business/Government Relationship	3	ISE 6801 Project Mgmt	3	ENGR 6220 Accounting/Finance for Engineers	3	ENGR 6XXX Capstone Project in Operational Excellence for Engineers (Capstone Course)	3
ISE 5760 Visual Analytics for Sensemaking	3			ENGR 6210 Leadership & Team Effectiveness	3		
PUBAFRS 5610 Innovation, Policy & Gobal Economy	3			ENGR 6230 Technology Strategy & Innovation Mgmt	3		
ENVENG 5600 Science, Engineering and Public Policy	3			ENVENG 6600 Assessment for Human Rights	3		
Total Hours	12		12		12		3

Master of Engineering Management (Sample 5 semester plan of study)									
Year 1 Autumn		**Year 1 Spring**		**Year 1 Summer**		**Year 2 Autumn**		**Year 2 Spring**	
Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs
ENGR 6220 Accounting/Finance for Engineers	3	PUBAFRS 5750 Business/Government Relationship	3	ISE 6801 Project Mgmt	3	ENGR 6230 Technology Strategy & Innovation Mgmt	3	ENGR 6XXX Capstone Project in Operational Excellence for Engineers (Capstone Course)	3
ENGR 6210 Leadership & Team Effectiveness	3	ISE 5760 Visual Analytics for Sensemaking	3			ENVENG 6600 Assessment for Human Rights	3		
		PUBAFRS 5610 Innovation, Policy & Gobal Economy	3			MBA Operations Management	3		
Total Hours	6		9		3		9		3

Master of Engineering Management (Sample 3 year plan of study)													
Year 1 Autumn		**Year 1 Spring**		**Year 1 Summer**		**Year 2 Autumn**		**Year 2 Spring**		**Year 2 Summer**		**Year 3 Autumn**		**Year 3 Spring**	
Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs
ENGR 6210 Leadership & Team Effectiveness	3	ENGR 6230 Technology Strategy & Innovation Mgmt	3	ISE 6801 Project Mgmt	3	ENGR 6220 Accounting/Finance for Engineers	3	PUBAFRS 5750 Business/Government Relationship	3			PUBAFRS 5610 Innovation, Policy & Gobal Economy	3	ENGR 6XXX Capstone Project in Operational Excellence for Engineers (Capstone Course)	3
		ISE 5760 Visual Analytics for Sensemaking	3			ENVENG 6600 Assessment for Human Rights	3	ENVENG 5600 Science, Engineering and Public Policy	3						
Total Hours	3		6		3		6		6		0		3		3

Master of Engineering Management (Sample 4 year plan of study)																			
Year 1 Autumn		**Year 1 Spring**		**Year 1 Summer**		**Year 2 Autumn**		**Year 2 Spring**		**Year 2 Summer**		**Year 3 Autumn**		**Year 3 Spring**		**Year 3 Summer**		**Year 4 Autumn**		**Year 4 Spring**	
Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs	Course	Cr Hrs
ENGR 6210 Leadership & Team Effectiveness	3	ENGR 6230 Technology Strategy & Innovation Mgmt	3	ISE 6801 Project Mgmt	3	ENGR 6220 Accounting/Finance for Engineers	3	PUBAFRS 5750 Business/Government Relationship	3			PUBAFRS 5610 Innovation, Policy & Gobal Economy	3	ISE 5760 Visual Analytics for Sensemaking	3		3	ENVENG 6600 Assessment for Human Rights	3	ENGR 6XXX Capstone Project in Operational Excellence for Engineers (Capstone Course)	3
								ENVENG 5600 Science, Engineering and Public Policy	3												
Total Hours	3		3		3		3		6		0		3		3		3		3		3

ENGR 6XXX: Capstone Project in Operational Excellence for Engineers

Course Description

ENGR 6XXX, Capstone Project in Operational Excellence for Engineers is a culminating experience providing students the opportunity to solve real-world challenges by utilizing skills learned from the MEM courses, while implementing the principles of operational excellence and lean systems in an organization. The course will focus on creating learning organizations through problem solving and continuous improvement. This spans every human endeavor and seeks to drive change in the way we work and the way we live. Students will focus on the principles of operational excellence and lean systems as a baseline and explore the detailed workings of processes throughout the enterprise. We will learn how to focus on value and creativity as the engine for change.

We begin with an historical overview and an understanding of lean processes based on Toyota Motor Company's experiences. The heart of the course begins with foundational elements to bring stability to a process, then take steps to achieve higher levels of productivity, profitability, and the professionalism of the workforce. It is not enough to make an organization more efficient; we have to make better places for people to work. As we apply specific lean tools, we will discover their benefits not only to increase productivity, but also to create great workplaces with highly satisfied employees.

Course Objectives

1. Analyze processes to identify problems and develop solutions to improve the performance of those processes.
2. Solve a problem in a work environment.
    a. Define and document the current situation using value stream map (Concern)
    b. Analyze a problem to find its root cause (Cause)
    c. Develop and evaluate multiple countermeasures for the root cause (Countermeasure)
    d. Plan and implement the best overall countermeasure
        i. Create flow through a series of processes in a value stream.
        ii. Regulate the flow of materials or information through a value stream.
    e. Embed lessons learned into ongoing work practices (Confirm)
3. Model appropriate leadership behaviors to drive changes in the culture of an organization.
4. Build systems to apply and manage lean tools, techniques, principles, and practices in a workplace.

Faculty

David S Veech

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Office Phone: 614-292-4730
Office Hours: By appointment

Mr. Veech is a Senior Lecturer in the Department of Management Sciences at the Fisher College of Business, The Ohio State University. Mr. Veech joined the University in 2013 after serving as Executive Director of the Institute for Lean Systems (ILS) for seven years, coaching and consulting with clients in a wide range of industries. His coaching focuses on people in organizations and how lean, leadership, and learning systems contribute to overall employee satisfaction and well-being.

Required Course Materials (Kindle Versions are Acceptable)

1. Lean Lexicon: A graphical glossary for Lean Thinkers, Fifth Edition, Lean Enterprise Institute, ISBN: 978-0966784367
2. The C4 Process (Veech & Damodaraswamy), Robert G. Clark Consulting LLC, ISBN: 978-098326395
3. Change or Die, Alan Deutschman, Collins, 9780061373671
4. Drive, Daniel H. Pink, Riverhead Books, 9781594488849

Grading

This course requires active participation in online activities and exercises as well as reading and assigned work outside of class. Grades will be based on contributions to the discussion and completed weekly assignments, including the primary project assignment (C4 or A3 worksheet showing familiarity of the course contents. The Primary Project is due on .

Participation requires reviewing materials identified, then for each discussion question, you are required to post your own answer based on your research and experience, then engage with at least two of your classmates by commenting on their answers. Consistent contribution through the semester is required., There are a number of activities and assignments that will be used to assess your understanding of the material covered in this course. These are listed below.

Component	Total Course Points
Participation (5 points x 7 discussion questions, 5 points for your completed Carmen Profile, 1 point for each of 6 quizzes, and 4 points for instructor discretion)	50
Bi-weekly projects (4 points x 6 assignments)	24
C4/A3 Project Files (See below)	26
Total (Maximum points)	**100**

1. Attendance/Participation (50%)

a. Attendance is required. You should attend every class and participate to:
   i. Learn as much as possible
   ii. Achieve a grade you will be satisfied with
   iii. Know how to apply these principles in a work place
b. Arrive on time. In class activities will be fast-paced.
c. Participate. You should share your thinking and observations during every class session. Come prepared to discuss things. Consistent contribution through the semester is much more valuable than a few good days where you answered a couple of questions in class.
d. Complete an accurate Carmen Profile with a recent picture (4 points)
e. Complete any assigned reading and knowledge reviews before class.
f. The final 4 points are at my discretion and are unlikely to be awarded except to truly exceptional contribution, or to prevent catastrophe.

2. Bi-weekly projects/homework (24%)

a. Bi-weekly assignments are **individual** assignments completed without collaboration among your classmates. You are permitted to assemble a small team in your workplace to execute the assignments, but you must name everyone who

contributed when submitting.

b. **Submit on time**. **Late assignments will not be considered** and your score for that assignment will be zero. No excuses.
    i. All assignments are due on Thursdays at 6:15 pm. Anything later than that, regardless of the reason, will not count.
    ii. ONLY UPLOAD .pdf FILES for assignments in Carmen. Make sure pages are oriented properly. Only .pdf files will be graded.
c. Assignments must be neat and complete, and in the correct sequence. Use relevant pictures and graphs where necessary. Use the templates/forms/supporting materials uploaded on Carmen. Remember; never upload any weekly assignment in any format except a pdf.

3. C4/A3 Project and Presentation (26%)

a. **Each student must complete an individual project in your company or in your home.** You will use C4/A3 problem solving (details will be provided in class) to address a moderate-scope business problem that involves cost, quality, delivery or a combination of these.
b. Each student must complete one progress review session with the instructor via skype or zoom in a scheduled meeting. This review is worth 13 percentage points.
c. Submit a complete C4/A3 worksheet AND a completed Master presentation file (PowerPoint format) that will include primary and supporting analysis for your project. The Final C4/A3 AND presentation file is worth 13 points.

Further details will be available on Carmen

Quizzes and Knowledge Reviews

There will be six knowledge review quizzes that you are required to complete. You may make as many attempts as you need to finish each quiz with a score of 100%

Disability Accommodation

If you need an accommodation based on the impact of a disability, arrange an appointment with me as soon as possible. We need to discuss the course format and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying need and developing accommodation strategies. You should start the verification process as soon as possible.

Academic Integrity

Material submitted for course grade credit must be your own work. All university and college regulations concerning academic honesty shall apply. In general, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. It is particularly important that students read and understand the portions of the Ohio State University's Code of Student Conduct that relate to plagiarism, unauthorized collaboration, falsification, and multiple submissions. The Code of Student Conduct is available online. This Policy represents a core value of the University. All members of the University community are responsible for knowing and abiding by its tenets. Students are expected to carefully review the online Policy prior to undertaking any research or other assignments. Students are encouraged to discuss freely with faculty any questions they may have pertaining to the provisions of the Code prior to submitting assignments. Lack of knowledge of the contents of the University Policy on Academic Honesty is not an acceptable defense to any charge of academic dishonesty.

Schedule (See Carmen for final requirements)

Date	Topic	Activity and Assignment
Session 1	Problem Solving: C4 and A3	Objectives are: 1. Apply a problem solving process to solve a work related problem 2. Contrast different problem solving processes and their primary focus 3. Describe key tools to help identify root causes of problems Learning Activities: 1. Read: Intro through Chapter 2, The C4 Process 2. Read: Lean Lexicon, A3 Report; PDCA; Problem Solving; Five Whys; Six Sigma 3. View the Problem Solving pdf in Carmen 4. Card Simulation, Round 1, Conventional with small group discussion (Record Stapling Operation) Assignment: Identify the potential problems for your Individual Class Project. Due Date – Online
Session 2	Value Stream Mapping & Analysis	Objectives are: 1. Create a current state value stream map to analyze a set of work processes in a theme area. See the system. 2. Calculate takt time 3. Evaluate the customer-supplier relationship in a value stream 4. Analyze processes in a value stream (calculate takt time, processing time, cycle time, set up time, operators and full-time-equivalent people, value-add time, non-value-add time, and any other data required to complete the analysis.) 5. Analyze the flow of materials and information through a value stream Learning Activities: 1. Read: Chapter 3, The C4 Process 2. Read: Lean Lexicon: Value Stream Mapping; Pull systems; Cell; Continuous Flow; Cycle Time; Cycle time and related terms involving time; First-in-First-out; Flow production; Heijunka; Heijunka box; Information flow; Inventory; Kanban; Material Flow; Operational Availability versus Operating Rate; Overall Equipment Effectiveness; Product Family; Product Family Matrix; Pull Production; Spaghetti Chart; Supermarket; Takt image; Takt time; Value; Value Stream Manager; Appendix (Value Stream Mapping Icons) 3. Activity: Pencil Pusher Case/Map Card Simulation Current State Assignment: Submit your project current state map to the dropbox for feedback. Due Date Online

Session 3	Visual Organization and Management	Objectives are: 1. Apply the principles of 4S/5S in a work setting and describe its utility and value. 2. Analyze a work process using standardized work worksheet sets (Time measurement, Standardized work charts, combination tables, and work balance charts) 3. Describe the relationship between 4S/5S and standardized work Learning Activities: 1. Read the attached pdf files on 5S and Standardized Work. 2. Read: Lean Lexicon: Andon; Automatic Line Stop; Dashboard; Error-Proofing; Five Ss; Gemba; Gemba Walk; Genchi Genbutsu; Kamishibai Board; Muda, Mura, Muri; Obeya; Operator Balance Chart; Production Analysis Board; Red Tagging; Right-sized Tools; Standardized Work; Visual Management; Waste; Work; Work Element; Yamazumi Board 3. Activity: Apply 5S/4S to your project problem 4. Activity: Build standardized work for the processes in the Card Simulation Assignment: Submit your standardized work document set (from the team activity we did in class) to the dropbox. Submit the Standardized Work Chart, Time Measurement Sheet, Combination Table, and Work Balance Chart. Due Date online.
Session 4	Lean Overview	Objectives are: 1. Differentiate lean systems from mass manufacturing and mass customization 2. Translate the key factors that helped Toyota rebuild itself into key factors organizations can use today to help improve their performance 3. Evaluate the evolution of work systems and their impact on society 4. Create a cause map for a problem Learning Activities: 1. Read: pdf on Lean Systems Overview (Carmen) 2. Read: Chapter 4, The C4 Process 3. Read: Lean Lexicon: Basic Stability; Jidoka; Just-in-Time (JIT) Production; Kaizen; Lean Consumption;; Lean Enterprise; Lean Logistics; Lean Management; Lean Management Accounting; Lean Production; Lean Thinking and Practice; Total Productive Maintenance; Toyota Production System; True North 4. Activity: Discussion of Lean Philosophy, the Lean House and Toyota Way principles; Cause Map construction and analysis Assignment: Complete a cause map for your individual

		class project problem and submit to the dropbox. Due Date online
Session 5	Countermeasures	Objectives are: 1. Develop a plan to contain the spread of a problem in your workplace 2. Define objective evaluation criteria to use in evaluating the feasibility and potential effectiveness of countermeasures 3. Develop at least 5 alternative countermeasures for every root cause of a problem 4. Create a plan for testing the effectiveness of countermeasures 5. Evaluate countermeasures using multiple criteria to select the best overall option to solve a problem. 6. Plan the implementation of a selected countermeasure. Learning Activities: 1. Read: Chapter 5, The C4 Process 2. Read: Lean Lexicon: Coaching; Cross-dock; Downtime; Efficiency; Every Product Every Interval (EPEx); Fixed Position Stop System; Four Ms; Hansei; Heijunka; Heijunka box; Jishuken; Kaikaku; Kaizen Workshop; Kanban; Kata; Material Handling; Milk run; Multimachine Handling; Multiprocess handling; Nemawashi; Paced Withdrawal; Pacemaker Process; Pack-Out Quantity; Pitch; Plan for Every Part (PFEP); Point-of-Use Storage; Preventive Maintenance; Production Preparation Process (3P); Quality Control Circle; Setup Reduction; Single Minute Exchange of Dies (SMED); Trade-off Curves; 3. Read: Attached pdf files 4. Activity: Develop Countermeasures for Card simulation (Focus on stapling) 5. Activity: Run Round 2 and 3 of simulation Assignment: Prepare and complete a 5S/4S activity in your host company. Submit a 3-page summary of the activity (Concern, Cause, Countermeasure, Confirm) with before and after pictures, along with an explanation of the benefits the host company will enjoy as a result of this activity, and explain in detail how the host can sustain the improvement. Due Date online.
Session 6	Leading Change	Objectives are: 1. Describe the role of leadership in organizational culture change 2. Create and model key leadership behaviors in a team setting 3. Evaluate the leadership described in class for effective employee engagement and organizational culture changes

		Learning Activities: 1. Read: Chapter 7, The C4 Process 2. Read: Lean Lexicon: Change Agent; Chief Engineer; Coaching; Group Leaders; Hansei; Huddles; Jishuken; Leader Standard Work; Lean Promotion Office; Ohno, Taiichi (1912-1990); Plan for Every Person; Sensei; Shingo, Shigeo (1909-1990); Strategy Deployment; Team Leader; Toyoda, Kiichiro (1894-1952); Toyoda, Sakichi (1867-1930); Training Within Industry (TWI); Value Stream Manager; yokoten 3. Read: Attached pdf files 4. Activity: Buffalo Hunter Case Study 5. Lecture/Discussion: Leadership Assignment: Based on your readings and discussions so far this term, prepare and submit a 2-page paper describing how the principles described in class will affect your own leadership style and behavior, including a plan for your personal development. Due Date online.
Session 7	Confirm	Objectives are: 1. Implement a solution to a problem. 2. Capture, record, and monitor results from your problem solution. 3. Develop key performance indicators to effectively track and monitor a work process 4. Update standardized work. 5. Train operators to achieve the defined standard for that process as documented in the standardized work 6. Reflect on your experience with the problem solving process and assess future needs of the people participating on the team Learning Activities: 1. Read: Chapter 5, The C4 Process 2. Activity: Card Simulation Round 4 3. Activity: Reflection on course activities & contents Assignment: None – Continue working your project
Due Date Online	Final Project Prep and Delivery	Submit your final C4 or A3 worksheet. Due Date Online

Appendix E

Course Descriptions

ENGR 6210 Leadership and Team Effectiveness (3 credits)

Introduction to topics in leadership and team effectiveness with a focus on applications for engineers. Prereq: Grad standing, and enrollment in MGEL degree program; or permission of instructor.

ENGR 6220 Accounting/Finance for Engineers (3 credits)

Provides an overview of the basic topics in financial and managerial accounting. The primary focus will be on helping engineering students understand the meaning of the numbers in financial statements, their relationship to one another, and learning how they are used in planning, decision-making and control towards achieving the objectives of an organization. Prereq: Grad standing, or permission of instructor; and enrollment in MGEL degree program. Not open to students with credit for AcctMIS 5000.

ENGR 6230 Technology Strategy & Innovation Management (3 credits)

How technology strategy may lead to creation/persistence of competitive advantage. In contrast to core strategy course, provides series of strategic frameworks for managing high-tech businesses. Prereq: Grad standing, and enrollment in MGEL degree program; or permission of instructor. Not open to student with credit for BusMHR 7461.

ENGR 7200 Engineering Ethics and Professionalism (1 credit)

To learn professionalism and ethical decision-making strategies; topics include codes of ethics, moral frameworks,engineering as social experimentation, assessment of safety and risk, employer and employee rights and responsibilities, confidentiality and conflict of interest, whistle-blowing, research integrity, consulting engineers, expert witnesses. Engineering ethics case studies in detail

ENVENG 6600 Assessment for Human Rights and Sustainability (3 credits)

Foundational concepts of human rights and environmental impacts pertaining to global supply chains. Regulations and voluntary standards in engineering-intensive sectors, including infrastructure, biofuels, electronics. Case study analysis of corporate assessment practices for labor rights protection and environmental impacts. Prereq: Grad standing, or permission of instructor. Not open to students with credit for 4600.

ENVENG 5600 Science, Engineering and Public Policy (3 credits)

Presents a history of the interactions between science, engineering, and public policy in the United States and in the context of global concerns (e.g. climate change, competitiveness), inquire into how various federal government, universities, & corporations conduct & fund science and engineering & explore how

public sector interests & processes influence sci, engr & public policy. Prereq: Jr, Sr, or Grad standing; or permission of instructor. Cross-listed in PubAfrs.

ISE 6801 Project Management (3 credits)

Provides foundational and advanced project management education in an interactive online learning environment as part of the Master of Global Engineering Leadership program. Prereq: Enrollment in Master of Global Engineering Leadership program, and permission of instructor. Not open to students with credit for 3800.

ISE 5760 Visual Analytics for Sensemaking (3 credits)

Students learn about information visualization techniques that help people analyze massive amounts of digital data to combat overload and aid sensemaking with applications in retail and financial decision making, logistics, information systems, manufacturing, healthcare, energy and smart grids, cybersecurity and social networks. Prereq: Jr, Sr, or Grad standing. Not open to students with credit for 773.01.

ISE 5810 Lean Sigma Foundations (4 credits)

Comprehensive foundation course for the Black Belt Level 'Certificate' (not certification) that is required to complete Green and Black Belt Certification. Prereq: Stat 3470, and permission of instructor. Not open to students with credit for 685.

BUSMHR 7244 Negotiation (3 credits)

Highlight the components of an effective negotiation and teach students to analyze their own behavior in negotiations. Largely experiential, course provides students with an opportunity to develop their skills by participating in negotiations and integrating their experiences with the principles presented in the assigned readings and course discussions. Prereq: Enrollment in Fisher College of Business graduate programs. Not open to students with credit for 7240 or 7241.

MBA 6233 Operations Management (3 credits)

Operations Management (MBA 6233) is designed to provide a solid foundation and deeper understanding of how the operations function contributes to ensuring effective and efficient flow of materials and information within and outside the organization. Prereq: Enrollment in MBA, or permission of instructor. Not open to students with credit for 850.

MBA 6273 Data Analysis for Managers (3 credits)

Introduction to data analysis and statistics for business. Emphasis on achieving an application-oriented understanding of statistical inference and regression analysis and their use in decision making. Prereq: Enrollment in MBA or WPMBA program, or permission of instructor. Not open to students with credit for 6271 or 870.

MBA 6253 Marketing Management (3 credits)

Focuses on the interrelated elements of the marketing mix, its relationship with the other functional areas of management, and marketing responses to the external environment. Prereq: Enrollment in MBA program, or permission of instructor. Not open to students with credit for 840.

PUBAFRS 6050 Management in Public Agencies (4 credits)

Learn to manage public sector organizations with a focus on the external environment: context of public sector organizations, their structure, how they operate; managing organizational performance, innovation, and change. Prereq: Not open to students with credit for 810.

PUBAFRS 6060 Managerial Leadership in Public and Nonprofit Organizations (3 credits)

Managerial Leadership in Public and Nonprofit Organizations with focus on internal operations, processes, and resources; human resource management, information technology; other aspects of internal capacity.

PUBAFRS 5610 Innovation, Policy, and the Global Economy (3 credits)

This course examines frameworks and theories of public administration, governance, and policy for science and engineering at the international level. It will will critique existing theories of global knowledge development and transfer, governance, and trade through the lens of science and engineering. Prereq: Jr, Sr or Grad Standing.

PUBAFRS 5750 The Business-Government Relationship (3 credits)

Business tools and strategy for influencing government; evolution and direction of public policy toward business. Prereq: Sr standing and permission of the Associate Director of Academic Affairs and Research. Not open to students with credit for 795.

PUBAFRS 5770 Risk and Decision Analysis in Public Affairs (3 credits)

This course provides a comprehensive assessment of theories and tools for decision-making in the face of risk and uncertainty, giving a rigorous treatment of current issues and approaches in risk analysis through both qualitative and quantitative lenses.

PUBAFRS 6075 Data, Models & Evaluation (3 credits)

This course will provide the knowledge and tools necessary to analyze data. Students learn about fundamentals of statistics to conduct analysis, and they will develop an understanding of program evaluation and research design in order to evaluate the quality of analyses conducted by others and communicate findings. Work on applied project related to their jobs that culminate in Capstone projects.

MEMORANDUM OF UNDERSTANDING

College:	College of Engineering
Department:	Professional and Distance Education Programs
Faculty director:	Dr. Avi Benatar
Primary contact, if different from faculty director:	Bob Mick
Fiscal officer:	Marie Mendenhall-Mead
Marketing director:	Bob Mick
Enrollment contact for state authorization compliance:	Bob Mick
Additional colleges/contacts:	N/A

Name of program:	Master Engineering Management
Approval process *(change in delivery or new program)*:	New Program
Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:	Yes, but the fee structure will be the same as the online Master Global Engineering Leadership degree.
Total credit hours:	30
# of courses to be created:	7
# of courses already in an online format that need ODEE review:	0
# of anticipated students:	10-15 - Year 1 15-20 – Year 2 20-30 – each year thereafter

Marketing and Communications:	**Having access to marketing resources will allow you to reach large audiences, compete with other online programs, and increase enrollments year-over-year. For this program, does your college plan to do any of the following? Yes/No**	
	Conduct advertising specific to this online program -	Yes
	Utilize your college communications team for advertising support	Yes
	Designate marketing responsibilities for this program in an individual's job description (i.e. program director, program coordinator, college communications coordinator, etc.)	Yes MGEL Director Program Coordinator
	Secure an annual marketing budget for online program advertising	Yes, combined with the MGEL degree.
	Host a webpage for your online program on the college's website	Yes
	Utilize your college's admissions/recruitment team to track and communicate with perspective distance students	No. We do our own admission's recruitment because they're separate in the college.

State authorization:	Does this program potentially lead to a professional license or certificate? Yes/No	No
	Is professional licensure a prerequisite for enrollment in the program? Yes/No	No
	For this program, does your college plan to do any of the following outside of Ohio? Yes/No	
	Establish a physical location for students to receive synchronous or asynchronous instruction	No
	Establish an administrative office or provide office space for staff	No
	Conduct on-ground supervised field experiences such as clinicals, practicums, student teaching or internships	No
	Place more than 10 students simultaneously at a single placement site (such as a hospital)	No
	Require students to meet in person for instructional purposes more than twice per semester	No
	Carry out field study or research at a field station	No

Use this table to detail all of the courses associated with the program and when you envision these courses will be developed, delivered, etc. For courses that are already developed and available in an online format, please include them and note development concluded in the Developed column.

Course Name	*Faculty Lead*	*OAA Approved for Online Delivery*	*Developed*	*Delivered*	*5 Hour Review (semester immediately following first delivery)*	*Reviewed (every 3 years)*
Example: Principles of Basic Science	**J. Smith**	**AU16**	**AU16**	**SP17**	**SU17**	**SU19**
ISE 5760 Visual Analytics for Sensemaking	Michael Rayo		SP20 New Course to be developed	SP21		
PUBAFRS 5610 Innovation, Policy, and the Global Economy	To be assigned by JGCPA		SP20 New course to be developed	SP21		
MBA 6233 Operations Management	To be assigned by FCOB at a future date		AU20 New course to be developed	AU21		
ENGR 6XXX Capstone Project in Operational Excellence for Engineers	David Veech	No	SP20 New course to be developed	SP21		
ENGR6210 Leadership and Team Effectiveness	Jeff Ford		SP14	AU14		AU17
ENGR 6220 Accounting/finance for Engineers	Marc Smith		SP14	AU14		
ENGR 6230 Technology Strategy & Innovation Management	Michael Leiblein		SP15	SP16		
ISE 6801 Project Management	Jack Slavinski		SP15	SU15		
PUBAFRS 6050 Management in Public Agencies	Rudolph Hightower		SU15	AU15		
PUBAFRS 6060 Managerial Leadership in Public & Nonprofit Organizations	To be assigned by JGCPA		This course will be developed as part of an online program by JGCPA			
ENGR 7200 Engineering Ethics and Professionalism	Richard Higgins		SU14	SU15		SU17
ISE 5810 Lean Sigma Foundations	To be assigned by the ISE dept in COE		The ISE dept has not had an instructor available for this course.			
ENVENG 6600 Assessment for Human Rights and Sustainability	Allison McKay		SP16	SP17		
ENVENG 5600 Science, Engineering and Public Policy	Jeff Bielicki		SP16	SP17		
PUBAFRS 5750 The Business-Government Relationship	Kim Young		SP14	SP15		
PUBAFRS 5770 Risk and Decision Analysis in Public Affairs	To be assigned by JGCPA		This course will be developed as part of an online program by JGCPA			
PUBAFRS 6075 Data, Models & Evaluation	To be assigned by JGCPA		This course will be developed as part of an online program by JGCPA			
BUSMHR 7244 Negotiation	To be assigned by FCOB at a future date		This will be an elective course & will be developed at a future date – likely in 2021 or later.			

MBA 6273 Data Analysis for Managers	To be assigned by FCOB at a future date		This will be an elective course & will be developed at a future date – likely in 2021 or later.			
MBA 6253 Marketing Management	To be assigned by FCOB at a future date		This will be an elective course & will be developed at a future date – likely in 2021 or later.			

Colleges entering into this agreement will:
Secure approval from the following, where applicable: • Graduate School • Council on Academic Affairs (CAA) • University Senate • Board of Trustees • Department of Higher Education
Contact the university budget office regarding new program and to request a distance-education-specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.
Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models
Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)
Label students in Student Information System with appropriate subplan. Distance students = subplan ONL
Provide budget forecasting/market analysis using ODEE funding model (attached) • Incur the costs for your program specific advertising • Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)
Collaborate with ODEE on state authorizations and state licensure approvals, if applicable • Upon request, provide program and faculty information to the state authorization team • Provide required professional licensure board disclosures to potential and enrolled students in writing • Communicate to prospective students their ability to enroll and seek federal financial aid based on state authorizations • Notify ODEE of states/countries where they would like to enroll students • For licensure programs, post a link to the Ohio State Online disclosures page (online.osu.edu/state-authorization/disclosures) on the College program page • Encourage distance education faculty/instructors/students to participate in ODEE distance education training o "State Authorization 101" BuckeyeLearn course
Collaborate with ODEE on the technical solutions for effective course delivery: • Online-specific syllabus requirements (e.g., ADA statement, Academic Integrity/Academic Misconduct statement) • Ohio State identity/branding guidelines • Carmen course template providing students with effective navigation and online course expectations, etc. • Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery • Utilize Quality Matters principles in course design • Focus on outcome-based learning and incorporate assessment into courses
Collaborate with ODEE Instructional Designers to infuse academic integrity best practices into program course development and delivery, including, but not limited to, authentic assessments and online proctoring of examinations.
Encourage distance education faculty/instructors to participate in professional development opportunities, including ODEE's Distance Education Learning and Teaching Academy
Collaborate with relevant student support services (Disability Services, Writing Center, Libraries, Veterans Affairs, etc.) • Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE
Collaborate with ODEE to review and update courses immediately following first delivery and every three years.
Provide at least one required student participation activity per week in each course

• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.
Identify student technology support for tools only used by your program.
Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.

ODEE entering into this agreement will:
Administer state authorization program • Necessary to ensure program meets federal student financial aid guidelines • Communicate with the colleges the status of approved state authorizations
Collaborate with the college on the technical solutions for effective course delivery: • Online-specific syllabus requirements (e.g., ADA statement, Academic Integrity/Academic Misconduct statement) • Ohio State identity guidelines • Course templates providing students with effective navigation and online course expectations, etc. • Placing course content materials into mutually agreed upon formats and technologies for distance delivery • Utilize Quality Matters principles in course design • Focus on outcome-based learning and incorporate assessment into courses
Collaborate with program faculty and staff to infuse academic integrity best practices into program course development and delivery, including, but not limited to, authentic assessments and online proctoring of examinations.
Provide instructional designer production time during the course development cycle, including the 14-week development process, five-hour review and three-year revision.
Provide distance education professional development opportunities for faculty/instructors/students through ODEE's Distance Education Learning and Teaching Academy
Collaborate with the college to review and update courses immediately following first delivery and every three years
Collaborate with course instructors to provide at least one required student participation activity each week in a course • Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.
Provide distance education faculty and students access to: • An OCIO-managed, 24/7, Tier 1 help desk for ODEE/OCIO provided tools/services
Provide Ohio State Online program advertising • Two-minute, program-specific introductory video • Consult with college marketing on strategies for program-specific advertising • Program included in general Ohio State Online marketing strategy • Marketing will only be conducted in states/countries in which the program has been authorized
Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14-week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.

Please note: each service-level agreement will dictate the ODEE products and services utilized

MOU created by:	Bob Mick and Jennifer Simmons	
	Mike Hofherr, Vice President and Chief Information Officer:	**Date:** 11.8.2018
	David Williams, Dean, College of Engineering: DocuSigned by: 49EB1CD8B5A8459	**Date:** 11/7/2018
	Marie Mendenhall-Mead, Chief of Staff & Executive Director of Finance, College of Engineering: DocuSigned by: Marie Mendenhall-Mead 080GAE28E1GF4B5	**Date:** 11/7/2018

Please review and attach program revenue projection worksheet.

PROGRAM REVENUE PROJECTION

Approved by:	College Fiscal Officer:	Date:

DEGREES AND CERTIFICATES

Synopsis: Approval of degrees and certificates for summer term 2019, is proposed.

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

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

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on August 4, 2019, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

HONORARY DEGREE

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

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

Fareed Zakaria	Doctor of Humane Letters

NOW THEREFORE

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

FACULTY PERSONNEL ACTIONS

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the February 21, 2019, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name:	OLIVER ADUNKA
Title:	Professor (William H. Saunders M.D. Professorship in Otolaryngology)
College:	Medicine
Term:	March 1, 2019 through February 28, 2023

Name:	BRIDGET A. CHAPMAN
Title:	Clinical Assistant Professor (Sander and Mechele Flaum Designated Professorship in Fluency)
College:	Arts and Sciences
Term:	March 1, 2019 through August 31, 2020

Name:	*LINCOLN L. DAVIES
Title:	Dean and Professor (Frank R. Strong Chair in Law)
College:	Moritz College of Law
Term:	July 1, 2019 through June 30, 2024

Name:	*ISABELLE DESCHENES
Title:	Professor (Bernie Frick Research Chair in Heart Failure and Arrhythmia)
Title:	Professor (Chair, Department of Physiology and Cell Biology)
College:	Medicine
Term:	August 1, 2019 through July 31, 2023

Name:	*AMY FAIRCHILD
Title:	Dean and Professor
College:	Public Health
Term:	July 1, 2019 through June 30, 2024

Name:	ROGER B. FINGLAND
Title:	Frank Stanton Endowed Chair in General Practice and Canine Health and Wellness
College:	Veterinary Medicine
Term:	April 1, 2019 through May 31, 2024

Name:	RAMIRO GARZON
Title:	Professor (Bertha Bouroncle MD and Andrew Pereny Chair of Medicine)
College:	Medicine
Term:	March 1, 2019 through February 28, 2023

FACULTY PERSONNEL ACTIONS (cont'd)

Appointments
(cont'd)

Name:	RICHARD GUMINA
Title:	Associate Professor (James Hay and Ruth Jansson Wilson Professorship in Cardiology)
College:	Medicine
Term:	March 1, 2019 through February 28, 2023

Name:	CHRISTOPHER HOCH
Title:	Professor (Endowed Chair for Director of The Ohio State University Marching Band)
College:	Arts and Sciences
Term:	April 1, 2019 through May 31, 2020

Name:	JOEL T. JOHNSON
Title:	Professor (Burn Jeng Lin, PhD and Sue Huang Lin Endowed ElectroScience Laboratory Professorship)
College:	Engineering
Term:	June 1, 2019 through May 31, 2024

Name:	HELEN I. MALONE
Title:	Vice Provost for Academic Policy and Faculty Resources
Office:	Academic Affairs
Term:	June 1, 2019 through May 31, 2024

Name:	*KINH LUAN PHAN
Title:	Professor (Charles F. Sinsabaugh Chair in Psychiatry)
Title:	Professor (Chair, Department of Psychiatry and Behavioral Health)
Title:	Chief of Psychiatry Services for the Health System
College:	Medicine
Term:	July 1, 2019 through June 30, 2023

Name:	*GRETCHEN RITTER
Title:	Executive Dean and Vice Provost
College:	Arts and Sciences
Term:	August 1, 2019 through July 31, 2024

Name:	*RACHEL SKAGGS
Title:	Assistant Professor (Lawrence and Isabel Barnett Endowed Professorship of Arts Management)
College:	Arts and Sciences
Term:	August 16, 2019 through August 15, 2024

Name:	ALLAN TSUNG
Title:	Professor (John L. Marakas Nationwide Insurance Enterprise Foundation Chair in Cancer Research)
College:	Medicine
Term:	March 1, 2019 through February 28, 2023

FACULTY PERSONNEL ACTIONS (cont'd)

Appointments
(cont'd)

Name:	*ORI YEHUDAI
Title:	Assistant Professor (Saul and Sonia Schottenstein Chair in Israel Studies)
College:	Arts and Sciences
Term:	August 20, 2019 through August 19, 2024

*New Hire

Reappointments

Name:	WENDY L. FRANKEL
Title:	Professor (Ralph W. and Helen Kurtz Chair in Pathology)
Title:	Professor (Chair, Department of Pathology)
Title:	Chief of Pathology Services for the Health System
College:	Medicine
Term:	July 1, 2019 through June 30, 2023

Name:	TINA M. HENKIN
Title:	Professor (Robert W. and Estelle S. Bingham Designated Professorship)
College:	Arts and Sciences
Term:	July 1, 2019 through August 31, 2024

Name:	MICHELLE L. JONES
Title:	Professor (D.C. Kiplinger Chair in Floriculture)
College:	Food, Agricultural and Environmental Sciences
Term:	February 1, 2019 through January 31, 2022

Name:	WILLIAM L. MACDONALD
Title:	Dean and Director
Campus:	Newark
Term:	July 1, 2019 through June 30, 2024

Name:	MARIA PALAZZI
Title:	Professor (Ohio Eminent Scholar in Art and Design Technology)
College:	Arts and Sciences
Term:	September 1, 2019 through July 31, 2020

Name:	KARLA S. ZADNIK
Title:	Dean
College:	Optometry
Term:	July 1, 2019 through June 30, 2024

Name:	DONGPING ZHONG
Title:	Professor (Robert Smith Endowed Professorship in Physics)
College:	Arts and Sciences
Term:	September 1, 2019 through August 31, 2024

Appointments/Reappointments of Chairpersons

**MARK G. ANGELOS, Chair, Department of Emergency Medicine, effective July 1, 2019 through June 30, 2020

**JOHN BARNARD, Chair, Department of Pediatrics, effective July 1, 2019 through June 30, 2023

PAUL E. BELLAIR, Director, Criminal Justice Research Center, effective June 1, 2019 through June 30, 2023

GREGORY CALDEIRA, Chair, Department of Political Science, effective July 1, 2019 through June 30, 2023

CYNTHIA G. CLOPPER, Chair, Department of Linguistics, effective July 1, 2019 through June 30, 2023

TAMAL K. DEY, Interim Chair, Department of Computer Science and Engineering, effective February 1, 2019 through June 30, 2020

**SUSAN HADLEY, Chair, Department of Dance, effective September 1, 2019 through June 30, 2023

**ROBERT C. HOLUB, Interim Chair, Department of Near Eastern Languages and Cultures, effective June 1, 2019 through June 30, 2020

**KAREN HUTZEL, Interim Chair, Department of Art, effective July 1, 2019 through June 30, 2020

RYAN D. KING, Chair, Department of Sociology, effective June 1, 2019 through June 30, 2023

JEAN-FRANCOIS LAFONT, Chair, Department of Mathematics, effective June 1, 2019 through May 31, 2023

STEVEN MACEACHERN, Chair, Department of Statistics, effective June 1, 2019 through August 31, 2023

*RAMA K. MALLAMPALLI, Chair, Department of Internal Medicine, effective November 15, 2018 through October 31, 2022

**HARVEY MILLER, Director, Center for Urban and Regional Planning, effective June 1, 2019 through June 30, 2023

MICHAEL J. MILLS, Chair, Department of Materials Science and Engineering, effective May 6, 2019 through May 31, 2023

PETER MOHLER, Interim Chair, Department of Cancer Biology and Genetics, effective January 22, 2019 through January 21, 2020

DARLA K. MUNROE, Chair, Department of Geography, effective July 1, 2019 through June 30, 2023

UMIT S. OZKAN, Chair, Department of Chemical and Biomolecular Engineering, effective June 1, 2019 through May 31, 2023

**MARK PARTHUN, Chair, Department of Biological Chemistry and Pharmacology, effective July 1, 2019 through June 30, 2023

JAMES PECK, Chair, Department of Economics, effective July 1, 2019 through June 30, 2023

DAVID H. WEINBERG, Chair, Department of Astronomy, effective June 1, 2019 through May 31, 2023

**MARY JO WELKER, Chair, Department of Family Medicine, effective July 1, 2019 through June 30, 2020

**Reappointment
*New Hire

Faculty Professional Leaves

DAVID ADAMS, Associate Professor, Department of English, effective Autumn 2019 and Spring 2020

BHAVIK R. BAKSHI, Professor, Department of Chemical and Biomolecular Engineering, effective Autumn 2019 and Spring 2020

SHANTHA BALASWAMY, Associate Professor, College of Social Work, effective Spring 2020

MOLLIE BLACKBURN, Professor, Department of Teaching and Learning, effective Spring 2020

JANET M. BOX-STEFFENSMEIER, Professor, Department of Political Science, effective Spring 2020

DAVID BRAKKE, Professor, Department of History, effective Autumn 2019 and Spring 2020

CHRISTOPHER R. BROWNING, Professor, Department of Sociology, effective Autumn 2019 and Spring 2020

CLAUDIA BUCHMANN, Professor, Department of Sociology, effective Spring 2020

ALICIA C. BUNGER, Associate Professor, College of Social Work, effective Autumn 2019

CINNAMON P. CARLARNE, Professor, Moritz College of Law, effective Autumn 2019

JOAN E. CASHIN, Professor, Department of History, effective Autumn 2019

JOHN B. CASTERLINE, Professor, Department of Sociology, effective Autumn 2019 and Spring 2020

JOSE M. CASTRO, Professor, Department of Integrated Systems Engineering, effective Autumn 2019

ALICE L. CONKLIN, Professor, Department of History, effective Autumn 2019 and Spring 2020

JAMES A. COWAN, Professor, Department of Chemistry and Biochemistry, effective Autumn 2019

RONALDO C. DA COSTA, Professor, Department of Veterinary Clinical Sciences, effective Autumn 2020

ADRIANA T. DAWES, Associate Professor, Department of Mathematics, effective Autumn 2019 and Spring 2020

PAUL DE BOECK, Professor, Department of Psychology, effective Autumn 2019 and Spring 2020

SCOTT L. DEWITT, Associate Professor, Department of English, effective Spring 2020

MICHA ELSNER, Associate Professor, Department of Linguistics, effective Autumn 2019 and Spring 2020

MARK D. FULLERTON, Professor, Department of History of Art, effective Autumn 2019

AMANPAL GARCHA, Associate Professor, Department of English, effective Autumn 2019

ANNA M. GAWBOY, Associate Professor, School of Music, effective Autumn 2019 and Spring 2020

AMANDA M. GIRTH, Associate Professor, John Glenn College of Public Affairs, effective Autumn 2019

JULIE D. GOLOMB, Associate Professor, Department of Psychology, effective Spring 2020

LISA HALL, Associate Professor, Department of Chemical and Biomolecular Engineering, effective Spring 2020

BERNADETTE HANLON, Associate Professor, Knowlton School of Architecture, effective Autumn 2019

J. ALBERT HARRILL, Professor, Department of History, effective Autumn 2019 and Spring 2020

CAROLINE A. HARTIG, Professor, School of Music, effective Autumn 2019

SHAHIDUL HASSAN, Associate Professor, John Glenn College of Public Affairs, effective Autumn 2019

L. CAMILLE HEBERT, Professor, Moritz College of Law, effective Spring 2020

TIN-LUN HO, Professor, Department of Physics, effective Autumn 2019 and Spring 2020

W.S. WINSTON HO, Professor, Department of Chemical and Biomolecular Engineering, effective Spring 2020

NEAL HOOKER, Professor, John Glenn College of Public Affairs, effective Autumn 2019 and Spring 2020

EZEKIEL JOHNSTON-HALPERIN, Associate Professor, Department of Physics, effective Autumn 2019

MATTHEW K. KAHLE, Professor, Department of Mathematics, effective Autumn 2019 and Spring 2020

MICHELLE L. KAISER, Associate Professor, College of Social Work, effective Spring 2020

ELOISE E. KAIZAR, Associate Professor, Department of Statistics, effective Autumn 2019 and Spring 2020

SHARVARI KARANDIKAR, Associate Professor, College of Social Work, effective Autumn 2019

HOWARD J. KLEIN, Professor, Department of Management and Human Resources, effective Spring 2020

ETHAN KNAPP, Associate Professor, Department of English, effective Autumn 2019

KENNETH D. KOENIG, Associate Professor, Department of Mathematics, effective Autumn 2019 and Spring 2020

LAURA S. KUBATKO, Professor, Department of Statistics, effective Spring 2020

SEBASTIAN A. KURTEK, Associate Professor, Department of Statistics, effective Spring 2020

STEPHANE LAVERTU, Associate Professor, John Glenn College of Public Affairs, effective Autumn 2019

ANDREW B. LEBER, Associate Professor, Department of Psychology, effective Spring 2020

YOONKYUNG LEE, Professor, Department of Statistics, effective Autumn 2019 and Spring 2020

ROSELYN J. LEE-WON, Associate Professor, School of Communication, effective Autumn 2019

BENEDETTA LEUNER, Associate Professor, Department of Psychology, effective Spring 2020

BECKY MANSFIELD, Professor, Department of Geography, effective Spring 2020

THOMAS F. MCDOW, Associate Professor, Department of History, effective Autumn 2019

BRIAN G. MCHALE, Professor, Department of English, effective Spring 2020

TANYA MENON, Associate Professor, Department of Management and Human Resources, effective Autumn 2019

CHIA-HSIANG MENQ, Professor, Department of Mechanical and Aerospace Engineering, effective Spring 2020

MICHAEL J. MILLS, Professor, Department of Materials Science and Engineering, effective Autumn 2019

GABRIELLA G. MODAN, Professor, Department of English, effective Spring 2020

AMY I. NATHANSON, Professor, School of Communication, effective Autumn 2019

ALISON H. NORRIS, Associate Professor, College of Public Health, effective Autumn 2019 and Spring 2020

SUSAN V. OLESIK, Professor, Department of Chemistry and Biochemistry, effective Autumn 2019

ANDRE F. PALMER, Professor, Department of Chemical and Biomolecular Engineering, effective Autumn 2019

NOEL G. PARKER, Professor, Department of History, effective Autumn 2019 and Spring 2020

KRIS PAULSEN, Associate Professor, Department of History of Art, effective Spring 2020

MARIO PERUGGIA, Professor, Department of Statistics, effective Spring 2020

STEPHEN A. PETRILL, Professor, Department of Psychology, effective Autumn 2019

SUSAN K. POWELL, Professor, School of Music, effective Spring 2020

GRZEGORZ A. REMPALA, Professor, College of Public Health, effective Spring 2020

ATANAS ROUNTEV, Professor, Department of Computer Science and Engineering, effective Autumn 2019

SHARI L. SAVAGE, Associate Professor, Department of Arts Administration, Education and Policy, effective Spring 2020

JESSE SCHOTTER, Associate Professor, Department of English, effective Autumn 2019 and Spring 2020

WILLIAM E. SCHULER, Professor, Department of Linguistics, effective Autumn 2019

PETER M. SHANE, Professor, Moritz College of Law, effective Autumn 2019 and Spring 2020

AHMAD A. SIKAINGA, Professor, Department of History, effective Spring 2020

ADENA TANENBAUM, Associate Professor, Department of Near Eastern Languages and Cultures, effective Autumn 2019

JULIA K. THOMAS, Professor, Department of Economics, effective Spring 2020

DANIEL TOKAJI, Professor, Moritz College of Law, effective Spring 2020

ANDREW VAN BUSKIRK, Associate Professor, Department of Accounting and Management Information Systems, effective Spring 2020

MICHAEL W. VASEY, Professor, Department of Psychology, effective Spring 2020

SANDRA G. VELLEMAN, Professor, Department of Animal Sciences, effective Spring 2020

CHRISTOPHER J. WALKER, Associate Professor, Moritz College of Law, effective Spring 2020

KEITH WARREN, Associate Professor, College of Social Work, effective Spring 2020

WOLFGANG WINDL, Professor, Department of Materials Science and Engineering, effective Spring 2020

VICKI WYSOCKI, Professor, Department of Chemistry and Biochemistry, effective Autumn 2019

ALLEN YI, Professor, Department of Integrated Systems Engineering, effective Autumn 2019

SETH YOUNG, Associate Professor, Department of Civil, Environmental and Geodetic Engineering, effective Autumn 2019 and Spring 2020

NORAH ZUNIGA-SHAW, Professor, Department of Dance, effective Autumn 2019 and Spring 2020

Faculty Professional Leave Cancellations

SCOTT MCCOY, Professor, School of Music, Cancellation of Autumn 2020 FPL

Emeritus Titles

WILLIAM W. BATSTONE, Department of Classics, with the title of Professor Emeritus, effective June 1, 2019

ROBERT A. BORNSTEIN, Department of Psychiatry and Behavioral Health, with the title of Professor Emeritus, effective July 1, 2019

DONALD W. CHAKERES, Department of Radiology, with the title of Professor Emeritus, effective May 1, 2019

CHARLES H. CLEMENS, Department of Mathematics, with the title of Professor Emeritus, effective September 1, 2019

BARBARA A. FINK, College of Optometry, with the title of Professor Emeritus, effective July 1, 2019

DAVID B. GREENBERGER, Department of Management and Human Resources, with the title of Professor Emeritus, effective June 1, 2019

JOHN F. GRIMES, Department of Extension, with the title of Associate Professor Emeritus, effective May 1, 2019

RICHARD K. HERRMANN, Department of Political Science, with the title of Professor Emeritus, effective July 1, 2019

DAVID HURON, School of Music, with the title of Professor Emeritus, effective September 1, 2019

BARBARA Z. KIEFER, Department of Teaching and Learning, with the title of Professor Emeritus, effective January 1, 2019

BRUCE A. KIMBALL, Department of Educational Studies, with the title of Professor Emeritus, effective September 1, 2019

DOUGLAS M. LAMBERT, Department of Marketing and Logistics, with the title of Raymond E. Mason Chair in Transportation and Logistics Professor Emeritus, effective January 1, 2019

MICHAEL S. LILBURN, Department of Animal Sciences, with the title of Professor Emeritus, effective April 2, 2019

TIMOTHY J. MCNIVEN, Department of History of Art, Marion, with the title of Associate Professor Emeritus, effective June 1, 2019

TERRY L. NIBLACK, Department of Plant Pathology, with the title of Professor Emeritus, effective July 1, 2019

CLAUDIO C. PASIAN, Department of Horticulture and Crop Science, with the title of Associate Professor Emeritus, effective June 1, 2019

PHYLLIS L. PIRIE, College of Public Health, with the title of Professor Emeritus, effective June 1, 2019

WALTER T. RHODUS, Department of Horticulture and Crop Science, with the title of Professor Emeritus, effective April 1, 2019

ANDREJ ROTTER, Department of Biological Chemistry and Pharmacology, with the title of Professor Emeritus, effective March 1, 2019

BURKHARD SCHAFFRIN, School of Earth Sciences, with the title of Professor Emeritus, effective June 1, 2019

ROBERT R. SEGHI, College of Dentistry, with the title of Professor Emeritus, effective June 1, 2019

JOSEPH B. STULBERG, Moritz College of Law, with the title of Professor Emeritus, effective September 1, 2019

RICHARD P. SWENSON, Department of Chemistry and Biochemistry, with the title of Professor Emeritus, effective July 1, 2019

JULIAN F. THAYER, Department of Psychology, with the title of Professor Emeritus, effective April 1, 2019

CYNTHIA B. TORPPA, Department of Extension, with the title of Associate Professor Emeritus, effective July 1, 2019

DAVID D. WOODS, Department of Integrated Systems Engineering, with the title of Professor Emeritus, effective June 1, 2019

Promotion, Tenure, and Reappointments

COLLEGE OF THE ARTS AND SCIENCES

DIVISION OF ART AND HUMANITIES

PROMOTION TO PROFESSOR
Anderson, Gregor, History, May 30, 2019
Beach, Alison, History, May 30, 2019
Bray, Patrick, French and Italian, May 30, 2019
Kleinbub, Christian, History of Art, May 30, 2019
Latorre, Guisela, Women's Gender and Sexuality Studies, May 30, 2019
Smithies, Declan, Philosophy, May 30, 2019
Sutton Ramspeck, Doug, Lima, English, May 30, 2019
Taleghani-Nikazm, Carmen, Germanic Languages and Literatures, May 30, 2019
Tonhauser, Judith, Linguistics, May 30, 2019
White, Michael, Linguistics, May 30, 2019
Zevallos-Aguilar, Ulises, Spanish and Portuguese, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
de Marneffe , Marie-Catherine, Linguistics, May 30, 2019
Elmore, Bartow, History, May 30, 2019
Hoffmann, Benjamin, French and Italian, May 30, 2019
Howard, Clayton, History, May 30, 2019
Kohnlein, Bjorn, Linguistics, May 30, 2019
Kosstrin, Hannah, Dance, May 30, 2019
Matthews, Daniel, Lima, Theatre, May 30, 2019
Morley, Rebecca, Linguistics, May 30, 2019
Nagar, Ila, Near Eastern Languages and Cultures, May 30, 2019
Restack, Dani, Art, May 30, 2019

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

PROMOTION TO PROFESSOR
Abedon, Stephen, Mansfield, Microbiology, May 30, 2019
Connolly (Hill), Amy, Physics, May 30, 2019
Hamilton, Ian, Evolution, Ecology and Organismal Biology, May 30, 2019
Herbei, Radu, Statistics, May 30, 2019
Johnston-Halperin, Ezekiel, Physics, May 30, 2019
Kaizar, Eloise, Statistics, May 30, 2019
Ludsin, Stuart, Evolution, Ecology and Organismal Biology, May 30, 2019
Maharry, John, Marion, Mathematics, May 30, 2019
Ruiz, Natividad, Microbiology, May 30, 2019
Stan, Aurel, Marion, Mathematics, May 30, 2019
Xu, Xinyi, Statistics, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Baker, Lawrence, Chemistry and Biochemistry, May 30, 2019
Dobritsa, Anna, Molecular Genetics, May 30, 2019
Harper, John, Newark, Mathematics, May 30, 2019
Hiary, Gaith, Mathematics, May 30, 2019
Katz, Eric, Mathematics, May 30, 2019
Kural, Comert, Physics, May 30, 2019
Lu, Yuan-Ming, Physics, May 30, 2019
Moortgat, Joachim, School of Earth Sciences, May 30, 2019
Nakanishi, Kotaro, Chemistry and Biochemistry, May 30, 2019

Peter, Annika, Physics, May 30, 2019
Pratola, Matthew, Statistics, May 30, 2019
Sawyer, Audrey, School of Earth Sciences, May 30, 2019
Shafaat, Hannah, Chemistry and Biochemistry, May 30, 2019
Sivakoff, David, Statistics, May 30, 2019
Sotomayor, Marcos, Chemistry and Biochemistry, May 30, 2019
Vu, Vincent, Statistics, May 30, 2019

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

PROMOTION TO PROFESSOR
Coleman, Mathew, Geography, May 30, 2019
Cook, Robert, Anthropology, Newark, May 30, 2019
Dwyer, Rachel, Sociology, May 30, 2019
Frank, Reanne, Sociology, May 30, 2019
Garrett, R. Kelly, School of Communication, May 30, 2019
Hayford, Sarah, Sociology, May 30, 2019
Hubbe, Mark, Anthropology, May 30, 2019
Neblo, Michael, Political Science, May 30, 2019
Wagner, Laura, Psychology, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Bond, Robert, School of Communication, May 30, 2019
Harnish, Stacy, Speech and Hearing Science, May 30, 2019
Krajbich, Ian, Psychology, May 30, 2019
Lavetti, Kurt, Economics, May 30, 2019
Nyseth Brehm, Hollie, Sociology, May 30, 2019
Turner, Brandon, Psychology, May 30, 2019
Valdez Tappata, Maria Ines, Political Science, May 30, 2019
Woodworth, Max, Geography, May 30, 2019

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES
CLINICAL

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL
Kraft, Nicole, School of Communication, May 30, 2019

COLLEGE OF DENTISTRY

PROMOTION TO PROFESSOR
Kim, DoGyoon, May 30, 2019
Yilmaz, Burak, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Emam, Hany, May 30, 2019

COLLEGE OF DENTISTRY
CLINICAL

PROMOTION TO PROFESSOR-CLINICAL
Kumar, Ashok, May 30, 2019

REAPPOINTMENT
Amer, Rafat, September 1, 2020
Bean, Canise, September 1, 2020

Cottle, James, September 1, 2020
Kalim, Sonya, September 1, 2020
Kennedy, Kelly, September 1, 2020
Saponaro Parra, Paola, September 1, 2020
Wang, Yun, September 1, 2020

COLLEGE OF LAW

PROMOTION TO PROFESSOR
Walker, Christopher, May 30, 2019

COLLEGE OF LAW
CLINICAL

PROMOTION TO PROFESSOR-CLINICAL
Kelly, Katherine, May 30, 2019

COLLEGE OF EDUCATION AND HUMAN ECOLOGY

PROMOTION TO PROFESSOR
Irving, Karen, Teaching and Learning, May 30, 2019
Li, Weidong, Human Sciences, May 30, 2019
Nunez, Anne-Marie, Educational Studies, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Appova, Aina, Marion, Teaching and Learning, May 30, 2019
Brock, Matthew, Educational Studies, May 30, 2019
Orchard, Tonya, Human Sciences, May 30, 2019
San Pedro, Timothy, Teaching and Learning, May 30, 2019
Troyan, Francis, Teaching and Learning, May 30, 2019

COLLEGE OF EDUCATION AND HUMAN ECOLOGY
CLINICAL

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL
Kennel, Julie, Human Sciences, May 30, 2019

COLLEGE OF ENGINEERING

PROMOTION TO PROFESSOR
Dasi, Lakshmi, Biomedical Engineering, May 30, 2019
Dupaix, Rebecca, Mechanical and Aerospace Engineering, May 30, 2019
Lenhart, John, Civil, Environmental and Geodetic Engineering, May 30, 2019
Liang, Yingbin, Electrical and Computer Engineering, May 30, 2019
Lilly, Blaine, Mechanical and Aerospace Engineering, May 30, 2019
Siston, Robert, Mechanical and Aerospace Engineering, May 30, 2019
Su, Haijun, Mechanical and Aerospace Engineering, May 30, 2019
Sutton, Jeffrey, Mechanical and Aerospace Engineering, May 30, 2019
Zhao, Yi, Biomedical Engineering, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Bielicki, Jeffrey, Civil, Environmental and Geodetic Engineering, May 30, 2019

Boswell, Jacob, Knowlton School of Architecture, May 30, 2019
Cruse, Andrew, Knowlton School of Architecture, May 30, 2019
Diles, Justin, Knowlton School of Architecture, May 30, 2019
Ghazisaeidi, Maryam, Materials Science Engineering, May 30, 2019
Hoelzle, David, Mechanical and Aerospace Engineering, May 30, 2019
Kim, Seung Hyun, Mechanical and Aerospace Engineering, May 30, 2019
Mathison, Randall, Mechanical and Aerospace Engineering, May 30, 2019
Niezgoda, Stephen, Materials Science Engineering, May 30, 2019
Soghrati, Soheil, Mechanical and Aerospace Engineering, May 30, 2019
Zhang, Yinqian, Computer Science and Engineering, May 30, 2019

COLLEGE OF ENGINEERING
CLINICAL

PROMOTION TO PROFESSOR-CLINICAL
Midlam-Mohler, Shawn, Mechanical and Aerospace Engineering, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL
Fiorentini, Lisa, Electrical and Computer Engineering, May 30, 2019
Metzler, Sandra, Mechanical and Aerospace Engineering, May 30, 2019
Mokashi, Prasad, Mechanical and Aerospace Engineering, May 30, 2019
Villarroel, Wladimiro, Electrical and Computer Engineering, May 30, 2019

MAX M. FISHER COLLEGE OF BUSINESS

PROMOTION TO PROFESSOR
Croxton, Keely, Marketing and Logistics, May 30, 2019
Gray, John, Management Sciences, May 30, 2019
Menon, Tanya, Management and Human Resources, May 30, 2019

COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES

PROMOTION TO PROFESSOR
Gao, Yu, OSUE County Operations, May 30, 2019
Gardiner, Mary, Entomology, May 30, 2019
Klaiber, Henry, Agricultural, Environmental and Development Economics, May 30, 2019
Michel, Andrew, Entomology, May 30, 2019
Moss, Myra, OSUE County Operations, May 30, 2019
Qu, Feng, Plant Pathology, May 30, 2019
Sundermeier, Alan, OSUE County Operations, May 30, 2019
Wilson, Robyn, School of Environment and Natural Resources, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Ard, Kerry, School of Environment and Natural Resources, May 30, 2019
Gray, Suzanne, School of Environment and Natural Resources, May 30, 2019
Hand, Francesca, Plant Pathology, May 30, 2019
Lindsey, Laura, Horticulture and Crop Science, May 30, 2019
Maleky, Fatemeh, Food Science and Technology, May 30, 2019
Pairis-Garcia, Monique, Animal Sciences, May 30, 2019
Pintor, Lauren, School of Environment and Natural Resources, May 30, 2019
Shah, Ajay, Food, Agricultural and Biological Engineering, May 30, 2019
Simons, Christopher, Food Science and Technology, May 30, 2019
Slot, Jason, Plant Pathology, May 30, 2019
Smathers, Carol, OSUE Administration, May 30, 2019

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]
Cai, Yongyang, Agricultural, Environmental and Development Economics, May 30, 2019

COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES
CLINICAL

REAPPOINTMENT
Cressman, Michael, Animal Sciences, September 1, 2020
Fineran, Stacey, School of Environment and Natural Resources, September 1, 2020
Hitzhusen, Gregory, School of Environment and Natural Resources, September 1, 2020

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Dormady, Noah, May 30, 2019

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR
Bai, Xue-Feng, Pathology, May 30, 2019
Chisolm, Deena, Pediatrics, May 30, 2019
Deans, Katherine, Surgery, May 30, 2019
Fedorov, Vadim, Physiology and Cell Biology, May 30, 2019
Gerhardt, Cynthia, Pediatrics, May 30, 2019
Salani, Ritu, Obstetrics and Gynecology, May 30, 2019
Wexler, Randall, Family Medicine, May 30, 2019
Whitson, Bryan, Surgery, May 30, 2019
Weisleder, Noah, Physiology and Cell Biology, May 30, 2019
Yoon, Sung Ok, Biological Chemistry and Pharmacology, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Chen, Bernadette, Pediatrics, May 30, 2019
Jacob, Naduparambil, Radiation Oncology, May 30, 2019
Otero, Jose, Pathology, May 30, 2019
Sampath, Deepa, Internal Medicine, May 30, 2019
Stanford, Kristin, Physiology and Cell Biology, May 30, 2019
Wang, Ruoning, Pediatrics, May 30, 2019
Yount, Jacob, Microbial Infection and Immunity, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR [WITHOUT TENURE]
Black, Sylvester, Surgery, May 30, 2019
Hays, John, Internal Medicine, May 30, 2019
Smith, Sakima, Internal Medicine, May 30, 2019

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROESSOR]
Maitre, Nathalie, Pediatrics, May 30, 2019
Powers, Ciaran, Neurological Surgery, May 30, 2019

COLLEGE OF MEDICINE
CLINICAL

PROMOTION TO PROFESSOR-CLINICAL
Ali, Naeem, Internal Medicine, May 30, 2019

Bowden, Sasigarn, Pediatrics, May 30, 2019
Dodson, Edward, Otolaryngology-Head and Neck Surgery, May 30, 2019
Dunn, Amy, Pediatrics, May 30, 2019
Hor, Kan, Pediatrics, May 30, 2019
Kahwash, Rami, Internal Medicine, May 30, 2019
McCallister, Jennifer, Internal Medicine, May 30, 2019
Moran, Kenneth, Anesthesiology, May 30, 2019
Niedermier, Julie, Psychiatry and Behavioral Health, May 30, 2019
Olshefski, Randal, Pediatrics, May 30, 2019
Sheikh, Shahid, Pediatrics, May 30, 2019
Shell, Richard, Pediatrics, May 30, 2019
Simsic, Janet, Pediatrics, May 30, 2019
Tayal, Neeraj, Internal Medicine, May 30, 2019

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT
Agnese, Doreen, Surgery, May 30, 2019, and September 1, 2020
Augostini, Ralph, Internal Medicine, May 30, 2019, and September 1, 2020
Capers IV., Quinn, Internal Medicine, May 30, 2019, and September 1, 2020
Guertin, Michael, Anesthesiology, May 30, 2019, and September 1, 2020
Gupta, Nilendu, Radiation Oncology, May 30, 2019, and September 1, 2020
Kisanuki, Cheryl Gariepy, Pediatrics, May 30, 2019, and September 1, 2020
Liston, Beth, Internal Medicine, May 30, 2019, and September 1, 2020
Martin, Douglas, Radiation Oncology, May 30, 2019, and September 1, 2020
Phay, John, Surgery, May 30, 2019, and September 1, 2020
Rajab, Amer, Surgery, May 30, 2019, and September 1, 2020
Schaffir, Jonathan, Obstetrics and Gynecology, May 30, 2019, and September 1, 2020
Tandon, Amit, Ophthalmology and Visual Science, May 30, 2019, and September 1, 2020
Wyne, Kathleen, Internal Medicine, May 30, 2019, and September 1, 2020
Zhao, Weiqiang, Pathology, May 30, 2019, and September 1, 2020
Zynger, Debra, Pathology, May 30, 2019, and September 1, 2020

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT
Abdel-Misih, Sherif, Surgery, May 30, 2019, and September 1, 2020
Ayan, Ahmet, Radiation Oncology, May 30, 2019, and September 1, 2020
Curren, Camilla, Internal Medicine, May 30, 2019, and September 1, 2020
Delatore, Luca, Emergency Medicine, May 30, 2019, and September 1, 2020
Kang, Stephen, Otolaryngology-Head and Neck Surgery, May 30, 2019, and September 1, 2020
Luke, Whitney, Physical Medicine and Rehabilitation, May 30, 2019, and September 1, 2020
Panchal, Bethany, Family Medicine, May 30, 2019, and September 1, 2020
Parikh, Samir, Internal Medicine, May 30, 2019, and September 1, 2020
Sawchyn, Andrea, Ophthalmology and Visual Science, May 30, 2019, and September 1, 2020
Strafford, Katherine, Obstetrics and Gynecology, May 30, 2019, and September 1, 2020

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL
Abu-Arja, Rolla, Pediatrics, May 30, 2019
Ajam, Ali, Internal Medicine, May 30, 2019
Baughcum, Amy, Pediatrics, May 30, 2019
Bhatnagar, Bhavana, Internal Medicine, May 30, 2019
Bhatt, Udayan, Internal Medicine, May 30, 2019
Bradley, Elisa, Internal Medicine, May 30, 2019
Carr, David, Internal Medicine, May 30, 2019
Chase, Dustin, Internal Medicine, May 30, 2019
Cooper, Robert, Emergency Medicine, May 30, 2019
Dillhoff, Mary, Surgery, May 30, 2019
Erdal, Barbaros, Radiology, May 30, 2019
Essig, Garth, Otolaryngology-Head and Neck Surgery, May 30, 2019

Flores, Antolin, Anesthesiology, May 30, 2019
Goyal, Kanu, Orthopaedics, May 30, 2019
Gray II, Darrell, Internal Medicine, May 30, 2019
Groce, Jeffrey, Internal Medicine, May 30, 2019
Hanks, Christopher, Internal Medicine, May 30, 2019
Hart, Philip, Internal Medicine, May 30, 2019
Husain, Syed, Surgery, May 30, 2019
Hussan, Hisham, Internal Medicine, May 30, 2019
Jain, Sonu, Plastic Surgery, May 30, 2019
Kataki, Maria, Neurology, May 30, 2019
Kuntz, Kristin, Psychiatry and Behavioral Health, May 30, 2019
Li, Zaibo, Pathology, May 30, 2019
Lind, Meredith, Otolaryngology-Head and Neck Surgery, May 30, 2019
Logan, John Wells, Pediatrics, May 30, 2019
Macklin, Jamie, Pediatrics, May 30, 2019
Mah, May Ling, Pediatrics, May 30, 2019
Matrka, Laura, Otolaryngology-Head and Neck Surgery, May 30, 2019
Mumtaz, Khalid, Internal Medicine, May 30, 2019
Noria, Sabrena, Surgery, May 30, 2019
Otto, Bradley, Otolaryngology-Head and Neck Surgery, May 30, 2019
Plotner, Alisha, Internal Medicine, May 30, 2019
Quick, Adam, Neurology, May 30, 2019
Schamess, Andrew, Internal Medicine, May 30, 2019
Setty, Bhuvana, Pediatrics, May 30, 2019
Shabsigh, Ahmad, Urology, May 30, 2019
Shah, Zarine, Radiology, May 30, 2019
Shana'ah, Arwa, Pathology, May 30, 2019
Sikic-Klisovic, Eleonora, Psychiatry and Behavioral Health, May 30, 2019
Southerland, Lauren, Emergency Medicine, May 30, 2019
Spencer Cockerham, Sandra, Pediatrics, May 30, 2019
Stanich, Peter, Internal Medicine, May 30, 2019
Teater, Julie, Psychiatry and Behavioral Health, May 30, 2019
Texter, Karen, Pediatrics, May 30, 2019
Vasu, Sumithira, Internal Medicine, May 30, 2019
Wallihan, Rebecca, Pediatrics, May 30, 2019
Wang, Tzu-Fei, Internal Medicine, May 30, 2019
Wesolowski, Robert, Internal Medicine, May 30, 2019
William, Basem, Internal Medicine, May 30, 2019
Williams, Kent, Pediatrics, May 30, 2019
Witwer, Andrea, Psychiatry and Behavioral Health, May 30, 2019
Yu, Elizabeth, Orthopaedics, May 30, 2019

<u>REAPPOINTMENT</u>
Abdel Baki, Mohamed, Pediatrics, September 1, 2020
Abo Hassan, Mahrous, Internal Medicine, September 1, 2020
Adkins, Eric, Emergency Medicine, September 1, 2020
Agarwal, Anil, Internal Medicine, September 1, 2020
Agrawal, Punit, Neurology, September 1, 2020
Ahmed, Rukshana, Pediatrics, September 1, 2020
Al Tarawneh, Rawan, Neurology, September 1, 2020
Albert, Dara, Pediatrics, September 1, 2020
Alfaro, Maria, Pathology, September 1, 2020
Alhafez, Bishr, Internal Medicine, September 1, 2020
Allain, Dawn, Internal Medicine, September 1, 2020
Allen, Elizabeth, Pediatrics, September 1, 2020
Allen, Jamie, Anesthesiology, September 1, 2020

Amadi, Chiemezie, Radiology, September 1, 2020
Ankrom, Sean, Internal Medicine, September 1, 2020
Apke, Tonya, School of Health and Rehabiliation Sciences, September 1, 2020
Appiah, Leslie, Obstetrics and Gynecology, September 1, 2020
Armstrong, Aimee, Pediatrics, September 1, 2020
Aylward, Shawn, Pediatrics, September 1, 2020
Ayoub, Isabelle, Internal Medicine, September 1, 2020
Ayyappan, Sabarish, Internal Medicine, September 1, 2020
Aziz, Farhad, Emergency Medicine, September 1, 2020
Bachmann, Daniel, Emergency Medicine, September 1, 2020
Badizadegan, Kamran, Pathology, September 1, 2020
Barbar-Smiley, Fatima, Pediatrics, September 1, 2020
Baum, Rebecca, Pediatrics, September 1, 2020
Bazan, Jose, Internal Medicine, September 1, 2020
Bergese, Sergio, Anesthesiology, September 1, 2020
Bertrand, John, Internal Medicine, September 1, 2020
Bhatt, Nitin, Internal Medicine, September 1, 2020
Bixel, Kristin, Obstetrics and Gynecology, September 1, 2020
Bode, Ryan, Pediatrics, September 1, 2020
Bode, Sara, Pediatrics, September 1, 2020
Bonomi, Marcelo, Internal Medicine, September 1, 2020
Boyle, Brendan, Pediatrics, September 1, 2020
Branditz, Lauren, Emergency Medicine, September 1, 2020
Cassingham, Hayley, Internal Medicine, September 1, 2020
Cataland, Spero, Internal Medicine, September 1, 2020
Chaudhry, Maria, Internal Medicine, September 1, 2020
Chicorelli, Anne Marie, Orthopaedics, September 1, 2020
Clairmont, Albert, Physical Medicine and Rehabilitation, September 1, 2020
Conteh, Lanla, Internal Medicine, September 1, 2020
Cottrell, Catherine, Pathology, September 1, 2020
Cottrill, Casey, Pediatrics, September 1, 2020
Cui, Xiaoyan, Pathology, September 1, 2020
Culver, Thomas, Emergency Medicine, September 1, 2020
Cureton, Beth Ann, Radiology, September 1, 2020
Curtis, Casey, Internal Medicine, September 1, 2020
Darmafall, Kristyn, Orthopaedics, September 1, 2020
Desai, Payal, Internal Medicine, September 1, 2020
Dienhart, Molly, Pediatrics, September 1, 2020
Doll, Heather, Internal Medicine, September 1, 2020
Doyle, Brian, Internal Medicine, September 1, 2020
Driest, Kyla, Pediatrics, September 1, 2020
Duggirala, Vijay, Internal Medicine, September 1, 2020
Duncan, Philicia, Internal Medicine, September 1, 2020
El Sayed, Hosam, Surgery, September 1, 2020
Elsheikh, Bakri, Neurology, September 1, 2020
Epperla, Narendranath, Internal Medicine, September 1, 2020
Erdman, Steven, Pediatrics, September 1, 2020
Evanchan, Jason, Internal Medicine, September 1, 2020
Evans, Cynthia, Obstetrics and Gynecology, September 1, 2020
Eze, Ogechukwu, Pathology, September 1, 2020
Fabia, Renata, Surgery, September 1, 2020
Farag, Alexander, Otolaryngology-Head and Neck Surgery, September 1, 2020
Fathi, Omid, Pediatrics, September 1, 2020
Fetko, C. Nicholas, Radiology, September 1, 2020
Fleming, Gloria, Ophthalmology and Visual Science, September 1, 2020
Fletcher, Derek, Pediatrics, September 1, 2020

Folefac, Edmund, Internal Medicine, September 1, 2020
Forrest, Lowell, Otolaryngology-Head and Neck Surgery, September 1, 2020
Frey, Heather, Obstetrics and Gynecology, September 1, 2020
Friedberg, Aaron, Internal Medicine, September 1, 2020
Friedman, Susan, Internal Medicine, September 1, 2020
Gafford, Ellin, Internal Medicine, September 1, 2020
Gajarski, Robert, Pediatrics, September 1, 2020
Gandhi, Kajal, Pediatrics, September 1, 2020
Ganith, Rashmi, Internal Medicine, September 1, 2020
Gans, Bradley, Radiology, September 1, 2020
Glawe, Charles, Psychiatry and Behavioral Health, September 1, 2020
Goist, Melissa, Obstetrics and Gynecology, September 1, 2020
Gonsenhauser, Iahn, Internal Medicine, September 1, 2020
Gordish, Deborah, Internal Medicine, September 1, 2020
Gough, Bryan, Neurology, September 1, 2020
Gowda, Charitha, Pediatrics, September 1, 2020
Gray, Chantel, Anesthesiology, September 1, 2020
Grenade, Cassandra, Internal Medicine, September 1, 2020
Grischkan, Jonathan, Otolaryngology-Head and Neck Surgery, September 1, 2020
Groth, Adam, Orthopaedics, September 1, 2020
Guo, Ling, Pathology, September 1, 2020
Gustin, Jillian, Internal Medicine, September 1, 2020
Haamid, Fareeda, Pediatrics, September 1, 2020
Hanna, Rami, Anesthesiology, September 1, 2020
Harfmann, Katya, Pediatrics, September 1, 2020
Hayes, Blair, Anesthesiology, September 1, 2020
Heacock, Allison, Internal Medicine, September 1, 2020
Heard, Jarrett, Anesthesiology, September 1, 2020
Henry, Rohan, Pediatrics, September 1, 2020
Hewitt, Geri, Obstetrics and Gynecology, September 1, 2020
Hill, Bryan, Anesthesiology, September 1, 2020
Hirsh, David, Ophthalmology and Visual Science, September 1, 2020
Hodsden, James, Internal Medicine, September 1, 2020
Holland-Hall, Cynthia, Pediatrics, September 1, 2020
Holliday, Scott, Internal Medicine, September 1, 2020
Honegger, Jonathan, Pediatrics, September 1, 2020
Houmsse, Mahmoud, Internal Medicine, September 1, 2020
Humeidan, Michelle, Anesthesiology, September 1, 2020
Hundley, Andrew, Obstetrics and Gynecology, September 1, 2020
Ibrahim, Gehan, Radiology, September 1, 2020
Indyk, Justin, Pediatrics, September 1, 2020
Islam, Monica, Pediatrics, September 1, 2020
Isley, Michelle, Obstetrics and Gynecology, September 1, 2020
Ivanov, Iouri, Pathology, September 1, 2020
Iwenofu, Obiajulu, Pathology, September 1, 2020
Iyer, Maya, Pediatrics, September 1, 2020
Jackson, Harrison, Internal Medicine, September 1, 2020
Jacobowski, Natalie, Psychiatry and Behavioral Health, September 1, 2020
Jeter, Joanne, Internal Medicine, September 1, 2020
Jiang, Xia, Radiology, September 1, 2020
Jones, Grant, Orthopaedics, September 1, 2020
Jones, Larry, Surgery, September 1, 2020
Jonesco, Michael, Internal Medicine, September 1, 2020
Jordan, Elizabeth, Internal Medicine, September 1, 2020
Julka, Abhishek, Orthopaedics, September 1, 2020
Kahwash, Samir, Pathology, September 1, 2020

Kapoor, Ritu, Anesthesiology, September 1, 2020
Karsies, Todd, Pediatrics, September 1, 2020
Kauh, Courtney, Ophthalmology and Visual Science, September 1, 2020
Keder, Lisa, Obstetrics and Gynecology, September 1, 2020
Kertesz Myers, Naomi, Pediatrics, September 1, 2020
Khandker, Nabil, Neurology, September 1, 2020
Kim, Jeffery, Orthopaedics, September 1, 2020
Kirkby, Stephen, Pediatrics, September 1, 2020
Kirschner, Richard, Plastic Surgery, September 1, 2020
Kizhakkeppat Viswanathan, Sreekanth, Pediatrics, September 1, 2020
Klamar, Karl, Physical Medicine and Rehabilitation, September 1, 2020
Klatt, Maryanna, Family Medicine, September 1, 2020
Kloos, Anne, School of Health and Rehabilitation Sciences, September 1, 2020
Kneuertz, Peter, Surgery, September 1, 2020
Knight, James, Internal Medicine, September 1, 2020
Koesters, Stephen, Internal Medicine, September 1, 2020
Konfala, Rita, Internal Medicine, September 1, 2020
Koo, Selene, Pathology, September 1, 2020
Laffey, James, Radiology, September 1, 2020
Lamb, James, Internal Medicine, September 1, 2020
Lambert, Catherine, Internal Medicine, September 1, 2020
Lazarus, Sophie, Psychiatry and Behavioral Health, September 1, 2020
Leibowitz, Scott, Psychiatry and Behavioral Health, September 1, 2020
Leung, Cynthia, Emergency Medicine, September 1, 2020
Li, Mengnai, Orthopaedics, September 1, 2020
Liu, Jim, Internal Medicine, September 1, 2020
LoRusso, Samantha, Neurology, September 1, 2020
Lustberg, Mark, Internal Medicine, September 1, 2020
Maa, Tensing, Pediatrics, September 1, 2020
MacDonald, James, Pediatrics, September 1, 2020
Macerollo, Allison, Family Medicine, September 1, 2020
Maffett, Scott, Internal Medicine, September 1, 2020
Malleske, Daniel, Pediatrics, September 1, 2020
Malone, Matthew, Emergency Medicine, September 1, 2020
Maltz, Ross, Pediatrics, September 1, 2020
Malvestutto, Carlos, Internal Medicine, September 1, 2020
Mann, Marlisa, Emergency Medicine, September 1, 2020
Mao, Shengyi, Internal Medicine, September 1, 2020
Margolis, Steven, Anesthesiology, September 1, 2020
Maturu, Sarita, Neurology, September 1, 2020
May, Anne, Pediatrics, September 1, 2020
McConaghy, John, Family Medicine, September 1, 2020
McKnight, Erin, Pediatrics, September 1, 2020
Meara, Alexa, Internal Medicine, September 1, 2020
Mehta, Laxmi, Internal Medicine, September 1, 2020
Meng, Xiaomei, Internal Medicine, September 1, 2020
Mezoff, Ethan, Pediatrics, September 1, 2020
Michaels, Anthony, Internal Medicine, September 1, 2020
Mihalov, Leslie, Pediatrics, September 1, 2020
Mikulik, Zhanna, Internal Medicine, September 1, 2020
Miller, Eric, Radiation Oncology, September 1, 2020
Misquitta, Luke, Psychiatry and Behavioral Health, September 1, 2020
Mitzman, Jennifer, Emergency Medicine, September 1, 2020
Moe, Aubrey, Psychiatry and Behavioral Health, September 1, 2020
Monk III, J Paul, Internal Medicine, September 1, 2020
Mundy, Chantelle, Ophthalmology and Visual Science, September 1, 2020

Murden, Robert, Internal Medicine, September 1, 2020
Nabhan, Fadi, Internal Medicine, September 1, 2020
Nagar, Veena, Radiology, September 1, 2020
Nandi, Deipanjan, Pediatrics, September 1, 2020
Nankervis, Craig, Pediatrics, September 1, 2020
Nayeem, Sarah, Psychiatry and Behavioral Health, September 1, 2020
Nguyen, Xuan, Radiology, September 1, 2020
Nopkhun, Wilawan, Physical Medicine and Rehabilitation, September 1, 2020
Nowacki, Nicholas, Pathology, September 1, 2020
Nunley, David, Internal Medicine, September 1, 2020
Nwomeh, Benedict, Surgery, September 1, 2020
Oberle, Edward, Pediatrics, September 1, 2020
O'Donnell, Lynn, Internal Medicine, September 1, 2020
O'Malley, David, Obstetrics and Gynecology, September 1, 2020
Onderko, George, Internal Medicine, September 1, 2020
Oppenheim-Knudsen, Eunice, Family Medicine, September 1, 2020
Ostendorf, Adam, Pediatrics, September 1, 2020
Owen, Dwight, Internal Medicine, September 1, 2020
Palanichamy, Kamalakannan, Radiation Oncology, September 1, 2020
Parsons, Jonathan, Internal Medicine, September 1, 2020
Patel, Krutiben, Internal Medicine, September 1, 2020
Patel, Virenkumar, Internal Medicine, September 1, 2020
Pearlman, Rachel, Internal Medicine, September 1, 2020
Pedraza, Sandra, Internal Medicine, September 1, 2020
Penza, Sam, Internal Medicine, September 1, 2020
Petullo, Brian, Internal Medicine, September 1, 2020
Pierson, Christopher, Pathology, September 1, 2020
Pilarski, Robert, Internal Medicine, September 1, 2020
Pindrik, Jonathan, Neurological Surgery, September 1, 2020
Prince, Benjamin, Pediatrics, September 1, 2020
Purushothaman, Priti, Psychiatry and Behavioral Health, September 1, 2020
Quimper, Megan, Obstetrics and Gynecology, September 1, 2020
Ramachandran, Manoj, Internal Medicine, September 1, 2020
Ramamurthy, Arun, Neurology, September 1, 2020
Raveendran, Rekha, Internal Medicine, September 1, 2020
Redmond, Margaret, Pediatrics, September 1, 2020
Ren, Rongqin, Pathology, September 1, 2020
Reynolds, Maegan, Pediatrics, September 1, 2020
Robinson, Monica, School of Health and Rehabilitation Sciences, September 1, 2020
Rohl, Jacqueline, Obstetrics and Gynecology, September 1, 2020
Rosen, Maggie, Obstetrics and Gynecology, September 1, 2020
Rosenberg, Nathan, Physical Medicine and Rehabilitation, September 1, 2020
Ruff, Gabrielle, Internal Medicine, September 1, 2020
Rupert Jr, Robert, Internal Medicine, September 1, 2020
Rushing, Amy, Surgery, September 1, 2020
Ryan, Eileen, Psychiatry and Behavioral Health, September 1, 2020
Ryan, James, Internal Medicine, September 1, 2020
Ryan, Laura, Internal Medicine, September 1, 2020
Sabanayagam, Aarthi, Internal Medicine, September 1, 2020
Saha, Dipanwita, Pediatrics, September 1, 2020
Sahlani, Lydia, Emergency Medicine, September 1, 2020
Saigal, Taru, Internal Medicine, September 1, 2020
Schwartz, Nadine, Psychiatry and Behavioral Health, September 1, 2020
Severyn, Steven, Anesthesiology, September 1, 2020
Shah, Harsh, Internal Medicine, September 1, 2020
Shah, Hiral, Internal Medicine, September 1, 2020

Shanks, Vanessa, Pediatrics, September 1, 2020
Shannon, Tracy, Physical Medicine and Rehabilitation, September 1, 2020
Shen, Rulong, Pathology, September 1, 2020
Shepherd, Edward, Pediatrics, September 1, 2020
Shilo, Konstantin, Pathology, September 1, 2020
Skinner, Carmen, Internal Medicine, September 1, 2020
Smith, Jimmy, Internal Medicine, September 1, 2020
Smith, Thomas, Anesthesiology, September 1, 2020
Snyder, Andrea, Obstetrics and Gynecology, September 1, 2020
Sofowora, Gbemiga, Internal Medicine, September 1, 2020
Soma, Loriana, Obstetrics and Gynecology, September 1, 2020
Song, Eunkyung, Pediatrics, September 1, 2020
Sopkovich, Jennifer, Internal Medicine, September 1, 2020
Spain, James, Radiology, September 1, 2020
Sribnick, Eric, Neurological Surgery, September 1, 2020
Sriram, Srinath, Internal Medicine, September 1, 2020
Stevens, Justin, Radiology, September 1, 2020
Stewart, Claire, Pediatrics, September 1, 2020
Stiver, Corey, Pediatrics, September 1, 2020
Strobel, Sebastian, Internal Medicine, September 1, 2020
Strothman, Kasey, Pediatrics, September 1, 2020
Suarez, Adrian, Pathology, September 1, 2020
Sweet, Kevin, Internal Medicine, September 1, 2020
Talley, Reginald, Physical Medicine and Rehabilitation, September 1, 2020
Thornton, Leah, Anesthesiology, September 1, 2020
Tong, Matthew, Internal Medicine, September 1, 2020
Trout, Wayne, Obstetrics and Gynecology, September 1, 2020
Troyer, Mark, Internal Medicine, September 1, 2020
Truxal, Kristen, Pediatrics, September 1, 2020
Tsao, Chang-Yong, Pediatrics, September 1, 2020
Vallakati, Ajay, Internal Medicine, September 1, 2020
VanDeusen, Jeffrey, Internal Medicine, September 1, 2020
Vaughan, Geoffrey, Internal Medicine, September 1, 2020
Vaz, Karla, Pediatrics, September 1, 2020
Villella, Anthony, Pediatrics, September 1, 2020
Walrod, Bryant, Family Medicine, September 1, 2020
Waterman, Brittany, Internal Medicine, September 1, 2020
Watson, Joshua, Pediatrics, September 1, 2020
Weaver, Lindy, School of Health and Rehabilitation Sciences, September 1, 2020
Weed, Harrison, Internal Medicine, September 1, 2020
Wells, Michael, Ophthalmology and Visual Science, September 1, 2020
Werman, Howard, Emergency Medicine, September 1, 2020
Williams, JoAnna, Pathology, September 1, 2020
Wininger, David, Internal Medicine, September 1, 2020
Wood, Joel, Family Medicine, September 1, 2020
Wood, Richard, Surgery, September 1, 2020
Yearsley, Martha, Pathology, September 1, 2020
Yee, Jennifer, Emergency Medicine, September 1, 2020
Yin, Ming, Internal Medicine, September 1, 2020
Young, James, Psychiatry and Behavioral Health, September 1, 2020
Zmuda, Erik, Pathology, September 1, 2020
Zollo, Joseph, Psychiatry and Behavioral Health, September 1, 2020

COLLEGE OF MEDICINE
RESEARCH

REAPPOINTMENT
Carley, Andrew, Internal Medicine, September 1, 2020
Chen, Xiaodong, Surgery, September 1, 2020
Chung, Sangwoon, Internal Medicine, September 1, 2020
Cooper, Jennifer, Pediatrics, September 1, 2020
Hade, Erinn, Biomedical Informatics, September 1, 2020
Koboldt, Daniel, Pediatrics, September 1, 2020
Li, Haichang, Surgery, September 1, 2020
Rausch, Joseph, Pediatrics, September 1, 2020
Wei, Lai, Biomedical Informatics, September 1, 2020
Yu, Lianbo, Biomedical Informatics, September 1, 2020
Zhu, Qianzheng, Radiology, September 1, 2020

COLLEGE OF NURSING

PROMOTION TO PROFESSOR
Anderson, Cindy, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Kue, Jennifer, May 30, 2019

COLLEGE OF NURSING
CLINICAL

REAPPOINTMENT
Warren, Barbara, September 1, 2020

COLLEGE OF OPTOMETRY

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Dougherty, Bradley, May 30, 2019
Plageman Jr., Timothy, May 30, 2019

COLLEGE OF OPTOMETRY
CLINICAL

REAPPOINTMENT
Wagner, Heidi, September 1, 2020
Woodruff, Christopher, September 1, 2020

COLLEGE OF PHARMACY

PROMOTION TO PROFESSOR
Fuchs, James, May 30, 2019
Govindarajan, Rajgopal, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Rakotondraibe, Harinantenaina, May 30, 2019

COLLEGE OF PHARMACY
CLINICAL

PROMOTION TO PROFESSOR-CLINICAL
Casper, Kristin, May 30, 2019
Rodis, Jennifer, May 30, 2019
REAPPOINTMENT
Mehta, Bella, September 1, 2020
Worley, Marcia, September 1, 2020

COLLEGE OF PUBLIC HEALTH

PROMOTION TO PROFESSOR
Anderson, Sarah, May 30, 2019
Seiber, Eric, May 30, 2019

COLLEGE OF PUBLIC HEALTH
CLINICAL

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT
Robbins, Julie, May 30, 2019, and September 1, 2020

REAPPOINTMENT
Odei, James, September 1, 2020

COLLEGE OF SOCIAL WORK

PROMOTION TO PROFESSOR WITH TENURE
Denby-Brinson, Ramona, effective September 1, 2019
Rehner, Timothy, effective April 1, 2019

UNIVERSITY LIBRARIES

PROMOTION TO PROFESSOR
Reese, Terry, May 30, 2019

COLLEGE OF VETERINARY MEDICINE

PROMOTION TO PROFESSOR
Davis, Ian, Veterinary Biosciences, May 30, 2019
Kisseberth, William, Veterinary Clinical Sciences, May 30, 2019

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE
Bowman, Andrew, Veterinary Preventive Medicine, May 30, 2019
Proudfoot, Kathryn, Veterinary Preventive Medicine, May 30, 2019
Ricco Pereira, Carolina, Veterinary Clinical Sciences, May 30, 2019

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROESSOR]
Marsh, Antoinette, Veterinary Preventive Medicine, May 30, 2019

COLLEGE OF VETERINARY MEDICINE
CLINICAL

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT
Coble, Dondrae, Veterinary Preventive Medicine, May 30, 2019, an, September 1, 2020
Coutinho da Silva, Marco, Veterinary Clinical Sciences, May 30, 2019, and September 1, 2020
Freed, Carrie, Veterinary Preventive Medicine, May 30, 2019, and September 1, 2020
Langston, Catherine, Veterinary Clinical Sciences, May 30, 2019, and September 1, 2020
Niehaus, Andrew, Veterinary Clinical Sciences, May 30, 2019, and September 1, 2020

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT
Barrett, Susan, Veterinary Clinical Sciences, May 30, 2019, and September 1, 2020
Cianciolo, Rachel, Veterinary Biosciences, May 30, 2019, and September 1, 2020
Knoblaugh, Susan, Veterinary Biosciences, May 30, 2019, and September 1, 2020
Yaxley, Page, Veterinary Clinical Sciences, May 30, 2019, and September 1, 2020

REAPPOINTMENT
Hickman-Davis, Judy, Veterinary Preventive Medicine, September 1, 2020
Jennings, Ryan, Veterinary Biosciences, September 1, 2020
Schroeder, Eric, Veterinary Clinical Sciences, September 1, 2020
Yardley, Jonathan, Veterinary Clinical Sciences, September 1, 2020