

June 8, 2018, Board of Trustees meeting

THE OHIO STATE UNIVERSITY  
OFFICIAL PROCEEDINGS OF THE  
ONE THOUSAND FOUR HUNDRED AND NINETY-SIXTH  
MEETING OF THE BOARD OF TRUSTEES

Columbus, Ohio, June 8, 2018

The Board of Trustees met on Friday, June 8, 2018, at the Longaberger Alumni House in Columbus, Ohio, pursuant to adjournment.

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Minutes of the last meeting were approved.

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The chairman, Mr. Gasser, called the meeting of the Board of Trustees to order on Friday, June 8 2018, at 10:00 a.m.

Members Present: Michael J. Gasser, Timothy P. Smucker, Abigail S. Wexner, Jeffrey Wadsworth, Clark C. Kellogg, Alex Shumate, Cheryl L. Krueger, Brent R. Porteus, Erin P. Hoeflinger, Alex R. Fischer, Alan A. Stockmeister, John W. Zeiger, H. Jordan Moseley, Alan VanderMolen, Janet Porter and James D. Klingbeil.

Members Absent: Hiroyuki Fujita.

Mr. Gasser:

Good morning, everyone. I would like to convene the meeting of the Board of Trustees and ask the secretary to please note the attendance.

Dr. Thompson:

A quorum is present, Mr. Chairman.

Mr. Gasser:

Thank you. So that we're able to conduct the business of this meeting in an orderly fashion, I would ask that any sound on cell phones and other devices be turned off at this time, and I would ask that all members of the audience observe rules of decorum proper to conducting the business at hand, thank you.

Before we begin today, I would like to take a few minutes to recognize the recent appointments of three new trustees to our board. Unfortunately, all three of them could not be here today, but they will be at our next meeting. Gary Heminger of Findlay, Ohio, who is chairman of the board and CEO of Marathon Petroleum Corporation; Liza Kessler of New Albany, who is partner-in-charge of Jones Day's Columbus office; and Ohio State medical candidate Janice Bonsu of Pickerington, who will serve as our new graduate student trustee. Janice is actually in Air Force officer training today, so she is a very busy person to do all that.

We want to thank Governor Kasich for appointing such a talented group of individuals, and we look forward to personally recognizing them at our next meeting.

Also on behalf of the board, I want to take a moment to congratulate and thank our secretary, Blake Thompson. For anyone who doesn't know, Blake will be leaving us at the end of the month to serve as the 20th president of Mississippi College. It's the largest private college and the oldest institution of higher education in Mississippi, so we obviously must have trained him well.

It will be a homecoming for Blake and his family, as Mississippi is where he and his wife, Jana, are from. Sadly, this means we will only have one person with a Southern accent left at this table – Alex [Fischer], you're going to have big shoes to fill.

Blake has been at Ohio State since 2009, and in that near-decade of service, he has demonstrated a unique leadership style that is perhaps best characterized by one of Blake's favorite sayings about the role of the Board Office — and this is really pretty good: "We treat trustees like they are the most important people in the world, and we treat *everyone* like they are trustees."

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That really is Blake in a nutshell. I am sure everyone here can attest to a time when — through his sense of humor and genuine hospitality — Blake made you feel like one of the most important people in the world. His work with the board and as vice president for government affairs has advanced Ohio State's mission in a myriad of ways, and we will miss you dearly.

I know that later today we are going to recognize Blake, but please join me in wishing him the best of luck on this incredible and much-deserved opportunity. For all of the trustees, the challenge we have is Blake sad I could not make him cry today, so we are going to have to think of things so I win my bet with him.

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### **APPROVAL OF MINUTES**

Mr. Gasser:

The first order of business on our agenda is the approval of the minutes from the board's April meeting, which were distributed to all trustees. If there are no additions or corrections, the minutes will be approved as distributed. Hearing and seeing none, we will consider those approved.

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### **ACCESS, AFFORDABILITY & EXCELLENCE PRESENTATION**

Mr. Gasser:

As you may recall, when we came together in February under Chairman Shumate's leadership, we talked about the university's research enterprise, and in April, we focused on Ohio State's teaching and learning efforts. Today, we turn our attention to another critical pillar of our strategic plan – Access, Affordability and Excellence.

Providing inclusive access to an affordable, excellent education is central to our mission as a land-grant university. We are certainly making great strides in this area, and today we will hear from two individuals who see the impact of that work on a daily basis. With that, I would ask Diane Corbett, Ohio State's executive director of Student Financial Aid, and Jenny Osborn, associate director of the First Year Experience program, to please come forward. Thank you, ladies.

Ms. Corbett:

Good morning, everyone, thank you for the opportunity to be here today. Jenny and I are both thrilled to be able to share a little bit with you about access, affordability and excellence. I have been at the university for a little over three years now. I actually started in March of 2015, and it was about a week before the president gave his investiture speech where he outlined his vision for access, affordability and excellence. As I like to say, my office, along with our campus partners, have been charged with bringing that vision to life. So we have had a busy couple of years, and it really started after that speech.

I am a person who has spent her entire career working on the issues of access and affordability, predominantly in the public sector. So President Drake's words resonated with me, and when I got back to my office, I barely crossed the threshold of the door and we were asked to model an additional \$15 million in need-based financial aid.

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And it was at that moment that I said to myself, "We're not just going to *talk* about affordability here at Ohio State; we're going to *do* something about it."

That is really how we began this journey. As you all know, this is one of our strategic pillars — Access, Affordability & Excellence. But I am going to move right on to the President's Affordability Grants. In 2015-16, that \$15 million that I referenced is really the inception of a program that was designed, very intentionally, to reach out to our low- and moderate-income students to let them know that Ohio State values them, and that we understand the challenges of affordability in terms of higher education.

So that first year, in 2015-16, we reached over 12,000 students with affordability grants. And again, those were low-income students, and trust me, that grant was very welcomed and helped them in reaching their goals of college affordability. But also, it reached our moderate-income students, where many of those families had only received student loans in the past; they had never received a grant. So it was very impactful. It was a very intentional message that we were sending to our students and families in the state of Ohio.

We were fortunate enough, in 2016-17, to have a \$20 million investment in this program. We know that we have a high-need population on our regional campuses, so we rolled the initiative out to students on our regional campuses. We touched approximately 16,000 students with grants in 2016-17.

The investment continued at the level of \$25 million for 2017-18. So we knew that we had essentially reached the population that we wanted to reach, but we wanted to be more impactful. This is all based on university leadership and many, many conversations across campus, and we thought that to be more impactful we would increase the grants for these students. So, again, for our low- and moderate-income students on Columbus and regional campuses.

In addition to that, in the summer of 2017, we rolled out our Tuition Guarantee. I know you are all aware of this, but what I would like to share with you is the impact. Predictability of college cost is extremely important for affordability, and I would argue this is really important for families of *all* income ranges. To better be able to plan and predict what your costs will be for four years is extremely important. Students coming in one year and having costs change the next year is hard for families trying to plan, so this is huge for families trying to predict what those costs will be. When we rolled out this initiative, it was in the summer of 2017, so we had students who had committed to Ohio State and we knew their costs were going up. So students who demonstrated financial need, again, low- and moderate-income students, we dedicated about \$4 million to helping those students with the incremental costs so they would not be in a situation where they thought, "I committed to Ohio State, but perhaps I can't afford Ohio State." We were very cognizant of the needs of our students as we rolled out the Tuition Guarantee.

Yesterday, the provost talked about how students at Ohio State come from all different walks of life. We are a complex institution, very diverse, and a wonderful environment that we live in, work in and learn in, so we have students from all walks of life. We have programs that meet students where they are. That is our goal. One of those programs is the Young Scholars Program. What I'd like to highlight with this program is that we, again, are very intentionally reaching out to students in younger grades. In early high school, we are saying to these students, "We are asking you to make a commitment. Let's make a joint commitment — if you do well academically, we will ensure that economic barriers don't prevent you from attending The Ohio State University." So it is a joint commitment that we make with students. They do their part, and that's the excellence part — they're working hard academically. And we are saying

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to them, "We will ensure your financial need is met when you attend The Ohio State University so that your economic situation does not preclude you from attending."

In addition to that, we have our Land Grant Opportunity Scholarship, which is very much aligned with our land-grant mission. We are reaching students and families across the state of Ohio in all 88 counties. Prior to last year, this scholarship was a wonderful, full-tuition scholarship. This past year, this scholarship with increased to a full cost of attendance scholarship. I don't know if you have had the opportunity to see it, but there is a video out there, and I would be happy to send that. It is a video of an interview that President Drake did with one of our Land Grant Opportunity Scholars, and I can't articulate in words the impact this scholarship had on that young scholar and her family, but I think the video does. I encouraged my entire staff to watch that video, and I would encourage you to do the same if you have the chance, because the impact is real on these students. And for the coming year, we are increasing those scholarships from 88 to 176, so we are very happy about that — as are our students.

Last but not least is our Buckeye Opportunity Program. We are rolling this out this fall semester to our Columbus campus students and in the spring to our regional students. These are our low-income students, and they are Pell-eligible. The Pell grant is the largest federal grant across the country for low- to moderate-income students. We are saying to those students, "If you come to Ohio State and there are any gaps between any grants and scholarships you have in your tuition, we commit to you that we are going to cover that gap." This is for our incoming students, which I am thrilled about, but it is also for our continuing students and our transfer students. Think about a transfer student who, perhaps, went to Columbus State Community College, living at home, trying to reduce college costs, and now they find they can attend The Ohio State University because their tuition will be covered. In my opinion, this is directly impacting access, affordability and excellence.

None of this could we do without the vision of leadership, the support of leadership, the support of everyone around this table. I thank you on behalf of our students, on behalf of our institution, on behalf of my office and on behalf of myself. We really do appreciate it and we know that these programs are transforming lives. We usually say I'm standing between you and lunch, but I'm standing between you and these students who are going to *tell* you how this has transformed their lives. So I will wrap that up now and turn it over to my colleague, Jenny Osborn, who works directly with the Land Grant Opportunity Scholarship program. Thank you.

Ms. Osborn:

Thanks, Diane. I work with First Year Experience, and mostly with the university orientation. In case you didn't know, we are wrapping up program No. 7 of our freshman orientation today. Roughly 1,700 students have now gone through orientation as new freshmen who will start this fall, so we are 25 percent of the way through, and I just think that that needs to be put in the minutes somewhere!

When we started the Land Grant program in 2005, we recognized that access alone and financial aid initiatives alone are not always enough to help students. A lot of times, students need other structures put in place to help them be successful at the university. That could not be more true for students whom the university has been less likely to retain and graduate. That includes our low-income and first-generation students, a lot of which is represented in the Land Grant population.

When that program started we were fortunate enough to look at the really good examples that were already at the university through the Office of Diversity and Inclusion and their work with the Young Scholars Program and the Morrill Scholarship

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Program, and how they were supporting these students not just through financial aid, but also through programming and mentorship and other support throughout the student's time at the university. So we took what we could from that, we couldn't steal everything, but we built a program around helping these students.

That care and support for students, and that mentorship for the students, falls on the Office of First Year Experience. We know that all students need help, so we have a group of First Year Experience Peer Leaders who assist all students. We added an additional layer of support and mentorship for the Land Grant Opportunity Scholars through our professional staff. We are all master's-credentialed or higher and we all work individually with these incoming students. We also try to form a care coalition around our Land Grant Scholars, working closely with academic advisors, with the staff in financial aid and with others across campus, so that when a student needs something, they only have to go to one person at the university, and then we can help to triage those needs and really redirect them throughout campus. That has been really helpful. For anybody who has tried to get a question answered at Ohio State, if you don't really know where to start, sometimes it can be intimidating, and for today's population you can't always Google it, so you need to go to somebody.

So starting with the selection of the Land Grant students, we do outreach to students and their families, because they are an important part of the success of students. We meet with them at orientation. We do programming throughout their first year and throughout their four years. Everything about how they can use their aid to maybe live off campus to study abroad, how they can incorporate research into their time, how the STEP program in their second year takes place — really trying to keep them on track so we can work with them and see them off to graduation. It has been a really meaningful part of our office's work, and it has really opened our eyes to what the student experience has been and how just a little bit of money — and I know this is not a small budget, as you saw the millions of dollars that Diane just showed — but for a student, how this money can really make an impact on their lives.

(See Appendix LXIV for background information, page 1400)

Mr. Gasser:

Thank you. Let's give them a round of applause. What I really appreciate is your enthusiasm and passion for what you do. It really shows. So thank you very much. Any comments or questions from any of the trustees for Diane or Jenny?

Dr. Porter:

Can I speak for all of us when I say that we'd love to see the video?

Mr. Gasser:

Yes, absolutely, please work through our Board of Trustees Office.

Ms. Corbett:

Absolutely.

Ms. Osborn:

And Bella is one of our First Year Experience Peer Leaders, just by the way.

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Mr. Gasser:

Thank you very much. We appreciate it. And I would be remiss if I didn't thank President Drake for making access and affordability the cornerstone of your vision. It is proven today with this kind of passion that it is the right thing to do. As I think Diane or Jenny said, we do have three students here today who are going to talk about these programs, and they will receive the highest honor possible, which is the Student Recognition Award. Mr. Moseley, would you please do the honor of introducing them for us?

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### **STUDENT RECOGNITION AWARDS**

Mr. Moseley:

Thank you, Chairman Gasser. I would like to call Nathan Byrne, Precious Tate and Cyrah Ward up to the presenter's table.

Nathan Byrne is a senior studying Military History with a minor in Scandinavian Studies. He hails from the small village of Cloverdale, Ohio, which boasts a population of roughly 170 people. The Land Grant Opportunity Scholarship made it possible for him to attend Ohio State, where he has had a variety of great, world-expanding experiences.

Last summer, Nathan studied abroad in Britain, France, Poland and Germany as a participant in an Ohio State program that focuses on the history of the Second World War. Upon returning to Columbus, he served as an intern with WOSU Public Media, where he researched how central Ohio experienced the Vietnam War.

In two weeks, Nathan will travel to Sweden to conduct archival research related to his undergraduate thesis on the relationship between NATO and Sweden since NATO's founding. Nathan is fascinated by why different conflicts have happened over the centuries, how they could have been prevented, and what the after-effects have been on global and local scales.

After he graduates next spring, Nathan plans to enroll in a PhD program and to one day become a professor of Scandinavian and Military History.

Let's give it up for Nathan.

Nathan, would you like to say a few words?

Mr. Burn:

Thank you. I'd like to thank the board for recognizing me today. It is truly an honor. In the past three year, since I have been at this university, a lot of events have occurred that I really did not think would ever happen. In 2015, I received a notification that I was a recipient of the Land Grant Opportunity Scholarship. The day that I received that, I had just returned from a college visit down in Knoxville to the University of Tennessee. I had met with the Office of Financial Aid there, and they gave me a pretty decent financial aid package, but it couldn't cut the mustard when it came to what I could afford, because I come from a low-income family.

The day I got back, I received the letter from Ohio State, and it was an amazing experience. I had never even visited this university before orientation; I had just accepted the offer because it opened the door for me to attend college. Honestly, I did not think I was going to be able to outside of maybe an ROTC program funded through the military. Had it not been for that scholarship, I would probably still be back in Cloverdale, where I worked as a welder for Honda, doing that. And after doing that for a

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while, you figure out it's not very fun. It's kind of hard on you. I wear glasses and welding kind of deteriorates your eyesight, so I'm glad I got out of that when I did.

Furthermore, last year was the first time I had gone overseas, and once again, that was possible because of financial aid through this university. The Department of History has a fantastic financial aid program where it has its own endowment, and I was fully funded to go on that study abroad program. That took me all across Europe for an entire month, and it was a wonderful experience. I never thought I would leave the United States, and then here we go — instead of this month now it's going to be next month, because the Swedish Archives likes to take a while to reply to me — but I'll going abroad again in July to visit Sweden to do some research in Stockholm.

These things I really didn't think would happen, coming from where I come from. I didn't think I'd ever go to Sweden. I didn't think I'd go to Poland, especially. Who goes to Poland? Poland was a nice country — it's probably my favorite country I've visited so far. It was a really nice place. It looks a lot like Ohio.

This university has really opened a door for me and the amazing faculty here has really helped facilitate that. In the history department alone, I'd like to thank Dr. David Steigerwald for all of his help. He is the head of the World War II study abroad program and it was through meeting with him that I had learned about the program. He actually helped me with my thesis topic of the relationship between NATO and Sweden. He gave me the idea because he said, "You speak Swedish. Not many people do that. Why don't you use it for something?" That got me thinking and I realized that was a really good idea. So now, I'm going to Sweden.

All of this is possible because, back in 2015, I received that Land Grant Opportunity Scholarship. If it hadn't of been for that, I would not have gone on that study abroad program, I would not be going to Sweden this year, who knows where I'd be. So I'm really appreciative for what I've been given. And hearing about the new programs that are coming out that Jenny and Diane just presented, it's really exciting. It makes me think that other people like myself are going to have these opportunities, and it's expanding so more and more people are going to be able to experience all of the experiences that I've been able to have.

One of my favorite things that has happened in my time here that was made possible through this scholarship was I met my fiancée. She attends this university, she is from New Zealand, and we would never have met if it wasn't for this. It is really a life-changing experience. This stuff just does not happen!

In closing, I'd just like to thank the board for recognizing me today. I thank everyone at this university for everything they do. It's really wonderful what you all do. Thank you.

Mr. Moseley:

Thank you.

A native of Toledo, Precious Tate is a senior in the John Glenn College of Public Affairs, where she majors in Public Management, Leadership & Policy, with a specialization in Urban Policy & Management. Precious was selected for Ohio State's Young Scholars Program in the sixth grade. As a Buckeye, she has been incredibly active on campus and in Columbus.

She is committed to advocating for education and justice in disadvantaged and minority communities. This dedication has led her to serve as president of Ohio's State NAACP chapter; vice president of the Undergraduate Black Law Student Association; a legislative page for the Ohio House of Representatives; and as an intern for the Ohio Public Defender's Office and the Ohio Legislative Black Caucus.



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Already a true public servant, Precious has volunteered for the Ohio Legal Aid Society, the Ohio Department of Youth Services and the Columbus Urban League, and served as a fellow for the YWCA's Columbus Leadership for Social Change Fellowship Program. After graduation, she plans to attend law school and someday run for elected office in her hometown.

Let's give it up for Precious.

Ms. Tate:

I would like to thank you all for allowing me to be here today. The University Board of Trustees and President Michael Drake, I would like to thank you all.

It is no secret that for students in the United States, a collegiate degree represents the ultimate American dream. College ultimately provides a pathway for students to explore themselves and their interests, to expand their social and cultural experiences and to build a more prominent career. But while higher education is rich in diversity and reward, it can be particularly difficult for first-generation college students like myself. Historically, post-secondary education opportunities have been limited for certain ethnic and racial populations and for those of lower socioeconomic status. And while there are various efforts to help us succeed, during our collegiate experience, however, distinctive challenges arise. These challenges, more common than not, include lack of college readiness, financial stability, familial support and even self-esteem. Lack of confidence in our ability to be academically competitive and successful is one of the greatest challenges and a major stressor for myself in particular.

You see, while no one has ever forced academic pressures onto me, seven months ago I found myself consciously working myself to near death simply because I did not want to experience the threat of diminishing stereotypes about my capacity to succeed. So, in order to escape the laughter of intellectual deficiency, I consciously made the decision that I would have to work twice as hard. Now, many people may consider this to be a good thing, but the problem with this is while I am doing very well, the efforts I have made toward seeking to become a phenomenal student eventually resulted in negative outcomes, such as exhaustion and a major lack of self-esteem.

Unfortunately, this happens to many young scholars like myself, who are adapted to what we call John Henryism. This is a coping strategy adapted by us high-achieving, first-generation, minority students who unconsciously sacrifice personal relationships and hope to pursue our goals with a tendency that can be mentally and even physically detrimental. The term derived from a hero, John Henry, an African-American slave who pitted his own strength against steam-powered hammer in a race to drill through a mountain. Henry won the race, but quickly died when his heart gave out. And so, like John Henry, many of us work ourselves to the point of extreme illness in an attempt to escape the threat of perceived intellectual inferiority by our peers.

Of course, while being resilient is required for a college student, some young scholars like myself unfortunately bear the burden of proving our intellectual worth. As a result, having utilized this coping mechanism, many of us begin to suffer through psychological, emotional and mental harm just by working toward our goals. But to my amazement, I received support from what I like to call my Young Scholars family and Dr. Woods, in particular, in helping me conquer this issue.

The Young Scholars Program, also known as YSP, is a need-based scholarship program that awards first-generation college students from cities across Ohio the wonderful opportunity to attend this university. It has assisted myself, and many of my lifelong friends, with our various needs, whether it be personally, academically or even professionally, during our time here at Ohio State. The biggest award the Young Scholars Program has granted both myself and my peers includes opportunity and

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educational access, because without it, many of us would not be here today. This means I would not be here speaking; I would not be excelling in my early career; and I would probably not even be providing ways to give back to my community, the ways I have done here within the university and within the Columbus community.

The Young Scholars Program has done all of this for me, plus more. For example, there are many times when students like myself really want to get involved in things like study abroad or attending networking receptions or even going to conferences, but oftentimes have to ask the question, "How am I going to pay for this?" Without a doubt, YSP has assisted in this way. They have provided plane tickets for my friends and me to attend the 13th Annual National Black Pre-Law Conference. They have provided application fees for students to study abroad and assisted in many other ways. Most importantly, the generosity of the YSP program has allowed me to study in a field that I am passionate about, and to do it at one of the best schools in the country, The Ohio State University.

I am honored to be a part of this wonderful group of distinguished scholars and to receive the help that I have been given. Consequently, I cannot wait until I give back to both the YSP program and each of my supporters, which includes my mentors, my supervisors, my family, my friends and especially those who are here today. So if you could all stand, because there's a lot of supporters I have. So today, I stand here before you with the wonderful honor of receiving The Ohio State University Board of Trustees' Student Recognition Award. I could not have done it without everyone here today. Most importantly, I would like to thank you and to let you know that I will continue to carry this honor with dignity, honor, poise and respect. Thank you.

Mr. Moseley:

Thank you, Precious.

Born and raised in Dayton, Cyrah Ward is a choreographer, performer and a President's Affordability Grant recipient. She will graduate Magna Cum Laude this summer with a BFA in Dance with research distinction. Her choreographic research aims to present black bodies in dance with new perspectives on the importance of their presence in an artistic space. Throughout her undergraduate career, Cyrah has been awarded multiple research awards including a Summer Research Opportunity Scholarship, an Arts & Humanities Undergraduate Research Scholarship, the Aida Snow Research Endowment and two Arts Research Scholarships.

She has represented the university twice with the Brazil Dance Tour Ensemble, as well as at the Ohio Dance Festival. Her work — titled Blackened Tradition — led her to become the first African-American woman from Ohio State to present at the American College Dance Association gala.

Cyrah has served the university community as a First Year Experience Peer Leader and as a member of Zeta Phi Beta Sorority. Upon graduation, she will continue her work as an artist and entrepreneur with her newly created clothing line called Enthroned, which offers self-empowering apparel to those of African descent.

Let's give it up for Cyrah.

Cyrah, would you like to say a few words?

Ms. Ward:

I first want to say thank you; you all are much appreciated. Just to give a little background about myself, while I am a dancer now, when I was in high school I was not. A lot of times, people don't know that as women, we are expected to start dance at three or four

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and I didn't start performing and being technically trained until my sophomore year of high school. So I'm, like, real behind the wave. When I started to dance, I started in church, which means that all of this is a leap of faith. You guys are in God's plan, if you didn't know. It was a real leap of faith.

I didn't even think about coming to Ohio State until my mentor had put it into my ear. And while Ohio State has a phenomenal dance program, it's not as advertised. Coming to audition here, I will first say that it's so amazing to be a part of a family where you're not just a number. A lot of times when you're auditioning, you're No. 12, No. 10, as opposed to them actually learning your name and learning where you come from, and I would say that has definitely set this school apart. If you talk to any dancers, they talk about the ease of the atmosphere here, and on top of that, it's a phenomenal collegiate school. So to have that lack of, "Oh my God, I have to do so amazing in this thing just to get here," it's phenomenal kudos to this university.

Since I didn't start dancing until my sophomore year, when I auditioned here and I got in, I really didn't know where I was going to go. I am grateful to have a family that is OK with my studying to be an artist, because nine times out of 10, when you tell people you're a dancer, they say, "So what do you do with that?" You can do a lot of things! It really teaches you to be an entrepreneur at the end of the day. And while I did learn about performance and all of these things that go into dance, I also learned discipline, perseverance and how to overcome all things. I feel like that has really fed into my experience at the university, because it's not a secret that there aren't a lot of people walking around who look like me. So going into my department, I easily became the poster child, and so on top of having to be that for everybody, I also am a twin, and if you don't know, you're always in competition with your twin. It's all about who's on top and I must say that I'm on top right now!

In that, because I became this poster child, there's so much weight on my shoulders. It's not a secret that I come from a low-income family. My parents literally have to choose who they pour into at the end of the day. So I don't have a safety net. Originally, I had my parents pull out a loan my freshman year, and they made me pay it back real fast, so I was starting to hit rock bottom my sophomore year. After that, and being a peer leader, helped me to understand the importance of finances, so I started paying for school early. I was always working, in rehearsals all the time, still trying to be a choreographer because that's my real voice, and had it not been for this President's Affordability Grant, I honestly never would have finished school. There was a point in time while I was a peer leader, I didn't even know how I was going to pay for the next semester. I was literally going to have to take a semester off, and you all know that once you take a semester off, it is real hard to get back into it, especially as a performer. You have to keep your body moving, because right now I'm in prime, my twenties are real great, but once you start to hit 30, they start looking at women. They do!

There was so much weight on me. Being able to get the President's Affordability Grant — it honestly helped me finish school. Without it, I would never have been able to travel to Brazil twice, join my organization or get the research grants that I did because I would never have known even how to write a grant. There were so many things that were just falling into place. This is really God's plan, because I shouldn't be here and I'm pretty sure I'm the first dance major to even be given this award. So it's like, now I'm finally able to open up the doors for other people. Because while it's nice to be the first, we're behind the game at the end of the day. It's an amazing thing to be able to accomplish, but I'm happy that the first is out of the way so there can be other people who can be in the same position as I am. So I would say thank you, I'm happy I got to make you guys smile, I appreciate you all and I just pray that you continue to do the work that you're doing because if it wasn't for you all, Cyrah Ward wouldn't be here. So thank you.

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Mr. Moseley:

So now we'll take pictures with Chairman Gasser and President Drake. So if you want to invite your guests up, we'll do it one by one.

Mr. Kellogg:

Can I move that we drop the mic and stop the meeting right here? I don't know if anybody will second that ...

Dr. Porter:

I'll second that.

Mr. Smucker:

While you're taking pictures, I just want to say that this is why we're here. This is clearly why we're here. You made our day today and our week with what you all have done and what you've said. We're honored that you're here, so thank you so much.

Mr. Gasser:

Thank you, again, Nathan, Precious and Cyrah, for those wonderful stories. I agree with Clark, if we could have dropped the mic then we probably would have been better off. And Tim is right, that's the reason we do the work we do here, is to hear stories like that. So we will double down on our commitment to make sure that we provide an atmosphere so future stories like that can be told and earned. Let's give them a round of applause.

I had mentioned to Cyrah when we were taking the picture, I said, "Wait until you get to be 60, and see what happens to your body."

Mrs. Hoeflinger:

One comment, it was incredible to hear your stories and thank you for sharing. It brought tears to our eyes and to your families and everybody who is here. It's just incredible to see, and I just want to thank Dr. Drake, because this was just an incredible, specific focus you drove through with us and you continue to drive with us every day. You keep this in the head of the light and your dream of nobody paying at some point, and getting to that point where we can really make it affordable for everybody. Thank you. You made that really important to all of us and you made it a priority.

Mr. Gasser:

President Drake, I think it's now time for your report, unless you want to drop the mic?

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## **PRESIDENT'S REPORT**

Dr. Drake:

It's great to be here and I appreciate the students and the supporters of the students who are here. Those were wonderful stories. We have 50,000 undergraduates and we have great stories among them all, but it was great to hear these particular representatives of our student body. It is why we're all here.

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Before I begin my specific formal remarks, I want to take a moment to acknowledge Mike Gasser in his new role as board chair. Mike has been an important part of the board since 2012, and today's meeting is his first time as chair, so I'd like to acknowledge him if we may with a round of applause.

I would say that Jeff Wadsworth probably noticed there were people standing in the back of the room, as they often were when he was sitting here. For these people, the expression on their faces was a little different from the ones we experienced those first couple of years. That's progress.

I would also like to echo comments earlier about our board secretary, Blake Thompson. As Mike mentioned, Blake is soon to become the president of Mississippi College. He has held several leadership roles during his time as a Buckeye ---- and we look forward to keeping him as a close colleague as he takes on his new responsibilities. And I will say that, in my arrival to The Ohio State University, two people in particular were the first people that I met. One was Dr. Wadsworth, who was chair of the search committee, so I appreciate that. But actually, Blake was who I heard from several times a week for those first few months. Blake was my real contact, my real link to the university, and I remember that very, very well. I will know Blake for that reason forever, and I appreciate now, five years later, having you go on and starting a similar experience. It will be great to have you as a colleague and from a different point of view, so congratulations, Blake. This is well deserved, and we look forward to your many years of service.

On a different note, I want to take a moment to express our sincere gratitude to our alumni and others who have come forward to share their stories regarding allegations of sexual misconduct by a former university-employed physician. There was a story, I know, today in the *Columbus Dispatch* that chronicled these things. We heard yesterday in committee, and want to make sure we restate today, that Ohio State continues to fully and actively support the independent external investigation of allegations against Dr. Richard Strauss, who worked at this university between the late 1970s and the late 1990s and died in 2005. The allegations are wholly incompatible with the values of the university and our society as a whole. We remain committed to assisting the investigators in every way we can, and we look forward to completing this investigation as soon as that can be the case. We appreciate the hard work of everyone who is helping us move it forward and the courage of alumni and others who have come forward to help us with this.

To begin my formal remarks, I will start with the great news that we awarded 11,907 degrees and certificates at Spring Commencement just last month. This was a university record. I had thought that maybe we could give out 90 honorary degrees so we could get to 12,000, but I think we're going to have to wait until next year for that. It was an amazing number, the largest in university history. Dr. Sue Desmond-Hellmann, CEO of the Bill & Melinda Gates Foundation, delivered the commencement address, urging our graduates to use their knowledge to uplift the communities around them, which is key to our university motto of "Education for Citizenship." Our graduates included 1,700 first-generation college students, and we had at least one fourth-generation Ohio State Buckeye. We had residents of all 88 Ohio counties, 49 states and 58 countries.

The university's work toward greater access, affordability and excellence continues to play a vital role in our students' success. I want to make sure we remember it is a three-legged stool — there is affordability and access, but also excellence. We won't compromise any one of those three. There is a tendency sometimes to feel it is a zero sum game, and if you are going to be more affordable and have greater access, you have to have less excellence, or vice versa. We have improved the preparation of our students. Our ACT scores have gone up every year to record highs, as they are this year and will be higher this coming fall. As we improve the competitive nature of our class, we must make sure we don't shut people out. That is the motivation behind our efforts to make sure it's affordability *and* access *and* excellence all the time, every day.

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Last week, we announced the expansion of our affordability commitment. As part of our Buckeye Opportunity Program, the university will increase its support for low- and moderate-income students on our five regional campuses, committing additional financial aid to cover gaps in the cost of tuition and mandatory fees for eligible Ohio families. The Buckeye Opportunity Program is expected to aid about 3,000 students in Columbus this fall. The expansion to our regional campuses in the spring will support an additional 1,200 students and families.

In addition, the university is planning a second year of the Ohio State Tuition Guarantee, with a proposal to lock in rates after a 1.4 percent inflation-based increase for the new incoming class. As a reminder, last fall's freshman class was the first under the guarantee, which freezes in-state tuition, fees, housing and dining for four years. In-state tuition remains frozen at all campuses for continuing students who started prior to autumn 2017. That means that next year's graduates will be the fourth class of Ohio State students to complete their degrees without experiencing a tuition increase.

At the same time, we have increased financial aid substantially by committing a total of \$100 million more in need-based aid to Ohio families since 2015. Earlier, we heard from students supported by a number of our efforts, including our affordability grant program and Land Grant Opportunity Scholarships. This year, Ohio State will invest an additional \$25 million in the affordability grant program, which supports 15,000 students annually on all of our campuses.

We are excited about these efforts. They are very, very important. We are not the first to do such programs, but if you look at the leading colleges and universities in the country — both public and private — this is the way we make opportunity available. This is the way things are at Harvard, Stanford, Princeton, North Carolina, Berkeley and now Michigan, so we want to make sure we are among those elite universities in the United States and do everything we can to lead the world in our quality of product, but at the same time don't turn our backs on opportunity and outreach.

Opportunity and affordability come in many different forms and pathways. Among the initiatives we have talked about, we have instituted a university-wide predictive-analytics advising tool to improve student outcomes and shorten the path to graduation. As our Academic Affairs and Student Life Committee heard yesterday, the university's Affordable Learning Exchange supports faculty in innovative teaching-and-learning methods that employ low-cost or open-educational course materials. This work has already resulted in savings of \$3 million with direct impacts for 12,000 students. By spring 2019, we anticipate savings of more than \$5.5 million.

I teach a course every year and the undergraduates have all of their materials supplied to them electronically so there is no cost for books and supplies. They take their notes and submit their papers on their iPads. It is a great way to get information to people at low cost, and we are pleased that by expanding these programs across campus, this year \$3 million and next year \$5.5 million will be saved for our students in the cost of course materials.

Another example is that this year, we have awarded 160 completion grants, up from seven in 2011-12. These grants go to students who are very near to graduation and unable to register due to a financial hold on their records. Each completion grant this year averaged about \$1,000. Given the cost of a college education, this is a relatively small amount. We found 160 students who weren't going to be able to continue because they had debt of less than \$1,000 that they couldn't meet. These students might otherwise drop out to work and maybe not re-enroll down the road. In fact, there are statistics that show that you're several times more likely to graduate if you get a completion grant and go forward than if you drop out and start to work. If you think about how college graduates, on the other end, earn about \$1 million more in the workforce over their lifetimes, then this \$1,000 or so dollar-investment pays a fine return.

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None of this is possible without the continued support of Buckeye Nation. I am happy to announce we have exceeded our fundraising activity goal with more than a month to go in the fiscal year. We learned that roughly the first week in May, we exceeded last year's fundraising total, which was an all-time record. So kudos to the advancement team. This support is felt deeply throughout the community, from our students to faculty to staff and, in turn, the work being done to uplift lives across our city, state and nation.

A few weeks ago, more than 400 members of Buckeye Nation — including alumni, faculty, staff, students and supporters — gathered to address some of the most pressing health challenges of the 21st century. The 2018 Buckeye Summit focused on creating healthy communities, from wellness and well-being to addiction recovery and more. Dr. Richard Carmona, 17th surgeon general of the United States and a distinguished professor in our College of Nursing, served as moderator.

Our strategic focus on academic health care continues to provide excellence in service to individuals throughout our community. We were pleased to learn that both the Wexner Medical Center and University Hospital East received the highest possible score of "A" for patient safety from the Hospital Safety Grade. We also shared news that five nationally renowned surgeons have been recruited to our medical center to lead initiatives in patient treatment and surgical training. They come from the University of Massachusetts, University of Utah, University of Washington, Vanderbilt University and one of the new Buckeyes, Dr. Tim Sarac, comes from Yale to become chief of the vascular surgery division and founding director of our new Aortic Center. He said, "This is probably the only place in the country I would have gone to." We agree — and look forward to sharing more news in the weeks and months to come.

Just yesterday, we shared exciting news that another new Buckeye, Dr. Morley Stone, will be joining us. After a national search, Dr. Stone has been named senior vice president for research. He brings more than 25 years of experience in research and development, most recently as chief technology officer at Air Force Research Laboratory headquarters at Wright-Patterson Air Force Base. Dr. Stone, who is with us here today, will begin his new role on August 1. He is an international leader in various fields and has focused throughout his career on building strong relationships with academia, industry and government. These include The Ohio State University, the National Science Foundation and NASA. We are excited to welcome him to Ohio State, and to acknowledge the great work and commitment of our interim leader during this transition, Dr. Randy Moses. Please join me in acknowledging both Dr. Stone and Dr. Moses. Thank you very much.

Actually, there is one other person I want to acknowledge, Chief Craig Stone, who has accepted the wonder position of director of public safety for the University of Illinois. Next week will be his last week with us. Chief Stone, we have enjoyed working with you and the nation saw both your courage and steadfastness during one of the darkest hours on our campus, and the great stability you have brought to us is something we appreciate. And we know your larger role at the University of Illinois will help that community be safer as well. If you could, please stand and let us acknowledge you.

Advancing our research enterprise is a key element of our Time and Change strategic plan, and a vital part of our land-grant mission to serve our state and world. Two weeks ago, Ohio State successfully launched its first satellite into space with a goal of improving how scientists collect data from earth. Four days later, Ohio State student scientists finished first among 16 universities nationwide in the final year of the EcoCAR 3 challenge, which is redesigning a Camaro to improve its efficiency while retaining performance and safety. Dr. Stone arrives at an exciting time at Ohio State and we look forward to continuing to impact our communities and the world around us through new scientific advancements and discoveries.

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We will see firsthand examples of the university's impacts and partnerships during our state tours this summer. Our first state tour is later this month in northwest Ohio. As always, we'll make plenty of interesting stops focused on important issues such as water quality, health care and educational opportunity, including an affordability forum. More to come soon.

Overall excellence can be found throughout the university, and together, we will continue to define what it means to be a national flagship public research university in the 21st century. Thank you all very much.

Mr. Gasser:

Thank you, President Drake, for that excellent report. We will now move to our committee reports. As you all know, there's a lot of work that's done in the committees. Over the last few days, there have been some long meetings and some good discussion, so we'll start with Mrs. Wexner for the Wexner Medical Center report.

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### COMMITTEE REPORTS

Mrs. Wexner:

Thank you, Mr. Chairman. The Wexner Medical Center Board met Wednesday and we began by recognizing Marti Taylor — executive director of the Ross Heart Hospital — as she embarks on a new opportunity. She has had a great impact on our enterprise, and we will miss her energy, her experience and her wisdom.

Consistent with the theme of our meeting today, we recognize that in Ohio there is a real need to increase access to medical school for underrepresented minorities and disadvantaged students. I am proud to say our College of Medicine is a national leader in this regard, with 24 percent of our incoming medical class coming from underrepresented communities. During our meeting, we learned about two programs that contribute to that success. First, Dr. Dan Clinchot, dean for education at the College of Medicine, told us about MedPath, a selective program for potential students who have faced serious obstacles in their lives and are not typically strong candidates for medical school, but whom our faculty believe have the characteristics that will make them amazing physicians. MedPath accepts 15 new students each year, and they participate in a rigorous curriculum, academic skill development and mentorship. More than 90 percent of students who enter the MD curriculum through the MedPath program will go on to receive their MD, and these students are substantially more likely to practice in areas designated by the federal government as underserved in health care. It was truly an honor, I think for all of us who were there, to hear from four MedPath alums who shared their inspiring stories. It was a reminder to all of us present at that meeting why we do what we do, and to see those young people with tremendous opportunities they clearly otherwise would not have had was inspiring.

Then, Dr. Quinn Capers, the dean of admissions in the College of Medicine, told us about a partnership we have with Eastmoor Academy, a public high school on the east side of Columbus. This outreach program encourages talented high school students, who have been raised in a disadvantaged environment, to consider careers in medicine. In tandem with Eastmoor's unique biomedical curriculum, these students have the opportunity to come to our state-of-the-art Clinical Skills Center for hands-on learning experiences that bring the principles they're learning to life. Again, I think I can speak for all of those who attended to say that, as a land-grant institution, it is imperative we continue to perform this type of outreach and do all we can to help diversify the medical profession.



In Dean Kent's College of Medicine report, he recognized Phil Popovich, our new chair of the Department of Neuroscience. Dr. Popovich joined Ohio State in 1991, and in that time, he has received more than \$50 million in NIH funding and has become internationally known for his work in neuro-immunology and neuro-trauma. It is exciting to see such an impressive internal candidate receiving this important appointment. Dean Kent also highlighted two special programs — Catalyst, led by Ann McAlearney, which focuses on the rising area of health services research; and our Solid Organ Transplantation program, which has grown over the past five years from 47th to 14th in the nation. The one-year survival rates for our transplant patients range from 89 to 100 percent, depending on the organ, and all exceed the national rates, so we are obviously very proud of that work and how it is serving our citizens in Ohio.

David McQuaid and Elizabeth Seely shared an update on the resounding success of "Community Health Day" at CarePoint East. Last weekend, in support of the medical center's goal to create healthy communities, CarePoint East and medical center personnel offered 18 different types of screenings to a record 500 individuals. In light of that success, the medical center will host a large-scale "Healthy Community Day" at the Schottenstein Center on September 16, open to faculty and staff from 9 a.m. to 11 a.m. and to the general public from 11 a.m. to 3 p.m., and we encourage everyone to attend. This is one more example of The Ohio State University Medical Center and its physicians reaching out into the community and focusing on the health of the entire community.

Mr. McQuaid also shared the good news, as Dr. Drake mentioned, that the LeapFrog Group, a national leader and advocate in hospital transparency, has awarded the medical center and University Hospital East an A-rating for being one of the safest hospitals in the nation. Only 30 percent of hospitals in the U.S. receive an A-rating, so we are very proud of that outstanding recognition. Our patient safety is perhaps the most important thing we provide and continue to focus on.

Dr. Bill Farrar shared an update on The James, which recently opened an eight-bed intermediate care unit for patients that is helping to decrease costs and improve satisfaction for those who need treatment but not admission to the hospital. Additionally, The James' internationally renowned Blood and Marrow Transplant program just received a gold-level Beacon Award for excellence in patient care from the American Association of Critical-Care Nurses, which again, is a wonderful tribute to the physicians and nurses in that unit. Dr. Farrar also noted that Pelotonia is coming up — it's 56 days away — and we are sitting at nearly 7,000 riders. We need to break that over 8,000 riders that we had last year. This is Pelotonia's 10-year anniversary, so we know we are going to be breaking as many records as possible. It is a fabulous event that brings the entire community together, and as you know, every dollar goes to fund cancer research.

Dr. Raph Pollock discussed two major areas of focus for the Comprehensive Cancer Center — active recruitment efforts and the development of new programs, including a Center for Cancer Immunotherapeutics, and the creation of a program in conjunction with our College of Engineering to leverage their faculty expertise to address clinically resistant problems. We love to see the interdisciplinary nature of the work across this campus.

Mark Larmore presented the University Health System Financial Summary through April, and a forecast of the Fiscal Year 2019 budget. Admission results are ahead of budget by 0.4 percent, with a growth of 4.5 percent year-over-year, so we are growing at a rate faster than most medical centers around the country. We are running \$23 million ahead of our budget and \$51 million ahead of the prior year on our bottom line. As we prepare to go into a major capital program, our cash-on-hand continues to grow, and we have crossed over the \$1 billion mark in cash at the health system.

The Wexner Medical Center Board approved two resolutions, one for the Standard Care Arrangement between physicians and Advanced Practice Registered Nurses across the

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enterprise, and one for the ratification of committee appointments to the Quality and Professional Affairs Committee.

Then, we recommended for approval two resolutions that were also reviewed yesterday by the Finance and Master Planning and Facilities committees. These resolutions include the approval to enter into professional services and construction contracts for two projects, and the approval of the acquisition of property in Delaware County. These resolutions require approval of the Board of Trustees and are on the consent agenda. The committee then met in executive session and that concludes my report, Mr. Chairman.

(See Appendix LXV for background information, page 1409)

Mr. Gasser:

Thank you. Any questions or comments for Mrs. Wexner?

Mr. Shumate:

I would like to note the truly outstanding performance of our medical center. We hear these statistics and sometimes I don't think we pause to recognize that both the quantitative as well as qualitative measures of our medical center are at an all-time high. I'd like to applaud the leadership and the staff and all the hardworking individuals at the medical center, if we might.

Mr. Gasser:

Thank you, Mr. Shumate. That was very well said. And thank you, Mrs. Wexner, for your leadership and hard work there. Mr. Fischer, Master Planning?

Mr. Fischer:

Thank you, Mr. Chairman. The Master Planning and Facilities Committee met yesterday morning. We had three items for discussion. Jay Kasey presented the Physical Environment Scorecard and discussed changes to the metrics. Lyn Ready shared the Major Project Status Update for construction projects over \$20 million. The details of that information are in your packages. I would report that there are no significant issues in either area. Keith Myers then presented the current design for OSU East's West Wing expansion at the Wexner Medical Center. This is a partial renovation and expansion, totaling over 40,000 gross square feet, and it is in the design development phase. It will improve the patient arrival experience while adding a new imaging suite and four new state-of-the-art operating rooms, including one hybrid OR. The design phase of the project examined future development of the hospital to ensure that today's investments align with the long-term vision for both the hospital and the surrounding community. It's a great example of this institution's partnership with the city of Columbus. A number of years ago, a decision was made to enter into both the neighborhood collaborations and the hospital is a key ingredient of not only a healthy neighborhood in physical and mental health, but economic health as well. This project was reviewed by the university's Design Review Board and is on the consent agenda for approval to begin construction.

In addition to those three discussion items, the committee reviewed several items for approval. All of these are on our consent agenda for approval today. Mike Papadakis and Mr. Kasey presented the Fiscal Year 2019 Capital Investment Plan. This is a rolling five-year plan that captures the spending on all capital projects that have been previously approved or are anticipated to begin in the next fiscal year. The plan authorizes \$791 million for 91 new projects, and those are projects over that five-year period. All projects included in the plan over \$4 million will require additional committee and board approval before design and construction will take place.

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Scott Potter presented the Fiscal Year 2019 Ohio State Energy Partners Utility Systems Capital Improvement Plan. With our new energy plan, we separate capital projects into two different approvals. The projects that are anticipated to begin in Fiscal Year 2019 fall into one of three categories: life-cycle, expansion or energy-conservation measures. 80 percent of the proposed projects are energy-conservation measures, which have a very strong return on investment and will directly contribute to the university's goal of reducing energy use. Ms. Readey then presented a request for approval to enter into professional services and construction contracts for three projects, including the project Mrs. Wexner had previously mentioned in Delaware County and the OSU East project that I had described. Next, the committee reviewed a joint-use agreement between the university and the PAST Foundation. The university was allocated funds in the Fiscal Year 2019 State Capital Bill specifically designated for use by the PAST organization for a new roof, and is in essence a pass-through The Ohio State University to that nonprofit.

Finally, the committee reviewed a request for approval to grant limited authority for select off-duty law enforcement officers to carry a concealed firearm on university property. This is being done because we have increased security measures in a number of places on campus that are requiring metal detectors, and this very limited exception only applies to law enforcement officers employed full-time by the Ohio State Division of Police, city of Columbus Division of Police, Franklin County Sheriff's Office and Ohio State Highway Patrol.

The Master Planning and Facilities Committee passed these resolutions, which are included in the consent agenda. I would remind everybody that we have an important informational session at 1 p.m. to talk about the five big projects that are across the horizon over the next number of years. The committee then met in executive session, and that concludes my report, Mr. Chairman.

Mr. Gasser:

Thank you, Mr. Fischer. Any comments or questions? Mr. Fischer, you have a lot on your plate right now, so thank you for all your hard work. Mr. Shumate, you have double duty today. You become former chairman, and now you have double duty.

Mr. Shumate:

Thank you, Mr. Chairman. Yesterday, the Talent and Compensation Committee met and we started our meeting by recognizing the 2018 recipients of the Distinguished Diversity Enhancement Awards. The University Senate's Diversity Committee, in partnership with the Office of Human Resources, gives these awards annually to acknowledge individuals and teams around Ohio State who have made significant contributions to furthering diversity and inclusiveness at the university.

Next, as a follow-up to the HR strategic plan overview that was presented at our Talent and Compensation Committee meeting back in February, Susan Basso and members of her HR leadership team discussed the action steps for the initial implementation of each of the HR plan's three strategic pillars. Those three being HR Excellence, Talent Management and Total Rewards.

Kim Shumate, assistant vice president for strategic initiatives, is leading the implementation and measurement of the HR strategic plan. She talked with us about the goal to improve the overall experience for Ohio State employees through the transformation of core HR processes, moving them from largely reactive and transactional to proactive. Molly Driscoll, interim assistant vice president for talent, leadership and diversity, provided an overview of the Talent Management pillar with emphasis on employer branding, employee engagement, as well as onboarding. Ms. Driscoll explained how the goal to attract, engage and retain a dynamic and diverse workforce relies heavily on attracting high-quality candidates, increasing employee

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engagement, retaining and developing high performers, and proactively planning for the workforce needs of the future. Joanne McGoldrick, assistant vice president for total rewards, shared the plan's goals, objectives and vision for success with a deliberate focus on the re-prioritization of the work related to the classification and compensation structure across the university. Timelines for each of these strategic pillars, including timing for how these initiatives coincide with the Enterprise Project, were shared, and initial ideas related to the development of a scorecard for tracking HR strategic plan metrics were also presented.

Next, Susan Basso updated the committee on several offers that have been accepted, including Norman Jones, the dean and director of the Mansfield Campus; Donald Pope-Davis, the dean of the College of Education and Human Ecology; and Morley Stone, the senior vice president of research. Ms. Basso reviewed the personnel actions with the committee pertaining to Jay Kasey, our senior vice president of administration and planning; David McQuaid, vice president for health services, chief executive officer of the health system and chief operating officer of the Wexner Medical Center; as well as Morley Stone. The committee approved the personnel actions, which appear on the consent agenda today. We also met in executive session, and that concludes my report, Mr. Chairman.

Mr. Gasser:

Thank you, Mr. Shumate. Any questions or comments? Thank you for your leadership. Mrs. Hoeflinger, Advancement, please?

Mrs. Hoeflinger:

Yes, thank you, Mr. Chairman. The Advancement Committee met yesterday and I am pleased to share our progress. We began with an impressive presentation from Don Stenta, AVP for alumni experiences. He discussed how advancement is supporting the Access, Affordability and Excellence pillar of our strategic plan. As you know, Ohio State aims to further its position as a leading public university, offering a high-quality education that prepares students for success at an affordable cost. Advancement is helping enable, empower and inspire its audiences related to this strategic pillar. They are utilizing marketing strategies and partnerships, hosting financial wellness workshops to help students after they graduate, and showcasing outstanding faculty efforts through speaking series and educational forums.

Gifford Weary also shared how the Foundation Board is providing leadership in support of access, affordability and excellence. During this past academic year, more than 1,500 students benefitted from their scholarship funds, and during the *But for Ohio State* Campaign, they committed nearly \$45 million to student aid. The Foundation Board directors are dedicated to advancing all aspects of the strategic plan, and the breadth and scope of their involvement across the university is exceptional, with lead gifts in more than 15 programs and 30 chairs or professorships. Our committee very much appreciated how advancement views access, affordability and excellence not as separate concepts, but rather intertwined. Together, they determine the educational excellence of our university.

Janet Porter provided a recap of the Buckeye Summit, which took place at COSI on April 13. People from as far away as China and Tanzania — and I hope you got to meet them, Janet, that is just cool that they came from all those places — gathered to strategize how we can create healthy communities and prevent addiction. If you attended, you can attest that the energy levels were high and Janet has promised to swim, I think, 65 miles a year?

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Dr. Porter:

This year. Not every year!

Mrs. Hoeflinger:

For the rest of the year — that's impressive! So we will watch that, Janet.

We reviewed our Advancement Scorecard, which pointed to an increase in our fundraising numbers, as Dr. Drake pointed out earlier. We also reviewed the Marketing Dashboard and heard from Adrienne Nazon about the marketing team's efforts to test and refine its approach to social media. They are doing really great work on how we are using digital to bring in new pledges, specifically.

Finally, the Advancement Committee approved a series of resolutions, including the proposed transfer of the Kiplinger Program in Public Affairs Journalism to the E.W. Scripps School of Journalism at Ohio University. This transfer includes the associated funds and will uphold the integrity of the program as it was originally intended. The committee also approved two proposed naming resolutions within the College of Nursing and the College of Arts and Sciences.

Mike Eicher presented the proposed amendments to the university's endowment minimums. Ohio State benchmarked with peer institutions and involved volunteers, deans and directors in the process. The recommended amendments would go into effect on July 1 of this year.

Finally, we are recommending that John Fisher, also known as "Jack" to many of us, for the Distinguished Service Award. Jack is a former member of this board and the Alumni Association Board of Directors. He is an incredibly dedicated alumnus, a highly involved volunteer and a steadfast Ohio State fan, as you know.

Then we met in executive session, and that concludes my report, Mr. Chairman.

Mr. Gasser:

Thank you, Mrs. Hoeflinger. Any questions? Thank you very much. Mr. Zeiger, Audit and Compliance, please?

Mr. Zeiger:

Thank you, Mr. Chairman. The Audit and Compliance Committee met yesterday and completed six items for discussion. First, Provost Bruce McPheron provided a status report on the university's independent external investigation into allegations of sexual misconduct involving a former university-employed physician, Dr. Richard Strauss. The external investigation is being undertaken by the nationally prominent law firm of Perkins Coie, who have been carefully selected because of their special expertise in this area and their independence. The investigation has two principal functions — first, to identify and evaluate the veracity of the allegations, and secondly to determine the extent of the university's potential knowledge of these events at the time they were occurring.

The attorney general of the state of Ohio has appointed Kathleen Trafford of the Porter Wright law firm as special counsel to the attorney general's office to oversee the Strauss investigation. She provided a letter providing an update on the developments in the investigation. That letter was read by Provost McPheron during the course of our committee meeting. It has been provided to each of the board members and has been publicly reported. Obviously, these allegations are extremely serious and very concerning. I would like to thank all of those, who now total approximately 100, who have come forward with information, and would encourage all of those who have not yet

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done so but do have information to understand that this process is entirely confidential and will be maintained as entirely confidential.

We went on to discuss the fact that the Board of Trustees, in its oversight responsibilities, has established a task force made up of four trustees and members of the Audit Committee. Tim Smucker, former chair of the Audit and Compliance Committee, Alan VanderMolen, Janet Porter and myself are the current trustees. Craig Morford, a senior executive of Cardinal Health with responsibility for government affairs, law and compliance and special expertise in this area, has also been added to that task force. I would comment that it's important to understand that the board of trustees is exercising its required responsibility of oversight. We believe that the investigation is being undertaken appropriately with independence by highly competent people. There will be more to report as the investigation moves forward.

We then went on to the rest of our agenda. We met with Christa Dewire, who is our external auditor from PwC. PwC has been the auditor for a number of years. Christa has demonstrated extreme competence in the way they have handled these audits. She reported that we are fully engaged in the audit process. The initial meetings are complete. We will be coming down to a final audit report this fall. Nothing unusual to report in that context.

We also went back and reviewed our committee guidelines and operating agendas. We thought that it was important to make sure that we as a committee understood the expectations of this board on all of the responsibilities that we have. We also talked about the fact that it's important for the committee members to be offering their own suggestions and ideas for setting the agendas for our meetings, and we have been soliciting feedback from not only committee members but also senior officers of the university as to how Audit and Compliance can better fulfill its responsibilities.

We then had an extensive presentation by Gates Garrity-Rokous and Lynn Readey, helping us understand the compliance components that the university has in place dealing with both environmental law, environmental health and safety issues, and OSHA requirements. We have an extensive program in place. We will continue to receive information about the effectiveness of that program, but I came away very reassured that we are doing the right things in this arena.

We then looked at the Audit and Compliance Scorecard. This scorecard, as each of you know, rates the largest risks that the university faces. A risk that has moved from green to yellow and has the committee's focus is the fact that questions of academic misconduct are becoming more frequent. We have asked for a full report on that at our next committee meeting, including the steps the university is taking to deal with some of these issues.

Finally, the university has 40 affiliated entities in which the university has substantial involvement, but maybe not total legal control. We went through the process by which these are approved. The board has approved each of these 40 affiliated entities. We went through the governance structure so we are comfortable with that, and we know that a lot of these have the Ohio State name attached to them, so we are very sensitive to making sure they are being properly supervised. Both the administration and the legal office are doing a good job of that.

We had two senior university officials report to us on the affiliated entities they're associated with. Dean David Williams of the College of Engineering shared information about the Transportation Research Center, which is at the cutting edge of autonomous vehicles and related research. The work that is being done is remarkable. The amount of money being added into that facility by the state of Ohio is, again, very substantial. We went through some leadership changes that have been required there and have received assurances that those leadership changes are dealing with any of the issues

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that had previously been experienced. Then we had Dr. Wondwossen Gebreyes report to us on Ohio State's Global One Health Initiative. Frankly, I wasn't aware we were doing this. I think it is a remarkable program. It is centered in the country of Ethiopia. We are bringing the expertise of our scholars along with medical and agricultural and veterinary resources to people who don't have the same advantages we do. I was surprised we had over 100 students participate in this program in the last 12 months, and indeed 40 faculty have been involved one way or another. It goes to show the truly global nature of the impact of Ohio State, and the fact that we're doing great things around the world. We also have focused on the fact that, as an Ohio State entity, the need to have proper controls in place, and I believe that we have demonstrated so far that that's the case.

We then met in executive session, Mr. Chairman, and that concludes my report.

Mr. Gasser:

Thank you, Mr. Zeiger. Any questions or comments? Thank you for all the time and effort you're putting into this committee and also to all of the members of the Audit Committee. We thank you very much for all of that effort. Mr. Kellogg, are we ready for Academic Affairs and Student Life?

Mr. Kellogg:

Thank you, Mr. Chairman. The Academic Affairs and Student Life Committee met Thursday and discussed a variety of items. We began with a presentation on access, affordability and excellence from Dr. J and Ashley Pryor, director of Student Life's Social Change unit. They highlighted various outreach programs that Student Life offers to promote access to students in rural and disadvantaged urban areas, as well as to scholars in youth correctional facilities. One of our current students, Austin Ward from rural Vinton County, shared how the Day in the Life of a Buckeye program greatly impacted his decision to come to Ohio State, and how he continues to volunteer with that particular effort. Continuing the theme, Provost McPherson spoke briefly about the progress Ohio State is making to cut costs for students and to increase access. He began with an update on the Digital Flagship Initiative, noting that roughly 1,800 incoming students on the Columbus and Newark campuses have received their iPads, and then reminded the committee of the announcement last week regarding the expansion of the Buckeye Opportunity Program to the regional campuses, which will start the spring of 2019.

He then introduced Liv Gjestvang, associate vice president of learning technology, who leads the Digital First Initiative. Ms. Gjestvang explained how the Affordable Learning Exchange awards grants to faculty who want to replace their conventional, and sometimes costly, course materials with open educational resources or low-cost alternatives. Not only does this save students money, but instructors can create custom course content and transform the teaching and learning experience in their respective classrooms. Jasmine Roberts, a lecturer in our School of Communications, explained how she leverages this program to benefit her students, who in some cases, some of the students have had to make the choice between food or textbooks.

Provost McPherson shared a brief video highlighting the new facilities that have been built on our regional campuses. If you recall, we had one of our board meetings in the new residence hall on the Newark campus last year. He then turned the presentation over to Ryan Schmiesing, vice provost for strategic planning and implementation, and liaison to the regional campuses. Dr. Schmiesing's presentation focused on the steps that our regionals are taking to increase the rates of retention and graduation, especially among students from lower-income families, first-generation students, or those who need supplemental academic support and counseling. Along with the expansion of the Buckeye Opportunity Program to the regional campuses, these steps comprise a pilot project designed to determine if financial resources, when combined with additional

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support mechanisms, can raise retention rates on these campuses. He said the Office of Academic Affairs will assess the results, along with a team in Undergraduate Education, and will modify the project as necessary.

Finally, Provost McPherson recommended a series of resolutions for approval by the full board, including our 2018-2020 Completion Plan; updating the rules of the university faculty; approving faculty personnel actions; amending the clinical faculty appointment cap in the College of Dentistry; approving degrees and certificates for summer commencement; and establishing an online Master of Public Administration and Leadership program in the Glenn College of Public Affairs.

All of those resolutions appear on the consent agenda today. After approving those items for action, the committee recessed to executive session. That concludes my report, Mr. Chairman.

Mr. Gasser:

Thank you, Mr. Kellogg. Any comments or questions? Clark, I really do appreciate all of the time you spend, especially in other meetings, too. I was struck two days ago in the Wexner Medical Center meeting when you mentioned to us how powerful stories are. I think that was a wonderful comment and an example we should all remember. So, thank you. Mr. Smucker, Finance?

Mr. Smucker:

Yesterday was my first meeting as chair of the Finance Committee, and it was rather eventful. We had a healthy discussion, which is what we're supposed to have. Mr. Papadakis and Kris Devine presented the Interim Financial Report for the first nine months of Fiscal Year 2018, and the scorecards through April 2018. All metrics on the consolidated fiscal scorecard are green, with the exception of one yellow area — total expenses. While consolidated revenues were \$149 million above budget, expenses were \$51 million over budget, primarily because of increased volumes for the health system and OSUP. And just like the Master Planning Committee, we also heard Ms. Readey's update on major construction projects of more than \$20 million.

The Finance Committee additionally discussed a full slate of action items. We began with Ms. Readey's request for approval to enter into four professional services and construction contracts for projects, including the renovation of two NICU floors at Doan Hall, renovation of the Service Building Annex for a bus and vehicle maintenance facility, construction work on the Advanced Materials Corridor, and the expansion and renovation of the West Wing of OSU East Hospital. Portions of this request were reviewed and approved by both the Wexner Medical Center Board and the Master Planning and Facilities Committee as previously reported.

Mr. Papadakis then presented the tuition and fees and user fees proposals for the 2018-2019 academic year. Among them, the university will continue the Ohio State Tuition Guarantee, which provides students and their families with predictability about the cost of a four-year education. For incoming students on the Columbus campus, the total cost of in-state tuition, mandatory fees, room and board will increase by 1.4 percent to cover inflation and then remain frozen for four years. Tuition remains frozen for other in-state students, including sophomores who were part of the first cohort of the Tuition Guarantee. In other changes, the non-resident surcharge will increase by 4.8 percent, housing and dining rates will increase by 1.5 percent for most students, and student health insurance rates will increase 8.7 percent to cover the cost of third-party coverage.

Mr. Papadakis, Ms. Devine and Mr. Larmore then presented the consolidated operating budget plan for Fiscal Year 2019, including the academic enterprise and the Wexner Medical Center. Overall, revenues are expected to grow to \$7.5 billion and expenses to \$6.9 billion. Growth is driven primarily by increased patient care at the Wexner Medical



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Center, and the budget reflects the university's continuing investments in access, affordability and excellence. Just like the Master Planning committee, we also reviewed the Fiscal Year 2019 Capital Investment Plan, as well as the FY19 capital plan for the Ohio State Energy Partners.

Mr. Papadakis presented three resolutions to create 11 endowments using proceeds of the Comprehensive Energy Management Project. The \$700 million Strategic Initiatives Endowment Fund will provide support for student financial aid through the Buckeye Opportunity Program, as well as strategic initiatives in teaching excellence and other areas. The \$75 million Energy Stabilization Fund will help pay for unexpected fluctuations in energy prices and other issues related to energy procurement, utilization and optimization. The last item would establish nine endowments totaling \$54.5 million to fund portions of the academic collaboration package in the Ohio State Energy Partners' winning bid. These will support student scholarships, sustainability projects outside the scope of the energy partnership, endowments to support the dean of the Graduate School and four faculty positions, and sustainability curriculum and staff development. The committee agreed, after our discussion of the Strategic Initiatives Endowment Fund, to consider the broader policy question of how best to oversee annual distributions from endowments. We are going to revisit that topic in August.

Like in Master Planning and the Wexner Medical Center Board, we also heard the request for approval to purchase property in Delaware County. Jake Wozniak presented the annual reauthorization for the senior vice president of business and finance to perform various financial transactions on behalf of the university. Mr. Wozniak also presented a resolution to extend the board's previous authorization for the university to issue up to \$1 billion in debt, which would otherwise expire on June 30, 2018. The university has issued \$600 million in debt toward that total for upcoming capital projects, so the extension will continue the authorization for the remaining \$400 million through June 30, 2020. Finally, Ms. Devine presented a resolution to reappoint four members to the Self-Insurance Board through June 30, 2020. The Finance Committee passed these resolutions, which are included on the consent agenda today, however, two of the items will be voted on individually.

Since the committee had such a healthy discussion, we didn't have an executive session, so that concludes my report.

Mr. Gasser:

Thank you, Mr. Smucker. Any questions or comments? Baptism under fire. Mr. Shumate, Governance, please?

Mr. Shumate:

Thank you, Mr. Chairman. The Governance Committee met this morning and began by thanking and acknowledging Governor Kasich for his recent appointments to the board. Those include Gary Heminger, Liza Kessler and Janice Bonsu.

Chris Culley, Gates Garrity-Rokous and Jessica Tobias presented our annual trustee ethics training. As we all know, our Statement of Ethical Conduct and Leadership Integrity requires that all trustees attend annual ethics education.

Blake Thompson then provided a debrief from the Association of Governing Boards' National Conference on Trusteeship in April. We were very proud to have Ohio State well represented this year, including several members of our board and you, Mr. Chairman, as the new chair of the Board of Trustees here.

Moving on to items for action, we presented the resolution to ratify committee appointments for 2018-2019. The roster is provided in your board materials and reflects

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the committee leadership changes made by Chairman Gasser, including John Zeiger as chair of Audit and Compliance; Tim Smucker as chair of Finance; Hiro Fujita as chair of Talent and Compensation; and my appointment as chair of Governance. The roster also includes the rotation of assignments for our student trustees — appointing Jordan Moseley to the Finance, Advancement, Governance, and Talent and Compensation Committees. Jordan, you will be very busy this year.

We then presented the resolution to ratify appointments to the Wexner Medical Center Board. Five university trustees — Abigail Wexner, Cheryl Krueger, Hiro Fujita, John Zeiger and Janet Porter — will be serving this year on the Wexner Medical Center Board. In addition, three appointments were made as public members — Jerry Jurgensen, Cindy Hilsheimer, as well as Stephen Steinour. The committee also met in executive session and that concludes my report.

Mr. Gasser:

Thank you, Mr. Shumate. Questions for Governance? Again, thanks to everyone for all of the hard work that is being done in the committees. There's a lot of heavy lifting, so thank you very much.

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### **CONSENT AGENDA**

Mr. Gasser:

Now for the consent agenda. President Drake, would you like to present it to the board?

Dr. Drake:

Thank you, Chairman Gasser.

The consent agenda has been updated based on actions taken at yesterday's committee meetings. We have updated copies at your seats and available for the public. Today, we have 31 resolutions on the consent agenda. We will hold one separate vote for items three, four and 13 on the agenda, and two additional separate votes for items seven and 10.

To begin, we are seeking approval for ...

### **RESOLUTIONS IN MEMORIAM**

Resolution No. 2018-113

Synopsis: Approval of Resolutions in Memoriam, is proposed.

BE IT RESOLVED, That the Board of Trustees hereby approves the following Resolutions in Memoriam and that the president be requested to convey copies to the families of the deceased.

#### **Saul Blumenthal**

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on March 10, 2018, of Saul Blumenthal, Professor Emeritus of Statistics in the College of Arts and Sciences.

Professor Blumenthal served on the faculty from 1983 until he retired in 2006. He was well known in statistics circles and he received recognition for his work from leading professional societies, including the American Statistical Association, the Institute for

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Mathematical Statistics and the International Statistical Institute. He provided dedicated service to these organizations and to the Department of Statistics here at Ohio State with noted success in his role as chair of Graduate Studies from 1994 through 1999.

Professor Blumenthal was a dedicated scholar who took pride in getting his work exactly right. His meticulous craftsmanship and caring nature drew excellent students to him, and several have gone on to have successful academic careers.

Professor Blumenthal's research spanned several areas of statistics, including reliability theory, survival analysis and the selection of the best among a set of populations. This last problem is the genesis of much current work on model selection and post-selection inference. Professor Blumenthal's most influential work touched on estimation of the sample size. His research in this area foreshadowed a modern resurgence that is impacting areas as diverse as survey sampling and the undercount in the U.S. Census, and ecological applications focusing on estimation of the number of species in a region.

On behalf of the university community, the Board of Trustees expresses to the family of Professor Saul Blumenthal its deepest sympathy and sense of understanding of their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

#### **Walter F. Ersing**

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on February 7, 2018, of Walter F. Ersing ('55 MA, '64 PhD), Professor Emeritus of Physical Education and Exercise Science in the College of Education and Human Ecology.

Professor Ersing served on the faculty from 1957 to 1989. He was known for his commitment to physical education and sports with emphasis on adapted physical education to better the lives of people with disabilities. He began his career at Ohio State as head coach of Men's Varsity Soccer, serving for a decade. During this time, he was elected to leadership positions with soccer associations at the state, national and international levels. He also coached in the community, founding first the Upper Arlington Youth Soccer Program, then co-founding the Central Ohio Soccer League. Notably, he served on the U.S. Olympic Committee from 1964 to 1974, with responsibility for selecting the U.S. soccer athletes for the World Olympic Games and the Pan American Games. The committee gave him its 1976 Award of Commendation.

In addition to coaching, Professor Ersing officiated for college and high school soccer for 54 and 44 years, respectively. In 1974, he founded the Central Ohio Soccer Officials Association. He also officiated for swimming, starting in 1954 as a graduate student under Mike Peppe, the well-known Ohio State Men's Swimming coach. Professor Ersing officiated for high school swimming from then until his passing.

One of his most visible academic achievements, in addition to his research publications and books, was creating the Adapted Physical Education Interdisciplinary Graduate Program (APEIGP) in the School of Health, Physical Education and Recreation. The program also was an academic unit of the renowned Nisonger Center. Under his guidance, the APEIGP prepared specialists at the master's and doctoral levels to serve children, youth and adults with intellectual and developmental disabilities. By winning federal grants from the U.S. Bureau of Education for the Handicapped, Professor Ersing was able to allocate funds for graduate student stipends, research and in-service education over two decades. One project was the Developmental Motor Laboratory. It was a one-on-one teaching model for physical education undergraduate students who, supervised by APEIGP graduate students, worked with children with special needs. The lab proved incredibly valuable because it offered the only opportunity for most of these children to experience weekly physical activity, swimming and fundamental development.

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Professor Ersing also coordinated and gave presentations with APEIGP doctoral students at every Ohio Committee Hearing on Professional Guidelines throughout Ohio. The result was approval of Ohio's Adapted Physical Education Teaching Certification Standard. Professor Ersing was noted for serving many community agencies for individuals with special needs. Among them were the Ohio Special Olympics and the Ohio Wheelchair Athletic Association. He also played a pioneering role in developing building and public-space accessibility policies locally, statewide and on the federal level. He assisted in early accessibility projects for Ohio State and Wright State University, as well as helped create the nation's first two accessible city park playgrounds in Upper Arlington and Worthington, Ohio. Among his many awards, including induction into four halls of fame, he received the Adapted Physical Activity Council Special Recognition Award from the American Alliance of Health, Physical Education, Recreation and Dance.

On behalf of the university community, the Board of Trustees expresses to the family of Professor Walter F. Ersing its deepest sympathy and sense of understanding of their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

### **R. Clayton Roberts Jr.**

The Board of Trustees of The Ohio State University expresses its sorrow upon the death on March 29, 2018, of R. Clayton Roberts Jr., Professor Emeritus of the Department of History.

R. Clayton Roberts Jr. (known as Clayton) was born in Changsha, China, the son of missionaries Ray Clayton Roberts Sr. and Eva Rewalt Roberts. He was the youngest of four children, including his identical twin, Fredrick Davidson Roberts (known as David) who was 10 minutes older.

Professor Roberts' family left China due to his mother's health and lived in Colorado for a time before settling in Seattle, Washington. He attended Whitman College in Walla Walla, Washington, but World War II interrupted his studies. After the war, during which he and his brother performed alternative service as conscientious objectors, the brothers continued their studies at the University of Washington, majoring in history. Both went on to graduate school. Professor Roberts attended Cornell University and spent a year at the University of Glasgow.

He was one of those lucky people who really enjoyed the job he was paid to do. Students remembered Professor Roberts as a good lecturer who was also very kind. He worked hard preparing lectures for the courses he taught, but his passion was research and writing history. He and his family spent three years in London, England, (1959-60, 1965-66 and 1972-73) where he conducted research for five books, three of which dealt with the transfer of power in England from a monarchy to a parliamentary system. These included Professor Roberts' *Growth of Responsible Government in Stuart England* (Cambridge University Press, 1966) and *Schemes & Undertakings: A Study of English Politics in the Seventeenth Century* (Ohio State University Press, 1985). He also co-wrote with his brother *A History of England Volume I: Prehistory to 1714* (Prentice-Hall, 1986), and *A History of England Volume II: 1688 to the present* (Taylor & Francis, 1990); both volumes still are being used in college classrooms today. His final book was *The Logic of Historical Explanation* (Pennsylvania State University Press, 1996).

After his retirement from Ohio State, Professor Roberts and his wife, Anne, spent summers in their cottage on the Bruce Peninsula in Ontario, while residing in London the remainder of the year. Still, he continued his research. In 2000, he permanently moved to Houghton, Michigan, on the Upper Peninsula, in part because of the certainty of snow, for he and his wife enjoyed skiing.

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Unfortunately, Professor Roberts suffered from glaucoma later in life and gradually lost his eyesight. It was a sad day when he could no longer read, but he took advantage of recorded books. Anne, his wife of 65 years, cared for him in their home in Houghton until the last few months of his life.

Professor Roberts is survived by his wife, four children and seven grandchildren. He will be remembered for his kindness and for his insistence on rational thinking.

On behalf of the university community, the Board of Trustees expresses to the family of Professor R. Clayton Roberts Jr. its deepest sympathy and sense of understanding of their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

#### **David Franklin Robinson**

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on April 14, 2018, of David Franklin Robinson, Associate Professor Emeritus of Slavic Languages in the College of Arts and Sciences.

After graduating from Swarthmore College in 1957 and prior to enrolling in graduate school at the University of Pennsylvania, where he would receive his graduate and doctoral degrees, Professor Robinson served in the military intelligence branch of the United States Army and earned a certificate of proficiency from the U.S. Army Language School in 1959. Professor Robinson served on the faculty at Ohio State from 1964 until he retired in 1993. He was a member of the Slavic Department almost since its inception, specializing in historical linguistics, phonology and old Lithuanian bibliography.

His encyclopedic knowledge on Slavic and Baltic languages was highly valued by students and scholars. He led several student trips to the former Soviet Union, and as a Fulbright Scholar studied in Paris, Rome, London and Sofia, Bulgaria. For six years, he chaired the Department of Slavic and East European Languages and Cultures. Prior to retiring, he endowed The Talvi Fund, providing scholarships to undergraduate and graduate students for research, service and teaching activities related to Slavic and East European languages, linguistics, literatures and cultures.

In addition to his duties leading the department, Professor Robinson served as the secretary-treasurer of the Ohio American Association of Teachers of Slavic and East European Languages, co-chairman for the Slavic and Baltic Linguistics section of the Modern Language Association Bibliography, the associate editor of the *Journal of Baltic Studies*, assistant director of the Committee on Institutional Cooperation Slavic Institute at Ohio State, and secretary of the Linguistic Circle of Columbus.

Professor Robinson was the recipient of numerous awards and grants, including a Fulbright-Hayes Fellowship, Ohio State Grant-in-Aid and an American Philosophical Society Research Fellowship.

On behalf of the university community, the Board of Trustees expresses to the family of Professor David Franklin Robinson its deepest sympathy and sense of understanding of their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

#### **Robert C. Stiefel**

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on April 4, 2018, of Robert (Bob) C. Stiefel, Professor Emeritus of the College of Engineering.

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Professor Stiefel served on the faculty of the Department of Civil, Environmental and Geodetic Engineering from 1971 until he retired in 1996. His teaching and scholarship in the disciplines of water resources engineering, physical treatment processes, water resources design, industrial waste treatment, and environmental pollution abatement were impactful in academia, industry and government.

As director of the Ohio Water Resources Center (WRC) from 1973 to 1995, he encouraged and supported research in the area of physical, chemical and biological treatment processes for water and wastewater. Today, the WRC leadership team, inspired by Professor Stiefel's example, remains committed to the center's mission of environmental research and stewardship.

Professor Stiefel enhanced Ohio State's academic reputation at the state and national levels as he assumed senior leadership roles in prominent organizations who championed clean, public water resources. Appointed by Governors Richard F. Celeste and George V. Voinovich, he served as vice chair of the Ohio Water Advisory Council. As president from 1981 to 1983 of the National Institutes for Water Resources, he advocated for expanded and sustained research in water and wastewater treatment.

He was a passionate teacher who mentored both undergraduate and graduate students. For many years, he served as faculty advisor to Chi Epsilon, an honorary student organization dedicated to the promotion and improvement of the civil engineering profession through the development of technical ability, character and service among its members.

Colleagues and students both recognized Professor Stiefel's impact at Ohio State. He was the recipient of the Lichtenstein Award for Faculty Excellence in 1983 and, in 1989, was honored with The Charles Ellison MacQuigg Award for Outstanding Teaching. The MacQuigg Award is presented to faculty members who have demonstrated, in a superior manner, their interest and willingness to help students, their interest in improvement of the high reputation of the College of Engineering, and their outstanding teaching ability. This award is especially meaningful to faculty members as students in the College of Engineering nominate and elect the recipient.

On behalf of the university community, the Board of Trustees expresses to the family of Professor Robert C. Stiefel its deepest sympathy and sense of understanding of their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

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#### **RATIFICATION OF COMMITTEE APPOINTMENTS 2018-19**

Resolution No. 2018-114

BE IT RESOLVED, That the Board of Trustees hereby approves that the ratification of committee appointments for 2018-19 are as follows:

##### **Academic Affairs and Student Life:**

Clark C. Kellogg, Chair  
Cheryl L. Krueger, Vice Chair  
Abigail S. Wexner  
Hiroyuki Fujita  
Alan A. Stockmeister  
**ALAN VANDERMOLEN**  
Janet Porter  
Richard K. Herrmann  
Michael J. Gasser (ex officio)

##### **Master Planning and Facilities:**

Alexander R. Fischer, Chair  
James D. Klingbeil, Vice Chair  
**TIMOTHY P. SMUCKER**  
Brent R. Porteus  
Alan A. Stockmeister  
Robert H. Schottenstein  
Michael J. Gasser (ex officio)

**Talent and Compensation:**

**HIROYUKI FUJITA**, Chair  
**ALEX SHUMATE**, Vice Chair  
**CLARK C. KELLOGG**  
Erin P. Hoeflinger  
John W. Zeiger  
**H. JORDAN MOSELEY**  
Janet Porter  
Michael J. Gasser (ex officio)

**Finance:**

**TIMOTHY P. SMUCKER**, Chair  
Brent R. Porteus, Vice Chair  
Jeffrey Wadsworth  
**ALEX SHUMATE**  
**ERIN P. HOEFLINGER**  
Alexander R. Fischer  
John W. Zeiger  
**H. JORDAN MOSELEY**  
**JAMES D. KLINGBEIL**  
**LAWRENCE A. HILSHEIMER**  
Michael J. Gasser (ex officio)

**Audit and Compliance:**

**JOHN W. ZEIGER**, Chair  
**TIMOTHY P. SMUCKER**, Vice Chair  
Jeffrey Wadsworth  
**BRENT R. PORTEUS**  
Hiroyuki Fujita  
James D. Klingbeil  
Amy Chronis  
Craig S. Morford  
Michael J. Gasser (ex officio)

**Wexner Medical Center:**

Leslie H. Wexner, Chair  
Abigail S. Wexner  
Cheryl L. Krueger  
**HIROYUKI FUJITA**  
**JOHN W. ZEIGER**  
Janet Porter  
Stephen D. Steinour  
Robert H. Schottenstein  
**W.G. "JERRY" JURGENSEN**  
**CINDY HILSHEIMER**  
Michael J. Gasser (ex officio, voting)  
Michael V. Drake (ex officio, voting)  
Bruce A. McPheron (ex officio, voting)  
Michael Papadakis (ex officio, voting)  
K. Craig Kent (ex officio, non-voting)  
L. Arick Forrest (ex officio, non-voting)  
David P. McQuaid (ex officio, non-voting)  
Mark E. Larmore (ex officio, non-voting)  
Andrew M. Thomas (ex officio, non-voting)  
Elizabeth O. Seely (ex officio, non-voting)  
Susan D. Moffatt-Bruce (ex officio, non-voting)  
Mary A. Howard (ex officio, non-voting)  
William B. Farrar (ex officio, non-voting)  
Martha C. Taylor (ex officio, non-voting)

**Governance:**

**ALEX SHUMATE**, Chair  
**JANET PORTER**, Vice Chair  
Timothy P. Smucker  
Erin P. Hoeflinger  
**ALEXANDER R. FISCHER**  
Hiroyuki Fujita  
**H. JORDAN MOSELEY**  
Alan VanderMolen  
Michael J. Gasser (ex officio)

**Advancement:**

Erin P. Hoeflinger, Chair  
**ALAN A. STOCKMEISTER**, Vice  
Chair  
Clark C. Kellogg  
**ALEX SHUMATE**  
Cheryl L. Krueger  
Abigail S. Wexner  
**H. JORDAN MOSELEY**  
Alan VanderMolen  
Janet Porter  
Nancy Kramer  
Craig S. Bahner  
Kristin L. Watt  
Georganne M. Shockey  
James F. Dietz  
Gifford Weary  
Michael J. Gasser (ex officio)

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Amanda N. Lucas (ex officio, non-voting)



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## **FISCAL YEAR 2019 TUITION AND MANDATORY FEE RATES**

Resolution No. 2018-115

Synopsis: Approval of instructional and mandatory fees and non-residential and international surcharges for undergraduate and graduate students at all campuses of The Ohio State University for Fiscal Year 2019, is proposed.

WHEREAS the Board of Trustees of The Ohio State University supports the university's continued implementation of the Academic Plan and its initiatives to meet the needs of Ohio State students; and

WHEREAS the state of Ohio biennial budget bill continues funding to institutions of higher education through the State Share of Instruction and special purpose appropriations; and

WHEREAS continuing undergraduate students enrolled at all campuses in 2018-19 are subject to a 0% instructional and mandatory fee cap for state Fiscal Year 2019, as required by the state of Ohio biennial budget bill; and

WHEREAS continuing Tuition Guarantee undergraduate students enrolled at all campuses in 2018-19 are subject to a 0% instructional and mandatory fee cap for state Fiscal Year 2019, as required by the state of Ohio biennial budget bill; and

WHEREAS new first-year undergraduate students enrolled at all campuses in 2018-19 will be part of the Ohio State Tuition Guarantee program, which is subject to a 1.4% instructional and mandatory fee cap from the previous year's Tuition Guarantee cohort for the continuing years of implementation per the state of Ohio biennial budget bill; and

WHEREAS the administration now presents recommendations for instructional and mandatory fees and non-residential and international surcharges for the Columbus, Lima, Mansfield, Marion and Newark campuses and for the Agricultural Technical Institute (ATI) at Wooster for Fiscal Year 2019:

**NOW THEREFORE**

**BE IT RESOLVED**, That the Board of Trustees hereby approves the recommendation of the administration and hereby approves rates as follows and as outlined in the attached document:

- That instructional and mandatory fees for continuing undergraduate students enrolled at all campuses in 2018-19 will not increase for 2018-19;
- That instructional fees, mandatory fees, housing rates and dining rates for continuing Tuition Guarantee undergraduate students enrolled at all campuses in 2018-19 will not increase for 2018-19;
- That instructional fees, mandatory fees, housing rates and dining rates will be part of the Ohio State Tuition Guarantee for new first-year undergraduate students enrolled at all campuses in 2018-19, and that instructional and mandatory fees will increase by 1.3% for Columbus campus, and 1.2% for the regional and ATI campuses, effective autumn semester 2018;
- That base instructional and mandatory fees for graduate programs will not increase for 2018-19 for the Columbus, regional and ATI campuses. Changes to differential fees are addressed in the FY19 User Fees and Charges resolution;
- That the non-resident surcharge for undergraduates and most graduate students will be increased by 4.8% for the 2018-19 for the Columbus, regional and ATI campuses, effective autumn semester 2017; and

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- That the international surcharge for undergraduate students will not increase for autumn semester 2018.

(See Appendix LXVI for background information, page 1424)

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### **FISCAL YEAR 2019 USER FEES AND CHARGES**

Resolution No. 2018-116

Synopsis: User fees and charges at the Columbus and regional campuses of The Ohio State University for Fiscal Year 2019 are proposed, effective autumn semester of Fiscal Year 2019.

WHEREAS the Board of Trustees of The Ohio State University supports the university's continued implementation of the Academic Plan and its initiatives to meet the needs of Ohio State students; and

WHEREAS the university is committed to access, affordability and excellence; and

WHEREAS consultations have taken place within the university to determine the appropriate differential fees, housing and dining charges, and student health insurance charges, as described in the accompanying text and tables which have been reviewed and recommended:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the differential instructional fees changes, the changes in existing housing and dining rates, and the student health plan rate structure as outlined in the attached document; and

BE IT FURTHER RESOLVED, That these rates, as described in the attached document, shall be effective autumn semester of Fiscal Year 2019.

(See Appendix LXVII for background information, page 1473)

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### **FISCAL YEAR 2019 CAPITAL INVESTMENT PLAN**

Resolution No. 2018-117

Synopsis: Authorization and acceptance of the Capital Investment Plan for the fiscal year ending June 30, 2019, is proposed.

WHEREAS the university has presented the recommended capital expenditures for the fiscal year ending June 30, 2019; and

WHEREAS the recommended capital expenditures are the result of the university's comprehensive annual capital planning process; and

WHEREAS only those projects outlined in these recommendations will be approved for funding:

NOW THEREFORE

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BE IT RESOLVED, That the Board of Trustees hereby approves the Capital Investment Plan for the fiscal year ending June 30, 2019, as described in the accompanying documents, be approved; and

BE IT FURTHER RESOLVED, That any request for authorization to proceed with any project contained in these recommendations, or for university funds for any such projects, must be submitted individually by the university for approval by the Board of Trustees, as provided for by board policy.

(See Appendix LXVIII for background information, page 1484)

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**APPROVAL FOR OHIO STATE ENERGY PARTNERS  
FISCAL YEAR 2019 UTILITY SYSTEM CAPITAL IMPROVEMENT PROJECTS**

Resolution No. 2018-118

Utility Systems Life-Cycle Renovation, Repair and Replacement Projects  
Utility Systems Expansion and Extension Projects  
Energy Conservation Measure Projects

Synopsis: Authorization and acceptance of the Ohio State Energy Partners LLC Fiscal Year 2019 plan and authorization for Ohio State Energy Partners LLC to make capital improvements to the utility system pursuant to terms of the Long-Term Lease and Concession Agreement for The Ohio State University Utility System dated April 10, 2017, as amended, ("Agreement").

WHEREAS the Agreement requires the concessionaire, Ohio State Energy Partners LLC, to annually submit a plan for utility system capital improvement projects for university approval; and

WHEREAS the plan includes requested approval of these utility system capital improvement projects for the fiscal year beginning July 1, 2018; and

WHEREAS the concessionaire has provided the detailed descriptions of the proposed capital improvements, supporting technical data and analysis, pursuant to Section 4.3(c) of the Agreement; and

WHEREAS the project will be delivered pursuant to the terms of the Agreement; and

WHEREAS the capital expenditures for the approved utility system projects will be added to the variable fee component of the utility fee pursuant to the Agreement; and

WHEREAS the university has reviewed and considered the financial, technical and operational aspects of these projects and the projects' alignment with university plans and sustainability goals; and

WHEREAS the Master Planning and Facilities Committee has reviewed the projects for alignment with all applicable campus plans and guidelines; and

WHEREAS the Finance Committee has reviewed the projects for alignment with the Capital Investment Plan and other applicable financial plans:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves and authorizes Ohio State Energy Partners LLC to proceed with the Fiscal Year 2019 capital improvements to the utility system as outlined in the attached materials.

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(See Appendix LXIX for background information, page 1486)

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### **ESTABLISHMENT OF THE ENERGY STABILIZATION ENDOWMENT FUND**

Resolution No. 2018-119

Synopsis: Approval of the establishment of a quasi-endowment fund to provide funding for a variety of expenses related to energy procurement, utilization and optimization for the university, is proposed.

WHEREAS on April 10, 2017, the university and Ohio State Energy Partners LLC entered into the Long-Term Lease and Concession Agreement for The Ohio State University Utility System (the "Concession Agreement"), which resulted in: (1) an upfront payment to the university of approximately \$1.015 billion to be used to further the following five strategic initiatives of the university: (i) expand student access and affordability; (ii) enhance compensation for faculty and staff; (iii) improve classrooms, research labs, and performance and arts spaces; (iv) enhance energy sustainability efforts; and (v) further other strategic initiatives of the university (the "Upfront Payment"), and (2) a \$150 million commitment (the "Academic Collaboration Funds") to support academics in specific areas requested by students, faculty and staff, with \$54.5 million received at closing (the "Comprehensive Energy Management Transaction"); and

WHEREAS in order to enhance the university's energy sustainability efforts, the president of the university as well as the Office of Business and Finance have requested that the Board of Trustees establish the Energy Stabilization Endowment Fund to be funded with \$43 million from the Comprehensive Energy Management Transaction as well as \$32 million of utility cash reserves; and

WHEREAS the purpose of the Energy Stabilization Endowment Fund will be to provide certain funding for a variety of issues related to energy procurement, utilization and optimization for the university, with the annual distributions to be used at the discretion and approval of the president, provost, and senior vice president for Business and Finance and chief financial officer, in consultation with the chair of the Finance Committee of the Board of Trustees:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees finds it in the best interests of the university and in furtherance of the university's energy sustainability efforts to establish the Energy Stabilization Endowment Fund, a quasi-endowment fund intended to benefit the university in perpetuity; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby approves the establishment of the Energy Stabilization Endowment Fund upon the terms of the endowment description prepared by the Office of Business and Finance; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby approves the transfer of \$43 million of funds received through the Comprehensive Energy Management Transaction and \$32 million of utility cash reserve funds to the Energy Stabilization Endowment Fund.

(See Appendix LXX for background information, page 1492)

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## **ESTABLISHMENT OF THE ENGIE-AXIUM ENDOWMENT FUNDS**

Resolution No. 2018-120

Synopsis: Approval of the establishment of nine quasi-endowment funds that represent the academic collaboration between the university and Ohio State Energy Partners LLC, is proposed.

WHEREAS on April 10, 2017, the university and Ohio State Energy Partners LLC entered into the Long-Term Lease and Concession Agreement for The Ohio State University Utility System (the "Concession Agreement"), which resulted in: (1) an upfront payment to the university of approximately \$1.015 billion to be used to further the following five strategic initiatives of the university: (i) expand student access and affordability; (ii) enhance compensation for faculty and staff; (iii) improve classrooms, research labs, and performance and arts spaces; (iv) enhance energy sustainability efforts; and (v) further other strategic initiatives of the university (the "Upfront Payment"), and (2) a \$150 million commitment (the "Academic Collaboration Funds") to support academics in specific areas requested by students, faculty and staff, with \$54.5 million received at closing (the "Comprehensive Energy Management Transaction"); and

WHEREAS consistent with the university's strategic initiatives, Schedule 22 of the Concession Agreement provides that the university will establish certain quasi-endowment funds to provide funding for faculty positions, student scholarships, and energy sustainability projects and curriculum; and

WHEREAS the Board of Trustees wishes to establish such funds with a total of \$54.5 million from the Academic Collaboration Funds from the Comprehensive Energy Management Transaction:

### **NOW THEREFORE**

BE IT RESOLVED, That the Board of Trustees finds it in the best interests of the university and in furtherance of its charitable, educational and scientific purposes to establish nine quasi-endowment funds to provide funding for faculty positions, student scholarships, and energy sustainability projects and curriculum, as provided for in Schedule 22 of the Concession Agreement; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby (i) establishes the ENGIE-Axiom Endowed Dean's Chair Fund, upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto, and (ii) approves the transfer of \$3,500,000 of Academic Collaboration Funds from the Comprehensive Energy Management Transaction to the ENGIE-Axiom Endowed Dean's Chair Fund; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby (i) establishes the ENGIE-Axiom Endowed Chair Fund, upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto, and (ii) approves the transfer of \$2,000,000 of Academic Collaboration Funds from the Comprehensive Energy Management Transaction to the ENGIE-Axiom Endowed Chair Fund; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby (i) establishes the ENGIE-Axiom Endowed Chair Fund, upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto, and (ii) approves the transfer of \$2,000,000 of Academic Collaboration Funds from the Comprehensive Energy Management Transaction to the ENGIE-Axiom Endowed Chair Fund; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby (i) establishes the ENGIE-Axiom Endowed Professorship Fund, upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto, and (ii) approves the

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transfer of \$1,000,000 of Academic Collaboration Funds from the Comprehensive Energy Management Transaction to the ENGIE-Axium Endowed Professorship Fund; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby (i) establishes the ENGIE-Axium Endowed Professorship Fund, upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto, and (ii) approves the transfer of \$1,000,000 of Academic Collaboration Funds from the Comprehensive Energy Management Transaction to the ENGIE-Axium Endowed Professorship Fund; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby (i) establishes the ENGIE-Axium Undergraduate Endowed Scholarship Fund, upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto, and (ii) approves the transfer of \$12,500,000 of Academic Collaboration Funds from the Comprehensive Energy Management Transaction to the ENGIE-Axium Undergraduate Endowed Scholarship Fund; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby (i) establishes the ENGIE-Axium Graduate and Professional Endowed Scholarship Fund, upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto, and (ii) approves the transfer of \$12,500,000 of Academic Collaboration Funds from the Comprehensive Energy Management Transaction to the ENGIE-Axium Graduate and Professional Endowed Professorship Fund; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby (i) establishes the ENGIE-Axium Sustainability Projects Endowment Fund, upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto, and (ii) approves the transfer of \$15,000,000 of Academic Collaboration Funds from the Comprehensive Energy Management Transaction to the ENGIE-Axium Sustainability Projects Endowment Fund; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby (i) establishes the ENGIE-Axium Sustainability Curriculum and Staff Development Endowment Fund, upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto, and (ii) approves the transfer of \$5,000,000 of Academic Collaboration Funds from the Comprehensive Energy Management Transaction to the ENGIE-Axium Sustainability Curriculum and Staff Development Endowment Fund.

(See Appendix LXXI for background information, page 1493)

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**AUTHORIZATION FOR DESIGNATED OFFICIALS TO BUY, SELL,  
ASSIGN AND TRANSFER SECURITIES, TO DEPOSIT OR WITHDRAW FUNDS FROM  
BANK AND INVESTMENT ACCOUNTS, TO DESIGNATE DEPOSITORIES AND TO  
EXECUTE TREASURY- AND INSURANCE-RELATED AGREEMENTS**

Resolution No. 2018-121

Synopsis: Authorization for designated officials to buy, sell, assign and transfer securities, to deposit or withdraw funds from bank and investment accounts held in the name of The Ohio State University, to designate depositories and to execute treasury- and insurance-related agreements, is proposed.

WHEREAS designated officials of the university buy, sell, assign and transfer stocks, bonds and other financial instruments owned by The Ohio State University; and

WHEREAS various financial institutions are designated as depositories of The Ohio State University; and

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WHEREAS accounts at various financial institutions are opened and maintained in the name of The Ohio State University; and

WHEREAS designated officials of the university are responsible for the procurement and management of the university's insurance programs:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby authorizes the university treasurer and/or the university senior vice president for Business and Finance or their designees to buy, sell, assign and transfer any and all stocks, bonds, evidences of interest and/or indebtedness, rights and options to acquire or to sell the same, and all other securities corporate or otherwise, standing in the name of or belonging to The Ohio State University in any capacity; and

BE IT FURTHER RESOLVED, That the university treasurer and/or the university senior vice president for Business and Finance or their designees be authorized to designate various financial institutions as depositories and/or custodians for The Ohio State University, and to open and maintain accounts and enter into agreements at institutions providing financial products and services in the name of The Ohio State University; to engage in and sign agreements for bank financing, underwriting, brokerage, leasing, equipment financing, deposits, foreign currency exchange, hedging vehicles including forwards, futures, swaps and options, financial advisory services; and

BE IT FURTHER RESOLVED, That the university treasurer and/or the university senior vice president for Business and Finance or their designees be authorized, on behalf of The Ohio State University and in its name, to sign checks, drafts, notes, bills of exchange, letters of credit, acceptances, electronic fund transfers or other orders for the payment of money from said accounts; to endorse in writing or by stamp checks, notes, bills, certificates of deposit, or other instruments owned or held by the university for deposit in said accounts or for collection or discount by said banks; to accept drafts, acceptances and other instruments payable to said banks; to waive, demand, protest, file notice of protest, or dishonor any check, note, bill, draft, or other instrument made, drawn, or endorsed by the university; and

BE IT FURTHER RESOLVED, That the university treasurer and/or the university senior vice president for Business and Finance or their designees be authorized to engage in insurance-related transactions and sign insurance-related agreements to ensure coverage that best fits the needs of The Ohio State University to include, but not be limited to, insurance carrier, consulting and broker agreements, emergency response services, and third-party claim administrator contracts.

(See Appendix LXXII for background information, page 1502)

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**EXTENSION OF AND AMENDMENT TO PRIOR AUTHORIZATION FOR  
THE ISSUANCE OF ADDITIONAL GENERAL RECEIPTS OBLIGATIONS**

Resolution No. 2018-122

Synopsis: Extension of and amendment to authorization for the issuance and sale of general receipts obligations in an aggregate principal amount not to exceed \$1 billion, for the purposes of financing, on an interim and/or permanent basis, the costs of certain University capital improvement projects, refunding the outstanding principal amount of current obligations of the University, and paying costs and expenses associated with the issuance of such debt, and authorization for amendments to the existing trust indenture and other documents as required, is proposed.

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WHEREAS pursuant to Sections 3345.11 and 3345.12 of the Ohio Revised Code (the "Act"), as enacted under authority of the Constitution of Ohio, particularly Section 2i of Article VIII thereof, The Ohio State University (the "University"), a state university of the State of Ohio (the "State"), created and existing under Chapter 3335 of the Ohio Revised Code, is authorized and empowered, among other things, (a) to issue its obligations to pay the costs of certain "facilities," as defined in the Act, and to refund, fund or retire bonds and other obligations previously issued for such purpose; (b) to pledge to the payment of its obligations all or a specified part of its "available receipts," as defined in the Act (the "General Receipts") in priority to all other expenses, claims or payments; (c) to covenant that the University will make, fix, adjust and collect the fees, rates, rentals, charges and other items comprising General Receipts to produce General Receipts sufficient at all times to meet Debt Service Charges (as defined in the Amended and Restated Trust Indenture described below) on the Obligations, to establish and to maintain the required reserves and meet other requirements herein provided; and (d) to provide for a trust indenture and make further provisions for securing the payment of the Debt Service Charges; and

WHEREAS the University, by resolution adopted by its Board of Trustees (the "Board") on November 1, 1985 (the "Series 1985A Bond Resolution"), and by a Trust Indenture dated as of November 15, 1985 (the "Original Indenture") between the University and The Huntington National Bank, as trustee (the "Original Trustee"), provided for the issuance from time to time of General Receipts Bonds of the University; and

WHEREAS the University, pursuant to the terms of a resolution adopted by the Board on October 1, 1999 (the "1999 General Bond Resolution"), amended and restated the Original Indenture, as supplemented, in accordance with the terms thereof, by entering into the Amended and Restated Trust Indenture dated as of December 1, 1999 (the "Amended and Restated Trust Indenture") with the Original Trustee; and

WHEREAS the Bank of New York Mellon Trust Company, N.A. (the "Trustee") has succeeded the Original Trustee as trustee under the Amended and Restated Trust Indenture; and

WHEREAS, pursuant to the terms of a resolution adopted by the Board on June 5, 2015 (the "Original 2015 Bond Resolution") and a resolution adopted by the Board on June 9, 2017 amending the Original 2015 Bond Resolution (the Original 2015 Bond Resolution, as amended, hereafter referred to as the "2015 Bond Resolution"), the University authorized the issuance of The Ohio State University General Receipts Bonds and Commercial Paper Notes (the "Senior Obligations") and subordinated bonds and notes (the "Subordinated Obligations" and, together with the Senior Obligations, the "Obligations" ) to be issued pursuant to the Amended and Restated Trust Indenture in an aggregate amount not to exceed \$1 billion by no later than June 30, 2018; and

WHEREAS, the University has issued \$600 million of Senior Obligations pursuant to such 2015 Bond Resolution; and

WHEREAS the Amended and Restated Trust Indenture provides that Obligations may be issued pursuant to the terms thereof, with each such issue to be authorized by a Series Resolution (as defined therein) adopted by the Board and secured pursuant to the terms of a Supplemental Indenture (as defined therein), with respect to such issue (the Amended and Restated Trust Indenture and all Supplemental Indentures thereto being collectively referred to herein as the "Indenture"); and

WHEREAS the University has from time to time authorized the issuance of the Obligations listed on Schedule 1 attached hereto and made a part hereof pursuant to the Series 1985 A Bond Resolution, the Original Indenture, the 1999 General Bond Resolution, the Amended and Restated Trust Indenture, various supplements to the Original Indenture and the Amended and Restated Trust Indenture and various Series Resolutions; and



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WHEREAS the Board has determined that it is in the best interests of the University to extend and amend the authorization of the issuance of Obligations, in one or more series, for the purposes of financing, on an interim and/or permanent basis, the costs of University Facilities, refunding Outstanding Obligations of the University, and paying costs and expenses associated with the issuance of such Obligations, and desires to make provisions for the issuance of the Obligations and the payment of Debt Service Charges thereon and the securing thereof by this Resolution and the supplement(s) to the Amended and Restated Trust Indenture as provided by this Resolution, with all terms used herein with initial capitalization where the rules of grammar would not otherwise so require and not defined herein having the meanings given them in the Indenture:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees of The Ohio State University hereby extends the authorization provided in the 2015 Bond Resolution to issue Obligations in an aggregate principal amount not to exceed \$400 million, which is the remaining unissued balance of the \$1 billion originally authorized by the 2015 Bond Resolution, for the purposes as set forth in the recitals to this Resolution; provided, however, that the foregoing limitation on the amount of Obligations that may be issued shall not apply to (i) any Bonds or Notes authorized to be issued under this Resolution to retire or refund Commercial Paper Notes previously issued under this Resolution or any other Outstanding Obligations, to the extent that the principal amount of such refunding Obligations does not exceed the principal amount of the Commercial Paper Notes or Outstanding Obligations to be retired or refunded, as the case may be, or (ii) any capital lease or other type of indebtedness that does not constitute an Obligation as defined in the Indenture and is not issued pursuant to the Indenture, and, provided, further, that any Obligation or indebtedness described in (i) and (ii) above shall be excluded for purposes of calculating the total amount of Obligations issued pursuant to the authorization provided in this Resolution; and

BE IT FURTHER RESOLVED, That any Obligations authorized by the 2015 Bond Resolution (as such 2015 Bond Resolution is hereby amended) shall be issued not later than June 30, 2020; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby authorizes the President and/or Senior Vice President for Business and Finance, or either of them, upon consultation with the Chair of the Finance Committee of this Board and upon consultation with the Senior Vice President for Legal Affairs and General Counsel and any outside counsel retained for this purpose, to determine (a) the time or times that any of the Obligations shall be issued as provided in this Resolution, (b) the principal amount, subject to the limitations prescribed herein, and type of debt to be issued from time to time, (c) the rate or rates of interest to be borne by such Obligations, whether fixed or variable; provided, however, that in no event shall the interest rate on any series of Obligations exceed eight percent (8.00%) per annum, (d) whether any interest rates shall be fixed or variable, (e) the maturity or maturities of any of the Obligations and (f) whether and to what extent any series of such Obligations shall be Senior Obligations or Subordinated Obligations, any or all of which terms, as well as any terms required by Section 2.02 of the Indenture, may be set forth in one or more Certificates of Award executed and delivered by the President and/or Senior Vice President for Business and Finance, or either of them, in connection with the issuance and sale of the Obligations, the execution and delivery of such Certificates of Award and any of them being hereby authorized; and

BE IT FURTHER RESOLVED, That, with respect to any Obligations issued on a tax exempt basis under the federal income tax laws, the President and/or Senior Vice President for Business and Finance, or either of them, is hereby authorized and directed (a) to make or effect any election, selection, designation, choice, consent, approval or waiver on behalf of the University with respect to the Obligations as permitted or required to be made or given under the federal income tax laws, for the purpose of assuring, enhancing or protecting favorable tax treatment or the status of the Obligations or interest thereon or assisting compliance with requirements for that purpose, reducing the burden or expense of such

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compliance, reducing any rebate amount or any payment of penalties, or making any payments of special amounts in lieu of making computations to determine, or paying, any excess earnings as rebate, or obviating those amounts or payments on behalf of the University; (b) to take any and all actions, make or obtain calculations, and make or give reports, covenants and certifications of and on behalf of the University, as may be appropriate to assure the status of the Obligations as Tax Exempt Bonds; and (c) to give an appropriate certificate on behalf of the University for inclusion in the transcript of proceedings setting forth the facts, estimates and circumstances, and reasonable expectations of the University pertaining to Section 148 of the Internal Revenue Code of 1986, as amended (the "Code") and the Regulations, and the representations, warranties and covenants of the University regarding compliance by the University with Sections 141 through 150 of the Code and the Regulations, as applicable; and

BE IT FURTHER RESOLVED, That the President and/or Senior Vice President for Business and Finance, or either of them, is authorized to negotiate and execute, on behalf of the University and this Board, such supplement or supplements to the Amended and Restated Trust Indenture, , any purchase contract for the sale of the Obligations, any escrow agreement, continuing disclosure agreement, any interest rate management or hedging contract, credit support or enhancement contract, any official statement or other offering document relating to the offer and sale of the Obligations, the use and distribution of which is hereby authorized and any other agreement, receipt, certificate or document (collectively the "Transaction Documents") as the President or Senior Vice President for Business and Finance or either of them shall deem (a) necessary or appropriate to carry out this resolution and to provide for the most beneficial commercial terms reasonably available to the University and (b) not materially adverse to the University, with the execution by the President or Senior Vice President for Business and Finance of any such Transaction Documents constituting the conclusive determination of such officer that the terms of such Transaction Document are necessary and appropriate and not materially adverse to the University; and

BE IT FURTHER RESOLVED, That the senior vice president for Business and Finance shall report to the Board's Finance Committee on a regular basis all actions taken in pursuant to this resolution; and

BE IT FURTHER RESOLVED, That it is found and determined that all formal actions of this Board concerning and relating to the adoption of this resolution were adopted in an open meeting of this Board, and that all deliberations of this Board and of any of its committees that resulted in such formal action were in meetings open to the public, in compliance with all legal requirements including Section 121.22 of the Ohio Revised Code; and

BE IT FURTHER RESOLVED, That this resolution shall take effect and be in force immediately upon its adoption.

#### Schedule 1

<b>General Receipts</b>	<b>Original Amount</b>	<b>Amount Outstanding</b>
Series 1997 Bonds	\$79,540,000	\$17,160,000
Series 1999 B Bonds	\$83,400,000	\$10,765,000
Series 2001 Bonds	\$76,950,000	\$53,035,000
Series 2003 C Bonds	\$121,295,000	\$49,800,000
Series 2005 B Bonds	\$129,990,00	\$71,575,000
Series 2008 A Bonds	\$217,595,000	\$7,570,000
Series 2008 B Bonds	\$127,770,000	\$86,025,000

Series 2010 A Bonds	\$241,170,000	\$40,460,000
Series 2010 C Bonds	\$654,785,000	\$654,785,000
Series 2010 D Bonds	\$88,335,000	\$ 84,625,000
Series 2010 E Bonds	\$150,000,000	\$150,000,000
Series 2011 A Bonds		\$500,000,000
Series 2012 A Bonds	\$91,165,000	\$66,750,000
Series 2012 B Bonds	\$23,170,000	\$13,515,000
Series 2013 A Bonds	\$337,955,000	\$337,955,000
Series 2014 A Bonds	\$135,985,000	
Series 2014 B-1	\$75,000,000	\$75,000,000
Series 2014 B-2	\$75,000,000	\$75,000,000
Series 2016 A Bonds	\$600,000,000	\$600,000,000
Series 2016 B Bonds	\$30,875,000	\$23,255,000
Series 2017 Bonds	\$69,950,000	\$69,950,000
Total:	\$3,909,930,000	\$3,116,470,000

(See Appendix LXXIII for background information, page 1503)

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**REAPPOINTMENTS TO THE SELF-INSURANCE BOARD**

Resolution No. 2018-123

Synopsis: Reappointment of members to the Self-Insurance Board, is proposed.

WHEREAS the Board of Trustees directed that a Self-Insurance Board be established to oversee the University Self-Insurance Program; and

WHEREAS all members of the Self-Insurance Board are appointed by The Ohio State University Board of Trustees upon recommendation of the President; and

WHEREAS the terms of members Galen Barnes, Mark Larmore, Michael Papadakis and Douglas Robinette expire on June 30, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the following individuals be reappointed as members of the Self-Insurance Board effective July 1, 2018, for the terms specified below:

- Galen Barnes, term ending June 30, 2020 (reappointment)
- Mark Larmore, term ending June 30, 2020 (reappointment)
- Michael Papadakis, term ending June 30, 2020 (reappointment)
- Douglas Robinette, term ending June 30, 2020 (reappointment)

BE IT FURTHER RESOLVED, That this appointment entitles each member to any immunity, insurance or indemnity protection to which officers and employees of the university are, or hereafter may become, entitled.

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### **APPROVAL OF THE 2018-2020 STRATEGIC COMPLETION PLAN**

Resolution No. 2018-124

Synopsis: Approval of the 2018-2020 Strategic Completion Plan, is proposed.

WHEREAS the 2018-2020 Strategic Completion Plan has been reviewed and approved by the vice provost for Undergraduate Studies and dean of Undergraduate Education and all other appropriate individuals and committees:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the 2018-2020 Strategic Completion Plan.

(See Appendix LXXIV for background information, page 1504)

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### **AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY**

Resolution No. 2018-125

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 3335-6-02 in the *Rules of the University Faculty* were approved by the University Senate on April 12, 2018:

NOW THEREFORE

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

(See Appendix LXXV for background information, page 1546)

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### **FACULTY PERSONNEL ACTIONS**

Resolution No. 2018-126

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 April 6, 2018, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves, and emeritus titles:

#### Appointments

Name: DOUGLAS A. BERMAN

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Title: Professor (Newton D. Baker-Baker & Hostetler Chair in Law)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

Name: JANET M. BOX-STEFFENSMEIER  
Title: Interim Vice Provost and Executive Dean  
College: Arts and Sciences  
Term: July 1, 2018 through June 30, 2019  
(or until a new Vice Provost and Executive Dean is hired)

Name: KEN K. BOYER  
Title: Professor (Fisher Designated Professorship in Management Sciences)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: CINNAMON P. CARLARNE  
Title: Professor (Alumni Society Designated Professor of Law)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

Name: AMY J. COHEN  
Title: Professor (John C. Elam/Vorys Sater Professor of Law)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

Name: ISIL EREL  
Title: Professor (David A. Rismiller Chair in Finance)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: NICHOLAS G. HALL  
Title: Professor (Berry Designated Professorship)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: KEWEI HOU  
Title: Professor (Ric Dillon Endowed Professorship in Investments)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: STEVE HUEFNER  
Title: Professor (C. William O'Neill Professorship in Law and Judicial Administration)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

Name: NORMAN W. JONES  
Title: Dean and Director  
Campus: The Ohio State University at Mansfield  
Term: July 1, 2018 through June 30, 2023

Name: HARVEY J. MILLER  
Title: Professor (Bob and Mary Reusche Chair in Geographic Information Science)  
College: Arts and Sciences  
Term: August 15, 2018 through August 14, 2023

Name: BRIAN G. MITTENDORF

June 8, 2018, Board of Trustees meeting

Title: Professor (Fisher Designated Professorship in Accounting)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: \*NAHUSH MOKADAM  
Title: Professor (The Gerard S. Kakos MD and Thomas E. Williams Jr. MD, PhD, Professorship)  
College: Medicine  
Term: August 15, 2018 through August 14, 2023

Name: JAMES L. MOORE III  
Title: Vice Provost for Diversity and Inclusion and Chief Diversity Officer  
Office: Academic Affairs  
Term: May 1, 2018 through June 30, 2022

Name: \*DONALD B. POPE-DAVIS  
Title: Dean  
College: Education and Human Ecology  
Term: July 15, 2018 through June 30, 2023

Name: REBECCA W. RECZEK  
Title: Associate Professor (Dr. H. Lee "Buck" Matthews Designated Professorship in Marketing)  
College: Fisher College of Business

Name: G. PAUL ROSE  
Title: Professor (Robert J. Watkins/Procter & Gamble Professor of Law)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

Name: DARREN T. ROULSTONE  
Title: Professor (John W. Berry Sr. Fund for Faculty Excellence Professorship)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: LAWRENCE DREW SHIRLEY  
Title: Assistant Professor (Ward Family Surgical Oncology Designated Professorship)  
College: Medicine  
Term: July 1, 2018 through June 30, 2022

Name: BENNETT J. TEPPER  
Title: Professor (Irving Abramowitz Memorial Professorship)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

\*New Hire

Reappointments

Name: Henry J. Mann  
Title: Dean  
College: Pharmacy  
Term: July 1, 2018 through June 30, 2023

June 8, 2018, Board of Trustees meeting

(See Appendix LXXVI for background information, page 1547)

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**AMENDMENT TO THE CLINICAL FACULTY APPOINTMENT CAP  
IN THE COLLEGE OF DENTISTRY**

Resolution No. 2018-127

Synopsis: Approval to amend the Clinical Faculty Appointment Cap in the College of Dentistry, is proposed.

WHEREAS based on planned increases in the pre-doctoral (DDS) program class size and additional community-based academic dental clinics in the Columbus metropolitan area, the College of Dentistry needs to increase the number of clinical faculty from the present cap of 40 percent of the total number of tenure, clinical and research track faculty; and

WHEREAS in addition to that rationale, the college explains its organizational structure, the numbers and types of different faculty and their responsibilities, and the nature of faculty search processes — all embedded within its Appointments, Promotion and Tenure document; and

WHEREAS these faculty will be important contributors to the college's educational and service missions; the college has a strong mentoring system for integrating new clinical faculty into its educational programs; and current associated faculty will have their appointments converted to clinical faculty; and

WHEREAS based on its own internal analysis and a comparison with peer institutions, the college proposes a 75 percent cap; and

WHEREAS the proposal has the support of the faculty and the leadership of the College of Dentistry; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on April 10, 2018; and

WHEREAS the proposal was reviewed and received a vote of approval by the University Senate on April 19, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposed amendment to the Clinical Faculty Appointment Cap for the College of Dentistry.

(See Appendix LXXVII for background information, page 1564)

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**DEGREES AND CERTIFICATES**

Resolution No. 2018-128

Synopsis: Approval of degrees and certificates for summer semester, 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

June 8, 2018, Board of Trustees meeting

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; and

WHEREAS the Max M. Fisher College of Business has recommended that Tarak Underiner be awarded a Bachelor of Science in Business Administration degree, posthumously:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on August 5, 2018, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools, and that Tarak Underiner be awarded the above named degree, posthumously.

(Appendix LXXXVI will be added at a later date)

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**ESTABLISHMENT OF A MASTER OF PUBLIC ADMINISTRATION  
AND LEADERSHIP DEGREE PROGRAM IN THE  
JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

Resolution No. 2018-129

Synopsis: Approval to establish a Master of Public Administration and Leadership degree program in the John Glenn College of Public Affairs, is proposed.

WHEREAS this new program will complement the college's existing pre-service Master of Public Administration (MOA) and in-career Master of Arts (MA) in Public Policy and Management degrees, and is an online program that has been developed in consultation with the Office of Distance Education and eLearning; and

WHEREAS the program will target working professionals who may not have the flexibility to commit to a residential program; it emphasizes the skills that can be used immediately in the workplace and at the same time is responsive to the needs of public and nonprofit employers; and its implementation is necessary to compete with other top public affairs graduate programs, almost all of which have online degree options; and

WHEREAS the curriculum consists of 32 to 33 credit hours that include 20 hours of required core courses, and a minimum of 12 credits of electives or specialization in one of four initial areas — public management, public policy, nonprofit management or criminal justice administration and policy; and

WHEREAS the program has the support of the faculty and the leadership of the John Glenn College of Public Affairs, and has letters of support from other colleges including Arts and Sciences; Food, Agricultural and Environmental Sciences; and Public Health; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on April 4, 2018; and

WHEREAS the proposal was reviewed and received a vote of approval by the University Senate on April 19, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposed establishment of a Master of Public Administration and Leadership degree program in the John Glenn College of Public Affairs.



June 8, 2018, Board of Trustees meeting

(See Appendix LXXVIII for background information, page 1613)

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### **UNIVERSITY FOUNDATION REPORT**

Resolution No. 2018-130

Synopsis: Approval of the University Foundation Report as of April 30, 2018, is proposed.

WHEREAS monies are solicited and received on behalf of the university from alumni, industry, and various individuals in support of research, instructional activities, and service; and

WHEREAS such gifts are received through The Ohio State University Development Fund and The Ohio State University Foundation; and

WHEREAS this report includes the establishment of one (1) endowed chair: the Bernie Frick Research Chair in Heart Failure and Arrhythmia; one (1) endowed chair fund: the Andrei Baronov and Ratmir Timashev Endowed Chair Fund in Data Analytics; one (1) endowed professorship: the S.T.A.R. Professorship; one (1) designated professorship: the Ward Family Surgical Oncology Designated Professorship; two (2) professorship funds: the Helene Fuld Health Trust Endowed Professorship Fund for Evidence-based Practice in Nursing and Healthcare, and the Burn Jeng Lin, PhD and Sue Huang Lin Endowed ElectroScience Laboratory Professorship Fund; one (1) research fund honoring the Glens: the John and Annie Glenn Fund for Eye Research; one (1) scholarship as part of the Ohio Scholarship Challenge: The Rahimian Endowed Graduate Support Fund; thirty-eight (38) additional named endowed funds; and the revision of twelve (12) named endowed funds:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves The Ohio State University Foundation Report as of April 30, 2018.

(See Appendix LXXIX for background information, page 1862)

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### **TRANSFER OF KIPLINGER PROGRAM AND ENDOWED FUNDS**

Resolution No. 2018-131

Synopsis: Approval of the transfer of the Kiplinger Program in Public Affairs Journalism to Ohio University and transfer of related funds to The Ohio University Foundation, is proposed.

WHEREAS the Kiplinger program was established at the university in 1971, when the Board of Trustees approved the Willard M. Kiplinger Professorship in Public Affairs in the School of Journalism fund (the "Endowment Fund"), which was funded with an endowed gift from the Kiplinger Foundation, Inc. to support a professorship in the School of Journalism and academic programs focused on public affairs reporting; and

WHEREAS on June 2, 1972, the program and the Endowment Fund were modified to provide for the establishment of the Willard M. Kiplinger Chair in Public Affairs Reporting and a graduate degree specialization in public affairs reporting in the university's School of Journalism; and

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WHEREAS in response to changes in the field of journalism and the university's journalism program over time, including the discontinuance of the university's separate School of Journalism, the name and purpose of the Endowment Fund was subsequently modified by the Board of Trustees on September 22, 2004, July 7, 2006, and November 7, 2014, and is currently named the W.M. Kiplinger '12 Program in Public Affairs Journalism Fund, supporting the Kiplinger Program in Public Affairs Reporting; and

WHEREAS because of changes in the university's journalism program, it can no longer support the Kiplinger program at the level originally intended; and

WHEREAS the E.W. Scripps School of Journalism at Ohio University is a highly regarded school of journalism that can support the Kiplinger program at the level originally intended, and is prepared to accept the Kiplinger program; and

WHEREAS in order to best satisfy donor intent and the purpose of the Endowment Fund, the Board of Trustees wishes to transfer the Kiplinger program to the E.W. Scripps School of Journalism at Ohio University and to transfer all related funds to The Ohio University Foundation (the "OU Foundation") to be used in furtherance of the charitable purposes for which the Endowment Fund was originally established and funded:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees finds it in the best interests of the university to transfer the Kiplinger program to Ohio University and to transfer the related funds to the OU Foundation in furtherance of the charitable purposes for which the Endowment Fund was originally established and funded; and

BE IT FURTHER RESOLVED that any such transfer is contingent on: (i) the university and the Kiplinger Foundation, Inc. entering into a consent and release agreement (the "Agreement"), and (ii) approval of the modification and transfer of the Endowment Fund by a court of competent jurisdiction (the "Approval"); and

BE IT FURTHER RESOLVED that, pending the Agreement and Approval, the Board of Trustees hereby approves, authorizes and directs: (i) the transfer of the Kiplinger program to Ohio University, and (ii) the transfer of all funds held in the Endowment Fund to the OU Foundation in furtherance of the charitable purposes for which the Endowment Fund was originally established and funded; and

BE IT FURTHER RESOLVED that, once all outstanding university costs and expenses relating to the Kiplinger program have been paid, the Board of Trustees hereby approves, authorizes and directs the transfer of any remaining funds restricted to use for the Kiplinger program to the OU Foundation to be used to support the Kiplinger program at the E.W. Scripps School of Journalism at Ohio University; and

BE IT FURTHER RESOLVED that the president, senior vice president and chief financial officer, senior vice president and general counsel, and senior vice president for Advancement, and any such persons appointed to act on their behalf, are hereby authorized and directed to do or to cause to be done any and all acts as they shall deem necessary, appropriate and in the best interests of the university in order to accomplish the purposes of the foregoing resolutions.

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#### **AMENDMENTS TO MINIMUMS FOR ESTABLISHING NAMED ENDOWMENTS**

Resolution No. 2018-132

Synopsis: Approval of the University Foundation Report as of February 28, 2018, is proposed.

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WHEREAS monies are solicited and received on behalf of the university from alumni, industry and various individuals in support of research, instructional activities and service; and

WHEREAS such gifts are received through The Ohio State University Development Fund and The Ohio State University Foundation; and

WHEREAS this report includes the establishment of one (1) endowed chair: The Saul and Sonia Schottenstein Chair in Israel Studies; one (1) endowed professorship: the Edwin H. and E. Christopher Ellison Professorship; one (1) designated professorship: The Dr. H. Lee "Buck" Mathews Designated Professorship in Marketing; one (1) professorship fund: The Dr. H. Lee "Buck" Mathews Professorship Fund in Marketing; two (2) scholarships as part of the Joseph A. Alutto Global Leadership Initiative: the David C. Rader International Scholarship Fund and the Phillip and Suzanne Faulkner International Scholarship Fund; thirty-two (32) additional named endowed funds; and the revision of eight (8) named endowed funds:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves The Ohio State University Foundation Report as of February 28, 2018.

(See Appendix LXXX for background information, page 1913)

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**NAMING OF THE MARTHA S. PITZER CENTER FOR  
WOMEN, CHILDREN AND YOUTH**

Resolution No. 2018-133

**AT THE OHIO STATE UNIVERSITY COLLEGE OF NURSING**

Synopsis: Approval for naming of the Martha S. Pitzer Center for Women, Children and Youth at The Ohio State University College of Nursing, is proposed.

WHEREAS the center is dedicated to the discovery of new knowledge and its translation into real world settings in order to optimize health and wellness outcomes for infants, children and women; and

WHEREAS the center aims to foster excellence in its core values of Collaboration, Outreach, Research, and Education to promote the highest levels of health and wellness through pioneering research, translational activities and transdisciplinary research educational programs; and

WHEREAS Dr. Martha S. Pitzer, a three-time alumna of The Ohio State University and former faculty member in the College of Nursing, dedicated herself and her career to caring for women and children through both her teaching and her research; and

WHEREAS the Pitzer Family Foundation has generously supported the Center and the College of Nursing in honor of Dr. Pitzer's legacy of passionate advocacy for children and women's health;

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves in accordance with paragraph (D) of rule 3335-1-08 of the Administrative Code, that the aforementioned center in The Ohio State University College of Nursing be named the Martha S. Pitzer Center for Women, Children and Youth.

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**NAMING OF THE GARY AND CONNIE SHARPE INNOVATION COMMONS**

Resolution No. 2018-134

IN DERBY HALL, COLLEGE OF ARTS AND SCIENCES

Synopsis: Approval for naming of the Geography Research Innovation Commons (Rooms 151 and 155E) in Derby Hall at 154 North Oval Mall as the Gary and Connie Sharpe Innovation Commons, is proposed.

WHEREAS Derby Hall serves as the home of the Department of Geography; and

WHEREAS the Department of Geography uses critical analysis, powerful technologies, and an integrative, holistic perspective to understand complex 21st century challenges; and

WHEREAS the Innovation Commons furthers the goals of the department by serving as an interdisciplinary research area designated for the interaction of geography students and to encourage innovation in the discipline; and

WHEREAS Gary and Connie Sharpe have generously provided funds to support the renovation of the space in Derby Hall:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves in accordance with paragraph (D) of rule 3335-1-08 of the Administrative Code, that the aforementioned Geography Research Innovation Commons (Rooms 151 and 155E) in Derby Hall shall be named the Gary and Connie Sharpe Innovation Commons.

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**DISTINGUISHED SERVICE AWARD**

Resolution No. 2018-135

Synopsis: Approval of a Distinguished Service Award to be presented in 2018, is proposed.

WHEREAS the President's Cabinet has reviewed and supported the recommendations of the Distinguished Service Awards Committee to present a Distinguished Service Award to John C. "Jack" Fisher in 2018; and

WHEREAS these awards are given in recognition of distinguished service to The Ohio State University and the awards are in accordance with action taken by the Board of Trustees in 1952; and

WHEREAS the committee may recommend additional 2018 recipients later in the year:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves a Distinguished Service Award be awarded as designated above.

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**PERSONNEL ACTIONS**

Resolution No. 2018-136

BE IT RESOLVED, That the Board of Trustees hereby approves the personnel actions as recorded in the personnel budget records of the university since the April 6, 2018, meeting of the board, including the following appointments:

Appointment

Name: MORLEY O. STONE  
Title: Senior Vice President  
Unit: Research  
Term: August 1, 2018

Reappointment

Name: JAY KASEY  
Title: Senior Vice President  
Unit: Administration and Planning  
Term: June 1, 2018

Name: DAVID P. MCQUAID  
Title: Vice President  
Unit: Health Services  
Title: Chief Executive Officer  
Unit: The Ohio State University Health System  
Title: Chief Operating Officer  
Unit: The Ohio State University Wexner Medical Center  
Term: July 1, 2018 through June 30, 2021

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**APPROVAL TO ENTER INTO A JOINT USE AGREEMENT  
BETWEEN THE OHIO STATE UNIVERSITY AND  
THE PAST FOUNDATION**

Resolution No. 2018-137

Synopsis: Authorization to enter into a Joint Use Agreement (JUA) with the PAST Foundation, an Ohio nonprofit agency, to document the value and permit the release of funds appropriated in the State Capital Bill for a new roof over the PAST Innovation Lab located at 1003 Kinnear Road in Columbus, Ohio, is proposed.

WHEREAS The Ohio State University was allocated \$300,000 in the 2019 State Capital Bill that is specifically designated for use by the PAST Foundation; and

WHEREAS the PAST Foundation will utilize the funds for a new roof at the PAST Innovation Center, located in Columbus, Ohio; and

WHEREAS The Ohio State University has an opportunity to expand its partnerships and activities with the PAST Foundation and would benefit from having a space to support a variety of student programs; and

WHEREAS the PAST Foundation commits to make the PAST Innovation Lab facility available for the university's use; and

WHEREAS the terms and conditions for the university use shall be more favorable than the terms and conditions of use by any other entity to a degree that reasonably reflects the

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magnitude of the university's investment in the PAST Innovation Lab for the term of the agreement; and

WHEREAS except for the funds used to cover the university's reasonable administrative costs related to the project, the funds provided under this JUA shall be used by the PAST Foundation only for capital improvements or purchases and shall not be used for operating expenses; and

WHEREAS the university's use of the PAST Innovation Lab space will promote the university's mission to advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge; and

WHEREAS before the state capital appropriation may be released to the PAST Foundation, the Ohio Department of Higher Education requires that a JUA between the university and the PAST Foundation be signed to document the value of the appropriation to The Ohio State University and to ensure the benefits to the university will continue for a minimum period of 20 years:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance and/or senior vice president for administration and planning be authorized to take any action required to effect the proposed Joint Use Agreement containing terms and conditions deemed to be in the best interest of the university.

(See Appendix LXXXI for background information, page 1914)

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**APPROVAL TO GRANT LIMITED AUTHORITY FOR SELECT  
OFF-DUTY LAW ENFORCEMENT OFFICIALS TO CARRY  
A CONCEALED FIREARM ON UNIVERSITY PROPERTY**

Resolution No. 2018-138

Synopsis: Authorization to allow off-duty, sworn law enforcement officials employed full time by The Ohio State University Police Division, the City of Columbus Division of Police, Franklin County Sheriff's Office or the Ohio State Highway Patrol ("permitted officers"), who are in compliance with all applicable legal requirements, to carry a concealed firearm on university property located within the jurisdiction of their home agency and to be admitted into buildings, events and venues with a firearm, is proposed.

WHEREAS Ohio Law prohibits carrying of concealed firearms on any premises owned or leased by a public or private college, university or institution of higher education; and

WHEREAS Ohio Revised Code Section 2923.126 provides an exception to the general prohibition against concealed carry of firearms on university property only if approved by the institution's Board of Trustees; and

WHEREAS the proposed exception is for off-duty, sworn law enforcement officials employed full time by The Ohio State University Police Division, the City of Columbus Division of Police, Franklin County Sheriff's Office or the Ohio State Highway Patrol, who are in compliance with all applicable legal requirements and are on university property located within their home jurisdiction; and

WHEREAS permitted officers are required to follow all protocols and check-in procedures established by the university; and

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WHEREAS permitted officers are subject to all applicable laws as well as university and facility rules and policies; and

WHEREAS failure to comply with laws, rules, policies, protocols or procedures, or possession or use of a firearm in an unsafe manner, is grounds for removal or denial of entry to buildings, events or venues; and

WHEREAS part-time, reserve, special or auxiliary employees or retirees of any agency, including The Ohio State University Police Division, the City of Columbus Division of Police, Franklin County Sheriff's Office or the Ohio State Highway Patrol may not carry concealed firearms on campus; and

WHEREAS off-duty, sworn law enforcement officials from agencies other than those specified are subject to the requirements of the Ohio Revised Code and may not carry concealed firearms on university property; and

WHEREAS sworn law enforcement officials from agencies that do not have jurisdiction on university property, but who have reason to be on university property during the course of their duties, are permitted to carry a concealed firearm on university property during the course of performing those duties:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that off-duty, sworn law enforcement officials employed full time by The Ohio State University Police Division, the City of Columbus Division of Police, Franklin County Sheriff's Office or the Ohio State Highway Patrol, who are in compliance with all applicable legal requirements, are permitted to carry a concealed firearm on university property located within the jurisdiction of their home agency.

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Mr. Gasser:

Thank you. May I have a motion, please? A second? Will the secretary please call the roll?

Upon the motion of Dr. Wadsworth, seconded by Mr. Shumate, the Board of Trustees adopted the foregoing motion with 13 affirmative votes, cast by trustees: Mr. Gasser, Mr. Smucker, Mrs. Wexner, Dr. Wadsworth, Mr. Kellogg, Mr. Shumate, Ms. Krueger, Mr. Porteus, Mrs. Hoeflinger, Mr. Fischer, Mr. Stockmeister, Mr. Zeiger and Mr. Moseley.

Dr. Thompson:

Motion carries, Mr. Chairman.

Dr. Drake:

We are also seeking approval of the following items, and Mr. Fischer, Mrs. Hoeflinger, Mrs. Wexner and Mr. Zeiger will abstain:

#### **RATIFICATION OF APPOINTMENTS TO THE WEXNER MEDICAL CENTER BOARD**

Resolution No. 2018-139

Synopsis: Ratification of appointments to The Ohio State University Wexner Medical Center Board, is proposed.

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WHEREAS the Wexner Medical Center Board bylaws stipulate that up to five members of the University Board of Trustees shall be appointed annually to the Wexner Medical Center by the chair of the University Board of Trustees; and

WHEREAS the bylaws stipulate that the term of office for public members shall be three years, except that the terms of the initial members shall be staggered, with three-year, two-year and one-year terms to ensure that no more than one-third of the public members' terms will expire within a given year and no public member shall serve more than six consecutive years:

NOW THEREFORE

BE IT RESOLVED, That the University Board of Trustees hereby ratifies the following appointments to the Wexner Medical Center Board, effective May 14, 2018, for the terms specified below:

Trustee Members

Abigail S. Wexner, term ending May 13, 2019  
Cheryl L. Krueger, term ending May 13, 2019  
Hiroyuki Fujita, term ending May 13, 2019  
John W. Zeiger, term ending May 13, 2019  
Janet Porter, term ending May 13, 2019

Public Members

Stephen D. Steinour, term ending May 13, 2019  
W.G. "Jerry" Jurgensen, term ending May 13, 2021  
Cindy Hilsheimer, term ending May 13, 2021

BE IT FURTHER RESOLVED, That the University Board of Trustees hereby approves that the appointment of each member entitles the members to any immunity, insurance or indemnity protection to which officers and employees of the university are, or hereafter may become, entitled.

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**APPROVAL TO ENTER INTO PROFESSIONAL SERVICES  
AND CONSTRUCTION CONTRACTS**

Resolution No. 2018-140

**APPROVAL TO ENTER INTO PROFESSIONAL SERVICES AND  
CONSTRUCTION CONTRACTS**

Doan – 6th and 7th Floor NICU  
Service Building Annex Renovation

**APPROVAL TO ENTER INTO CONSTRUCTION CONTRACTS**

Advanced Materials Corridor  
OSU East – West Wing Expansion/Renovation

Synopsis: Authorization to enter into professional services and construction contracts, as detailed in the attached materials, is proposed.

WHEREAS in accordance with the attached materials, the university desires to enter into professional services and construction contracts for the following projects; and



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	Prof. Serv. Approval Requested	Construction Approval Requested	Total Project Cost	
Doan – 6th and 7th Floor NICU	\$0.7M	\$6.8M	\$7.5M	Auxiliary Funds
Service Building Annex Renovation	\$1.2M	\$5.8M	\$7.0M	University Funds

WHEREAS in accordance with the attached materials, the university desires to enter into construction contracts for the following project; and

	Construction Approval Requested	Total Project Cost	
Advanced Materials Corridor	\$47.5M	\$59.1M	State Funds University Funds University Debt Development Funds
OSU East – West Wing Expansion/Renovation	\$23.9M	\$26.0M	Auxiliary Funds

WHEREAS the Master Planning and Facilities Committee has reviewed the projects listed above for alignment with all applicable campus plans and guidelines; and

WHEREAS the Finance Committee has reviewed the projects listed above for alignment with the Capital Investment Plan and other applicable financial plans:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for Business and Finance be authorized to enter into professional services and construction contracts for the projects listed above in accordance with established university and state of Ohio procedures, with all actions to be reported to the board at the appropriate time.

(See Appendix LXXXII for background information, page 1915)

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#### **APPROVAL FOR ACQUISITION OF UNIMPROVED REAL PROPERTY**

Resolution No. 2018-141

LOCATED AT SAWMILL PARKWAY AND HOME ROAD  
IN DELAWARE COUNTY, OHIO

Synopsis: The purchase of approximately 29.56 acres of unimproved real property located at the northeast corner of Sawmill Parkway and Home Road in Delaware County, Ohio, is proposed.

WHEREAS the property is located at the northeast corner of Sawmill Parkway and Home Road in Delaware County, Ohio; and

WHEREAS the property will be utilized for the construction of an ambulatory care facility, which is a key component of the Wexner Medical Center's strategic plan; and

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WHEREAS the acquisition will be contingent upon zoning changes that will allow construction of a medical facility; and

WHEREAS it has been recommended by the Office of Planning and Real Estate, in coordination with the Wexner Medical Center, that the university purchase the land; and

WHEREAS the Wexner Medical Center Board approved this resolution at its meeting on June 6, 2018; and

WHEREAS funds for the acquisition will be provided by the Wexner Medical Center:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the purchase of said property; and

BE IT FURTHER RESOLVED, That the president and/or senior vice president for Business and Finance be authorized to take any action required to effect the sale of the property and to negotiate a purchase contract containing terms and conditions deemed to be in the best interest of the university.

(See Appendix LXXXIII for background information, page 1919)

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Mr. Gasser:

May I have a motion, please? A second? Will the secretary please call the roll?

Upon the motion of Mr. Kellogg, seconded by Mr. Stockmeister, the Board of Trustees adopted the foregoing motion with nine affirmative votes, cast by trustees: Mr. Gasser, Mr. Smucker, Dr. Wadsworth, Mr. Kellogg, Mr. Shumate, Ms. Krueger, Mr. Porteus, Mr. Stockmeister and Mr. Moseley. Mrs. Wexner, Mrs. Hoeflinger, Mr. Fischer and Mr. Zeiger abstained.

Dr. Thompson:

Motion carries, Mr. Chairman.

Dr. Drake:

We will now vote on the following two items separately. First, we seek approval for ...

### **APPROVAL OF FISCAL YEAR 2019 OPERATING BUDGET**

Resolution No. 2018-142

Synopsis: Approval of the Operating Budget for the fiscal year ending June 30, 2019, is proposed.

WHEREAS the state of Ohio Biennial Budget for state Fiscal Years 2018 and 2019, including funding levels for state institutions of higher education, has been signed into law; and,

WHEREAS tuition and fee levels for the Columbus and regional campuses for the fiscal year ending June 30, 2019, are proposed at the June 7, 2018, Board of Trustees meeting; and,

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WHEREAS the president now recommends approval of the Fiscal Year 2019 Operating Budget for the university for the fiscal year ending June 30, 2019;

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees approves the university's Operating Budget for the fiscal year ending June 30, 2019, as described in the accompanying Fiscal Year 2019 Operating Budget Book, with authorization for the president to make expenditures within the projected income.

(See Appendix LXXXIV for background information, page 1920)

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Mr. Gasser:

May I have a motion, please? A second? Will the secretary please call the roll?

Upon the motion of Mr. Smucker, seconded by Mr. Shumate, the Board of Trustees adopted the foregoing motion with 12 affirmative votes cast by trustees: Mr. Gasser, Mr. Smucker, Mrs. Wexner, Mr. Kellogg, Mr. Shumate, Ms. Krueger, Mr. Porteus, Mrs. Hoeflinger, Mr. Fischer, Mr. Stockmeister, Mr. Zeiger and Mr. Moseley. Dr. Wadsworth cast the only negative vote.

Dr. Thompson:

Motion carries, Mr. Chairman.

Dr. Drake:

And finally, due to a healthy discussion during our Finance Committee yesterday, we will do a separate vote on item 10, "Establishment of the Strategic Initiatives Endowment," with the stated understanding that we will take a broader look at endowments during our August meeting.

#### **ESTABLISHMENT OF THE STRATEGIC INITIATIVES ENDOWMENT FUND**

Resolution No. 2018-143

Synopsis: Approval of the establishment of a quasi-endowment fund to provide funding for key strategic initiatives of the university with funds from the Comprehensive Energy Management Transaction, is proposed.

WHEREAS on April 10, 2017, the university and Ohio State Energy Partners LLC entered into the Long-Term Lease and Concession Agreement for The Ohio State University Utility System (the "Concession Agreement"), which resulted in: (1) an upfront payment to the university of approximately \$1.015 billion to be used to further the following five strategic initiatives of the university: (i) expand student access and affordability; (ii) enhance compensation for faculty and staff; (iii) improve classrooms, research labs, and performance and arts spaces; (iv) enhance energy sustainability efforts; and (v) further other strategic initiatives of the university (the "Upfront Payment"), and (2) a \$150 million commitment (the "Academic Collaboration Funds") to support academics in specific areas requested by students, faculty and staff, with \$54.5 million received at closing (the "Comprehensive Energy Management Transaction"); and

WHEREAS in order to further these strategic initiatives, the Board of Trustees wishes to establish the Strategic Initiatives Endowment Fund with \$700 million of funds from the Comprehensive Energy Management Transaction:

June 8, 2018, Board of Trustees meeting

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees finds it in the best interests of the university and in furtherance of its charitable, educational and scientific purposes to establish a quasi-endowment fund to provide funding to support various strategic initiatives of the university; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby establishes the Strategic Initiatives Endowment Fund upon the terms of the endowment description prepared by the Office of Business and Finance attached hereto; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby approves the transfer of \$700 million of funds received through the Comprehensive Energy Management Transaction to the Strategic Initiatives Endowment Fund.

(See Appendix LXXXV for background information, page 1990)

\*\*\*

Mr. Gasser:

May I have a motion, please? A second? Will the secretary please call the roll?

Upon the motion of Mr. Shumate, seconded by Mr. Kellogg, the Board of Trustees adopted the foregoing motion with 12 affirmative votes, cast by trustees: Mr. Gasser, Mr. Smucker, Mrs. Wexner, Dr. Wadsworth, Mr. Kellogg, Mr. Shumate, Ms. Krueger, Mr. Porteus, Mrs. Hoeflinger, Mr. Stockmeister, Mr. Zeiger and Mr. Moseley. Mr. Fischer cast the only negative vote.

Dr. Thompson:

Motion carries, Mr. Chairman.

Mr. Gasser:

Thank you. The next meeting of the Board of Trustees is Friday, August 31, 2018. If there is no further business, this meeting is adjourned. Thank you very much.

Attest:

Michael J. Gasser  
Chairman

Blake Thompson  
Secretary

(APPENDIX LXIV)



**THE OHIO STATE UNIVERSITY**

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**ACCESS, AFFORDABILITY AND  
EXCELLENCE**

**DIANE CORBETT  
EXECUTIVE DIRECTOR, STUDENT FINANCIAL AID**



## **PRESIDENT DRAKE'S 2020 VISION**

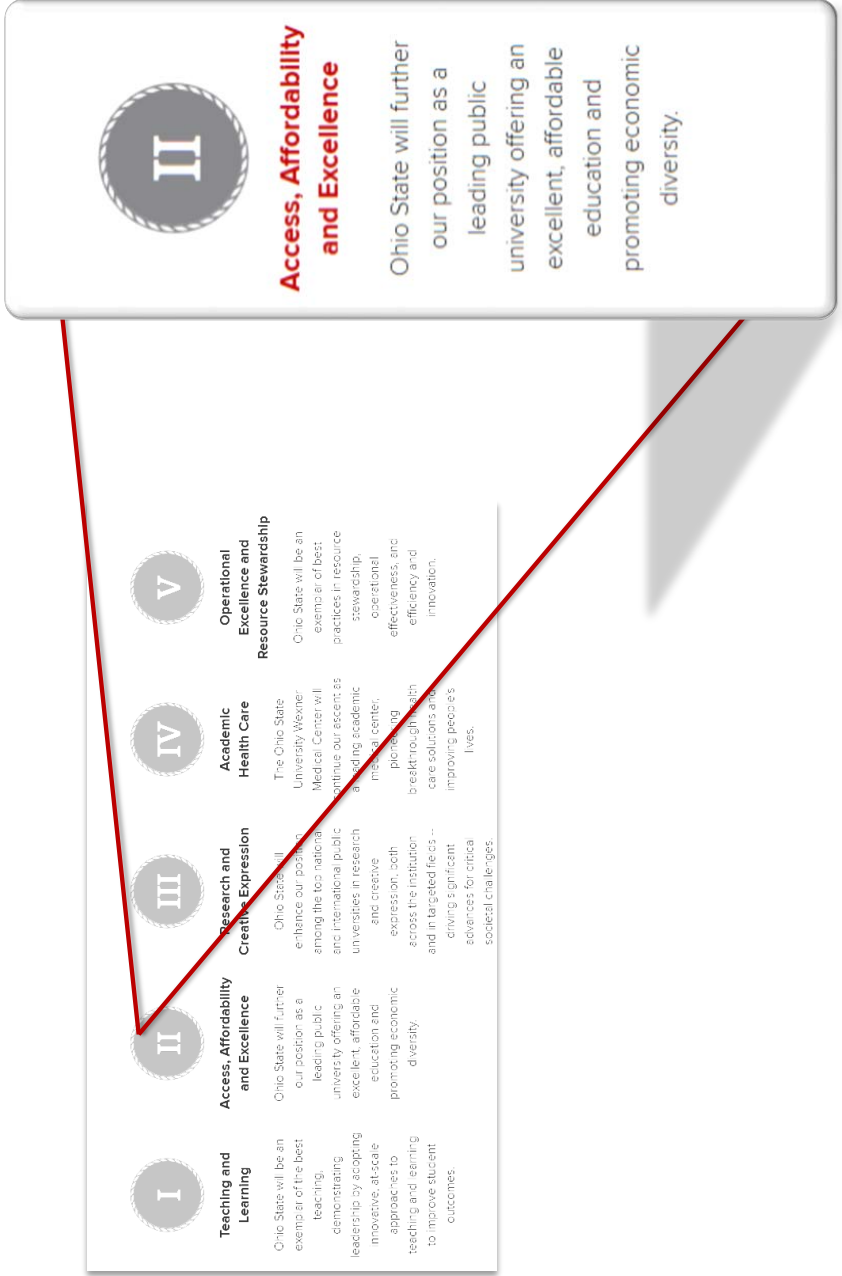
*“The university must continue to be a beacon that illuminates the clearest path to the American Dream. And it must continue to do so while maintaining the access, affordability and excellence that have defined our finest public institutions since their inception.”*

— President Michael V. Drake, MD  
(March 31, 2015 Investiture Address)



# TIME & CHANGE: OHIO STATE'S STRATEGIC PLAN

June 8, 2018, Board of Trustees meeting





## President's Affordability Grant

\$60 Million investment over the past three academic years

June 8, 2018, Board of Trustees meeting

2015-2016

Provided need-based grants to 12,000 low- and moderate-income Ohio residents at the Columbus campus.



[\$15M Investment]

2016-2017

Awarded 16,000 grants to low- and moderate-income Ohio residents by extending the program to the regional campuses.



[\$20M Investment]

2017-2018

**Increased** individual grant award amounts to low- and moderate-income Ohio residents at all campuses.



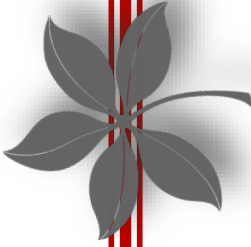
[\$25M Investment]





## Tuition Guarantee

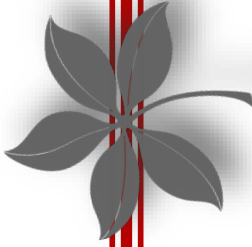
“The Ohio State Tuition Guarantee program provides predictability for the future while our increased focus on need-based aid protects opportunity.” – President Drake



Ohio State will hold in-state tuition, mandatory fees, housing and dining rates flat for four years for each entering class of new first-year undergraduate students on all campuses. This guarantee provides certainty and predictability to students and their families in planning costs.

## Young Scholars Program

Through partnerships with Ohio State and the nine largest urban school districts and communities in Ohio, YSP nurtures the enormous potential of its students through academic, personal and career development initiatives.

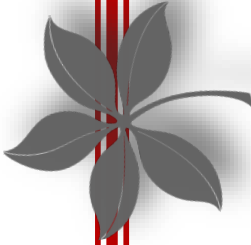


The Young Scholars Program serves over 1,000 students statewide, including 700 students in grades 8-12, serving as a stepping stone for success at Ohio State and beyond.



## Land Grant Opportunity Scholarship

Scholarship opportunity that focuses on first-generation, Ohio residents with high financial need and high academic merit



In 2017-18 the Land Grant Opportunity Scholarship was increased from a full-tuition scholarship to a full cost of attendance scholarship for one student from each of Ohio's 88 Ohio counties. In 2018-19 Ohio State is excited to double the number and extend the opportunity to 176 recipients.



## Buckeye Opportunity Program

Full cost of tuition and mandatory fees will be covered for all Pell-eligible Ohio residents at the Columbus and regional campuses

### Columbus Campus

Available starting in Autumn 2018

Aid will consist of grants and scholarships from federal, state, institutional and donor resources. Columbus anticipates to reach approximately 3,000 students.



[ \$11.6M Investment ]

### Regional Campuses

Available starting in Spring 2019

To be eligible, students must have successfully completed the equivalent of a least one semester and initiated or completed a student-success course. Anticipated to reach approximately 1,200 students.



[ \$3M Investment ]



**THE OHIO STATE UNIVERSITY**

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**THANK YOU**

(APPENDIX LXV)

Board of Trustees

210 Bricker Hall  
190 North Oval Mall  
Columbus, OH 43210-1388

Phone (614) 292-6359  
Fax (614) 292-5903  
trustees.osu.edu

**SUMMARY OF ACTIONS TAKEN**

June 6, 2018 - Wexner Medical Center Board Meeting

**Voting Members Present:**

Leslie H. Wexner  
Abigail S. Wexner  
Cheryl L. Krueger  
John W. Zeiger  
Janet Porter

Stephen D. Steinour  
Robert H. Schottenstein  
Cindy Hilsheimer  
Michael J. Gasser (ex officio)  
Michael V. Drake (ex officio)

Bruce McPheron (ex officio)  
Michael Papadakis (ex officio)

**Non-Voting, Ex-Officio Members Present:**

K. Craig Kent  
L. Arick Forrest  
David P. McQuaid  
Mark E. Larmore

Andrew M. Thomas  
Elizabeth O. Seely  
Susan D. Moffatt-Bruce  
Mary A. Howard

William B. Farrar  
Martha C. Taylor  
Amanda N. Lucas

**Members Absent:**

Hiroiyuki Fujita

W.G. "Jerry" Jurgensen

**PUBLIC SESSION**

The Wexner Medical Center Board convened for its 26th meeting on Wednesday, June 6, 2018, in the Ross Auditorium of the Richard M. Ross Heart Hospital. Board Secretary Blake Thompson called the meeting to order at 9:05 a.m.

***Item for Action***

1. **Approval of Minutes:** No changes were requested to the April 4, 2018, meeting minutes; therefore, a formal vote was not required and the minutes were considered approved.

***Items for Discussion***

2. **Building and Supporting the Next Generation of Physicians:** Dan Clinchot, dean for education at the College of Medicine, highlighted MedPath, a selective program designed for potential students who are educationally and economically disadvantaged or ethnically diverse. MedPath accepts 15 new students each year, and they participate in a rigorous curriculum, academic skill development and mentorship. Quinn Capers, dean of admissions for the College of Medicine, highlighted an outreach program at the college that encourages high school students from Eastmoor Academy to consider careers in medicine.
3. **College of Medicine Report:** Dean Craig Kent recognized Phil Popovich, new chair of the Department of Neuroscience, and highlighted two programs — Catalyst, led by Ann McAlearney, which focuses on the rising area of health services research; and the Solid Organ Transplantation program, which has grown over the past five years from 47th to 14th in the nation.
4. **Health System Operations Report:** David McQuaid, CEO of the University Health System and COO of the Wexner Medical Center, and Elizabeth Seely, chief administrative officer for the health system's Hospital Division, shared an update on the success of "Community Health Day" at CarePoint East, and announced that the medical center will host a "Healthy Community Day" at the Schottenstein Center on September 16. Mr. McQuaid also shared that the LeapFrog Group, a national leader and advocate in hospital transparency, has awarded the medical center and University Hospitals East an A-rating for being one of the safest hospitals in the nation. Only 30 percent of hospitals in the United States receive an A-rating.
5. **Updates on The James and the Comprehensive Cancer Center:** William Farrar, interim CEO of the James Cancer Hospital and Solove Research Institute, shared an update on The James, which recently opened an eight-bed intermediate care unit for patients that is helping to decrease costs and improve satisfaction for those who need treatment but not admission to the hospital. Additionally, The James' Blood and Marrow Transplant program just received a gold-level Beacon Award for excellence in patient care from the American Association of Critical-Care Nurses. Dr. Farrar also encouraged everyone to participate in Pelotonia, which will celebrate its 10th anniversary in August. Raphael Pollock, director of The Ohio State University Comprehensive Cancer Center, discussed two major areas of focus — active recruitment efforts and the development of new programs, including a Center for Cancer Immunotherapeutics and a program in conjunction with the College of Engineering.

**Items for Discussion (cont'd)**

6. Health System Financial Summary and FY19 Budget Review: Mark Larmore, CFO for the medical center, presented the Health System Financial Summary through April and a forecast for the Fiscal Year 2019 budget. Admission results were ahead of budget by 0.4 percent, with a growth of 4.5 percent year-over-year. Cash-on-hand continues to grow, crossing over the \$1 billion mark in cash at the health system.

**Items for Action**

7. Resolution No. 2018-109, Standard Care Arrangement for The Ohio State University Wexner Medical Center:

**Synopsis:** The Ohio State University Wexner Medical Center commits to maintain high standards needed to provide optimal care of all patients and recommends the following standard care arrangement for approval.

WHEREAS The Ohio State University Wexner Medical Center's mission includes teaching, research and patient care; and

WHEREAS The Ohio State University Wexner Medical Center will use the standard care arrangement for collaborative practice between its employed physicians and Advanced Practice Registered Nurses (APRNs) prior to engaging in clinical practice; and

WHEREAS this standard care arrangement shall be governed by and construed in accordance with the laws of the state of Ohio, which requires review and approval in accordance with the bylaws of the medical staffs and by The Ohio State University Wexner Medical Center's governing body; and

WHEREAS the commitment to maintain the high standards needed to provide optimal care of all patients, with the medical staffs' support of the collaborative practice of The Ohio State University Wexner Medical Center's employed physicians and APRNs to enter into this standard care arrangement prior to engaging in practice, was approved by The Ohio State University Wexner Medical Center's Credentialing Committee on May 7, 2018; the University Hospitals Medical Staff Administrative Committee on May 9, 2018; the James Cancer Hospital Medical Staff Administrative Committee on May 11, 2018; and the Quality and Professional Affairs Committee on May 29, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board hereby approves the use of this standard care arrangement to maintain the high standards needed to provide optimal care of all patients and to support the collaborative practice of the Wexner Medical Center's employed physicians and APRNs.

(See Attachment XXI for background information, page 1413)

**Action:** See below, item No. 8, for the details of this combined action.

8. Resolution No. 2018-110, Ratification of Committee Appointments 2018-19:

BE IT RESOLVED, That the Wexner Medical Center Board hereby approves that the ratification of appointments to the Quality and Professional Affairs Committee for 2018-19 are as follows:

Quality and Professional Affairs Committee

CHERYL L. KRUEGER, Chair

JANET PORTER

Bruce A. McPherson

Michael A. Papadakis

David P. McQuaid

Andrew M. Thomas

David Cohn

Jon P. Walker

John C. Grecula

Scott A. Holiday

Iahn Gonsenhauser

Mary G. Nash

Kristopher M. Kipp

ABIGAIL S. WEXNER (ex officio)

**Action:** Upon the motion of Mr. Zeiger, seconded by Ms. Krueger, the board adopted the foregoing motions by unanimous roll call vote.

**Items for Action (cont'd)**

9. Resolution No. 2018-111, Approval to Enter into Professional Services and Construction Contracts:

**Synopsis:** Authorization to enter into professional services and construction contracts, as detailed in the attached materials, is proposed.

WHEREAS in accordance with the attached materials, the university desires to enter into professional services and construction contracts for the following projects; and

	Prof. Serv. Approval Requested	Construction Approval Requested	Total Project Cost	
Doan – 6th and 7th Floor NICU	\$0.7M	\$6.8M	\$7.5M	Auxiliary Funds

WHEREAS in accordance with the attached materials, the university desires to enter into construction contracts for the following projects:

	Construction Approval Requested	Total Project Cost	
OSU East – West Wing Expansion/Renovation	\$23.9M	\$26.0M	Auxiliary Funds

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board hereby approves and proposes that the professional services and construction contracts for the projects listed above be recommended to the University Board of Trustees for approval; and

BE IT FURTHER RESOLVED, That the president and/or senior vice president for Business and Finance be authorized to enter into professional services and construction contracts for the projects listed above in accordance with established university and state of Ohio procedures, with all actions to be reported to the board at the appropriate time.

(See Attachment XXII for background information, page 1420)

**Action:** Upon the motion of Mr. Gasser, seconded by Ms. Krueger, a majority of the board adopted the foregoing motion by roll call vote with Mrs. Wexner abstaining.

10. Resolution No. 2018-112, Approval for Acquisition of Unimproved Real Property located at Sawmill Parkway and Home Road in Delaware County, Ohio:

**Synopsis:** The amendments to the *Bylaws and Rules and Regulations of the Medical Staff of the Arthur G. James Cancer Hospital and The of purchase approximately 29.56 acres of unimproved real property located at the northeast corner of Sawmill Parkway and Home Road in Delaware County, Ohio, is proposed.*

WHEREAS the property is located at the northeast corner of Sawmill Parkway and Home Road in Delaware County, Ohio; and

WHEREAS the property will be utilized for the construction of an ambulatory care facility, which is a key component of the Wexner Medical Center's strategic plan; and

WHEREAS the acquisition will be contingent upon zoning changes that will allow construction of a medical facility; and

WHEREAS it has been recommended by the Office of Planning and Real Estate, in coordination with the Wexner Medical Center, that the university purchase the land; and

WHEREAS funds for the acquisition will be provided by the Wexner Medical Center:



NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board hereby approves and proposes that the purchase of said property be recommended to the University Board of Trustees for approval; and;

BE IT FURTHER RESOLVED, That the president and/or senior vice president for Business and Finance be authorized to take any action required to effect the sale of the property and to negotiate a purchase contract containing terms and conditions deemed to be in the best interest of the university.

(See Attachment XXIII for background information, page 1422)

**Action:** Upon the motion of Mrs. Wexner, seconded by Ms. Krueger, a majority of the board adopted the foregoing motion by roll call vote with Mr. Zeiger abstaining.

**Resolutions No. 2018-111 and No. 2018-112 were recommended by the Wexner Medical Center Board and forwarded to the University Board of Trustees for review and approval.**

#### **EXECUTIVE SESSION**

It was moved by Abigail Wexner, and seconded by Michael Gasser, that the board recess into executive session to consider business-sensitive trade secrets required to be kept confidential by federal and state statutes, to discuss quality matters which are required to be kept confidential under Ohio law, to consult with legal counsel regarding pending or imminent litigation, and to discuss the purchase of real property and personnel matters regarding the employment, appointment, compensation, discipline and dismissal of public officials.

A roll call vote was taken and the board unanimously voted to go into executive session, with the following members present and voting: Mr. Wexner, Mr. Gasser, Mrs. Wexner, Ms. Krueger, Mr. Zeiger, Dr. Porter, Mr. Steinour, Mr. Schottenstein, Ms. Hilsheimer, Dr. Drake, Dr. McPherson and Mr. Papadakis.

The board entered executive session at 11:12 a.m. and adjourned at 1:30 p.m.

(ATTACHMENT XXI)

### Standard Care Arrangement for the Advanced Practice Registered Nurse

The following Standard Care Arrangement (SCA) is written to provide guidelines for the collaborative practice between an Advanced Practice Registered Nurse (APRN) and physician(s) (references to "physician" include collaborating podiatrists) prior to engaging in practice.

All APRNs must also be appropriately credentialed according to OSUWMC policies and procedures prior to engaging in practice.

Contact Information	
Name:	
Specialty:	
Business Address:	
City, State:	
Zip:	
Business phone:	
OAC 4723-8-04(C)(4)	

Services Offered by the APRN	
Services offered may include, but are not limited to: <ul style="list-style-type: none"> <li>▪ Obtain history and physical exam</li> <li>▪ Provide care and determine eligibility for treatment protocols as appropriate</li> <li>▪ Prescribe medications appropriate for treatment in accordance with APRN education, training and specialty area of practice (in accordance with Prescriptive Authority herein below)</li> <li>▪ Manage the prescribed treatment</li> <li>▪ Obtain and order diagnostic tests/laboratory studies as appropriate</li> <li>▪ Management of disease and/or treatment related health problems/effects</li> <li>▪ Monitor health status in an ongoing basis</li> <li>▪ Initiate referrals to other health care professionals as appropriate</li> </ul>	
Additional services offered: <ul style="list-style-type: none"> <li>▪ _____</li> <li>▪ _____</li> <li>▪ _____</li> </ul>	
OAC 4723-8-04(C)(5) APRN approved clinical privileges	

Criteria for Consult with and Referrals to Collaborating Physician(s)	
I will consult with and/or refer to my collaborating physician(s) regarding patient management in the following circumstances: <ul style="list-style-type: none"> <li>▪ In the event that my patient becomes medically unstable</li> </ul>	

- In the event that my patient's condition warrants direct care by the collaborating physician
- In the event that my patient may need to be taken into surgery
- In the event that my patient may need to be admitted/discharged into the hospital
- For nurse midwives, in the event of a breech or face presentation or any other abnormal obstetrical condition

OAC 4723-8-04(C)(7)(b) and (c)

### Plan for Coverage in Case of Emergency or Planned Absences of the APRN or Collaborating Physicians(s)

At all times, there will be a physician responsible for the patient's care. The collaborating physicians(s) and I will determine the appropriate protocols to follow during the absence of either party.

- The collaborating physicians(s) or I will notify each other of all emergency or planned absences
- A physician will be designated as having overall responsibility for patient care during absences of the collaborating physician
- I will inform the collaborating physicians(s) of personnel who will cover my responsibilities during my absence

OAC 4723-8-04(C)(8)

### Arrangement Regarding Reimbursement

Depending on my direct employer, I will be reimbursed in accordance with the OSU Wexner Medical Center or OSUP employment guidelines.

OAC 4723-8-04(C)(10)

### Process for Resolution of Disagreements Regarding Matters of Patient Management

Should a disagreement arise between the collaborating physician(s) and me regarding the patient's plan of care, I will communicate with the physician(s) and attempt to reach consensus. The collaborating physicians(s) will be available for consultation with me at all times. In the event that the collaborating physicians(s) is/are unavailable or further consultation is necessary, I will follow the chain of command for communication outlined in the nursing standards of practice and policies for each hospital or clinic site.

In addition, any of the following options may be used to resolve the conflict:

- Consult with physicians, APRN colleagues or other disciplines or medical services with knowledge and expertise related to the specialty area
- Refer to current professional literature appropriate to the area in question

In the event that an agreement cannot be reached between the collaborating physician(s) and me, the ultimate decision regarding patient care rests with the collaborating physicians(s). In the event this situation occurs, the physician assumes care of the patient and the APRN may be recused of care. The physician shall present the care options to the patient and obtain the proper consent.

OAC 4723-8-04(C)(9)

### Plan for Incorporating New Technology or Procedures

- Share and discuss knowledge and skills related to new technology and procedures and integrate them into practice protocols as appropriate
- Identify new core competencies as indicated to facilitate patient management
- Prior to performing specialized skills, demonstrate and document competency in accordance with corporate credentials protocol for obtaining additional privileges

OAC 4723-8-04(C)(6)

### Quality Management and Service Review Process

The quality management and service review process shall be conducted in accordance with The Ohio State University Wexner Medical Center's (OSUWMC) Focused Professional Practice Evaluation (FPPE) and Ongoing Professional Practice Evaluation (OPPE) policies for all credentialed health care providers in order to maintain or improve care delivery.

The quality review will at a minimum include:

- A periodic review of representative samples of prescriptions written by the APRN
- A periodic review of representative samples of schedule II prescriptions written by the APRN
- Provisions to ensure that the nurse is meeting all the requirements of rule [4723-9-12](#) of the Administrative Code related to review of a patient's OARRS report, consultation with the collaborating physician prior to prescribing based on the OARRS report and signs of drug abuse or diversion as set forth in rule [4723-9-12](#) of the Administrative Code, and documentation of receipt and assessment of OARRS report information in the patient's record.
- Quality assurance standards consistent with rules 4723-8-04 and [4723-8-05](#) of the Administrative Code.

OAC 4723-8-04(C)(7)(a)  
OAC 4723-8-04(C)(7)(d)  
OAC 4723-8-04(C)(11)(c)  
OAC 4723-8-05(E)  
OAC 4723-8-05(F)

- I will **not** be prescribing as a part of my job at OSUWMC (by checking this box you are indicating the next box does not apply to your practice).

### Prescriptive Authority

The APRN with prescriptive authority shall not exceed the prescriptive authority of the collaborating physician or podiatrist, including the collaborating physician's authority to treat chronic pain with controlled substances and products containing tramadol as described in ORC [4731.052](#).

The APRN may prescribe in accordance with ORC 4723.48, the rules of the Ohio Board of Nursing, and with the formulary as established by the committee on prescriptive governance and adopted by the Ohio Board of Nursing (ORC [4723.492](#)).

1. The APRN may prescribe drugs newly approved or approved for a new indication by the FDA & reviewed by committee on prescriptive governance subsequent to the date of biennial review of the SCA.

**2. Off-Label Use**

The APRN may prescribe medications for off-label use if the following criteria are met:

- The off-label indication(s) must be consistent with the APRNs' Scope of Practice and that of the clinical specialty or subspecialty.
- Standard clinical practice and literature support with greater or equal to level 3 evidence.

**3. OAARS Reporting**

The APRN will comply with all requirements of OAC 4723-9-12, standards and procedures for review of OARRS (Ohio Automated Rx Review System).

- 4. Prescribing parameters for Schedule II controlled substances** The APRN may prescribe schedule II controlled substances as indicated for patients in accordance with Section 4723.481, ORC; Chapters 4723-8, 4723-9 and 4731-11, OAC; the Formulary published by the Ohio Board of Nursing; and the scope of prescribing practices established in this SCA.

- I will be prescribing to minors as a part of my employment at OSUWMC and I will comply with all requirements in accordance with ORC Section 3719.061 when prescribing opioids to minors (by checking this box you are indicating the **does** apply to your practice).

OAC 4723-8-04(C)(11)  
OAC 4723-8-04(C)(11)(v)  
APRN approved clinical privileges

The collaborating physician(s) and I have mutual responsibility for abiding with the guidelines of this agreement. Involved parties may request in writing, to revise or rescind this agreement at any time and must be agreed to by the undersigned, in writing, and incorporated as part of the SCA. This includes notification by either party that patient care will no longer be provided by any individual signing below at any OSUWMC location and/or they will no longer be part of OSUP. Any final actions taken against licensure and/or clinical privileges must be disclosed immediately to all parties signing this SCA.

By entering in this SCA, I hereby acknowledge that I have a copy of the Ohio Law Regulating the Practice of Advanced Practice Nursing and Rules promulgated from therein and have read the same and am familiar with their content. I also acknowledge that I am familiar with the content of the Policies and Procedures of The Ohio State University Wexner Medical Center, which includes OSUP.

I consent to the inspection of all records and documents that may be material to an evaluation of such qualifications and my competence to carry out the clinical privileges I request, as well as my moral, ethical and personal qualifications and agree to execute whatever releases necessary to exonerate and release individuals and all parties from liability arising out of acts performed in good faith and without malice in connection with the evaluation of me and my credentials, and I do, by making application, release from liability all individuals and organizations who provide information to the hospital in good faith, and without malice concerning my competence, morals, ethics, character, and other qualifications for employment or staff appointments and clinical privileges.

I agree to report to the collaborating physician(s) and the Director of Advanced Practice Providers or OSUP's Compliance Department, any suspensions, revocations or limitations of any professional license I may possess and/or refusal to register or reinstate for professional licensure.

I agree I will notify the Ohio Board of Nursing of an addition or deletion of a Collaborating Physician no later than thirty (30) days after such change takes effects.

OSUWMC, or OSUP, as my employer will maintain the most current copy of this SCA on file. Upon request of the Ohio Board of Nursing, OSU, OSUP or I shall immediately provide a copy of this SCA upon such request.

Initial date of execution: \_\_\_\_\_ Signature of APRN: \_\_\_\_\_

Initial date of execution: \_\_\_\_\_ Primary Collaborating Physician: \_\_\_\_\_

OAC 4723-8-04(C)(1) and (2)  
OAC 4723-8-04(D) and (E)

---

***Each biannual review must be signed and dated by both the APRN and the Primary Collaborating Physician***

Date of 1<sup>st</sup> biennial review: \_\_\_\_\_ Signature of APRN: \_\_\_\_\_

Date of 1<sup>st</sup> biennial review: \_\_\_\_\_ Primary Collaborating Physician: \_\_\_\_\_

---

Date of 2<sup>nd</sup> biennial review: \_\_\_\_\_ Signature of APRN: \_\_\_\_\_

Date of 2<sup>nd</sup> biennial review: \_\_\_\_\_ Primary Collaborating Physician: \_\_\_\_\_

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Date of 3<sup>rd</sup> biennial review: \_\_\_\_\_ Signature of APRN: \_\_\_\_\_

Date of 3<sup>rd</sup> biennial review: \_\_\_\_\_ Primary Collaborating Physician: \_\_\_\_\_

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Date of 4<sup>th</sup> biennial review: \_\_\_\_\_ Signature of APRN: \_\_\_\_\_

Date of 4<sup>th</sup> biennial review: \_\_\_\_\_ Primary Collaborating Physician: \_\_\_\_\_

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Date of 5<sup>th</sup> biennial review: \_\_\_\_\_ Signature of APRN: \_\_\_\_\_

Date of 5<sup>th</sup> biennial review: \_\_\_\_\_ Primary Collaborating Physician: \_\_\_\_\_

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OAC 4723-8-04(C)(3)  
OAC 4723-8-04(C)(7)(a)

Collaborating Physician(s)			
Date executed/ reviewed	Physician name and signature <i>(please print)</i>	Physician specialty practice and area	Physician address and phone number

**Addendum #1**

Exceeding the thirty (30) MED average for treatment of acute pain

As the collaborating physician, the APRN(s) and I have discussed circumstances as to when the APRN(s) may exceed the thirty (30) MED averages in treating acute pain. The following conditions are acceptable and may be appropriate for the APRN(s) to exceed the thirty (30) MED averages.

- (a) Traumatic crushing of tissue;
- (b) Amputation;
- (c) Major orthopedic surgery;
- (d) Severe burns

The APRN(s) and I have reviewed and are familiar with OAC 4731-11-13.

Initial date of execution: \_\_\_\_\_ Collaborating Physician: \_\_\_\_\_

Initial date of execution: \_\_\_\_\_ Signature of APRN: \_\_\_\_\_

Credentialing Committee: May 7, 2018  
UH MSAC: May 9, 2018  
James MSAC: May 11, 2018  
Quality and Professional Affairs Committee of the Wexner Medical Center Board: May 29, 2018



(ATTACHMENT XXII)

- **approval requested and amount**  
 professional services/construction \$7.5M
- **project budget**  
 professional services \$0.7M  
 construction w/cont \$6.8M  


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 total project budget \$7.5M
- **project funding**  
 university debt  
 development funds  
 university funds  
 auxiliary funds  
 state funds
- **project schedule**  
 BoT approval 06/18  
 design/bidding 06/18 – 07/19  
 construction 08/19 – 02/20
- **project delivery method**  
 general contracting  
 design/build  
 construction manager at risk
- **planning framework**  
 this project is included in the FY2018 Capital Investment Plan  
 this project is in cooperation with Nationwide Children's Hospital
- **project scope**  
 this project will renovate the NICU areas on the sixth and seventh floors of Doan  
 improvements to address standard of care requirements include increasing the patient, staff and parent areas, unifying the NICU, improving collaborative work zones, and providing a central entrance for parents, care givers and families  
 project costs will be shared evenly with Nationwide Children's Hospital
- **approval requested**  
 approval is requested to enter professional services and construction contracts



- **approval requested and amount**  
construction \$23.9M

- **project budget**  
professional services \$2.1M  
construction w/contingency \$23.9M  
total project budget \$26.0M

- **project funding**
  - university debt
  - development funds
  - university funds
  - auxiliary funds
  - state funds

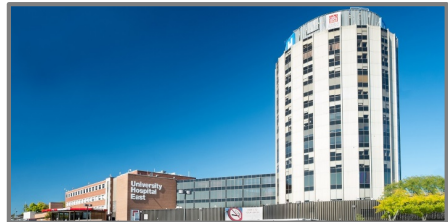
- **project schedule**  
BoT prof services approval 06/17  
design 07/17-08/18  
BoT construction approval 06/18  
construction 09/18-01/20

- **project delivery method**
  - general contracting
  - design/build
  - construction manager at risk

- **planning framework**
  - o this project is included in the FY 2017 Capital Improvement Plan

- **project scope**
  - o renovation of 11,800 GSF and expansion of 23,200 GSF on the first floor of the west wing of the hospital tower
  - o expansion and redesign of the operating rooms and pre-operative/PACU space and respiratory suite; consolidates imaging areas; improvements to patient arrival experience and entrance aesthetics

- **approval requested**
  - o approval is requested to enter into construction contracts



(ATTACHMENT XXIII)

**APPROVAL FOR PURCHASE OF UNIMPROVED REAL PROPERTY  
SAWMILL PARKWAY AND HOME ROAD  
LIBERTY TOWNSHIP, DELAWARE COUNTY, OHIO**

**Background**

The Ohio State University's Wexner Medical Center (WMC) seeks to acquire vacant land for the development of additional ambulatory care facilities in Delaware County, Ohio. Acquisition of this land is important in meeting the objectives of WMC's ambulatory care strategy, which is in turn a key component of the WMC Strategic Plan and its mission to improve health in Ohio and across the world through innovation in research, education and patient care.

**Location and Description**

The subject property is located in Liberty Township, Ohio, and is part of the Golf Village North development. It is well located at the northeast corner of the intersection of Sawmill Parkway and Home Road, across from Olentangy Liberty High School, and is surrounded by additional school improvements, a few retail structures and residential subdivisions. The subject includes seven parcels totaling approximately 29.56 developable acres. The site is zoned PC (Planned Commercial District). Because zoning changes may be required in order to allow the planned use, the seller has agreed that the purchase contract will be contingent upon obtaining the necessary entitlements to allow medical facilities.

**Property History**

The property is currently owned by Golf Village North LLC, and will be acquired in the name of the state of Ohio for the benefit of The Ohio State University.

**Purchase of Property**

WMC recommends that the +/- 29.56 acres of unimproved real property described above be acquired on terms and conditions that are in the best interest of the university. The source of funding for the acquisition and subsequent development of the property will be the Wexner Medical Center. The acquisition price is \$8,000,000, subject to appropriate adjustments and prorations at closing.



**SAWMILL PARKWAY ACQUISITION SITE  
SAWMILL PKWY & HOME RD  
DELAWARE COUNTY, OHIO**

PROPERTY TO BE ACQUIRED

Prepared by: The Ohio State University  
Office of Planning and Real Estate  
Issue Date: February 22, 2018  
The Ohio State University Board of Trustees



(APPENDIX LXVI)



# Tuition, fees and other rates

Michael Papadakis, Interim SVP and CFO

Finance Committee | June 7, 2018

## Affordability at Ohio State

No. 1 flagship for lowest in-state increases over past decade; No. 4 out-of-state

### Freezing tuition

- Base (in-state) tuition and fees for existing students has been frozen since 2012-13
  - Three straight graduating classes have completed degrees with no increases
- Incoming students are part of Ohio State Tuition Guarantee, which locks rates for 4 years
  - Fees included: Base (resident) tuition, mandatory fees, housing rates, dining rates

### Expanding aid

- Need-based aid programs have grown by more than \$100 million since FY15
  - 15,000+ President's Affordability Grants for low- and middle-income Ohioans
  - Buckeye Opportunity Program ensures aid covers tuition for Ohio Pell students
  - Land Grant Opportunity Scholarships doubled, starting in Autumn 2018

## Considerations in setting tuition and fees

Our commitment to access, affordability and excellence requires focus on each area

- Pathways for students to attend Ohio State (all campuses)
- Controlling costs and providing financial aid to support students
- Investments in academic quality and student support

Financial factors we consider

- State funding and regulatory requirements
  - Flat funding for State Share of Instruction (0%)
  - Freeze on resident tuition and fees (0%) for continuing students
  - Inflationary increase on tuition rates in Ohio State Tuition Guarantee (affecting new first-year students only)
- Peer comparisons/competition for students and faculty
- Inflationary pressures on university's budget



# Proposed tuition and fees for 2018-19

Proposed freezes		Proposed Rate / Value
Resident (base) tuition & fees* – continuing undergraduate students		0% - no change
Program, course and technology fees*		0% - no change
International Surcharge		0% – no change
Resident (base) tuition & fees – Graduate / PhD		0% – no change
Proposed increases		Proposed Increase
Resident (base) tuition & fees* – incoming first year undergraduates (to be frozen for four years under Tuition Guarantee)		1.4% to instructional fee (60-month CPI average) ➤ Note: 5-year CAGR is 1.7%
Non-resident surcharge		4.8%
Housing		1.5%
Dining		1.5%
Professional school differential fees		Market-driven 11 proposed program increases
Student health insurance		8.6% (pass through of costs/private vendor)

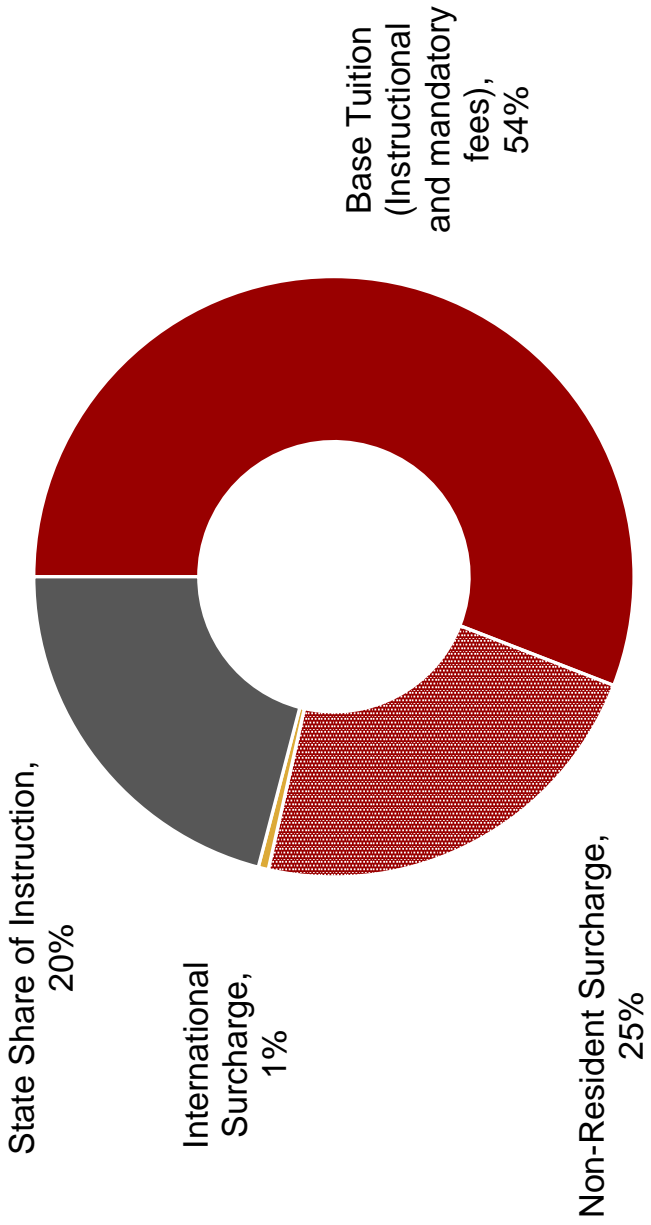
\*Capped by state biennial budget



## Undergraduate support

Nearly 80% of revenue is from undergraduate tuition; state provides 20%

### \$790 million in undergraduate instruction (FY17)





# Undergraduate tuition



## Ohio State Tuition Guarantee

New tuition structure predictability for a four-year undergraduate education

- Freezes rates for four years for each incoming class of new first-year undergraduates
  - Fees included: Base (resident) tuition, fees, housing and dining charges
  - Set rates benefit all undergraduates, but non-resident surcharge is not guaranteed
- Plan applies to all campuses – Columbus, Lima, Mansfield, Marion, Newark and ATI
- Rates were reset for new structure: Net 5.2% for Columbus; 5.3% for regionals/ATI

### FY19 IMPLEMENTATION

- Rates remain frozen for first cohort (first-year students who entered in August 2017)
- Proposed inflationary increases for cohort entering in August 2018 (locked FY19-FY22)
  - 1.4% for instructional fee
  - 1.5% for room and board rates



# Proposed for Ohio State Tuition Guarantee (FY19-)

Rates would be frozen for next four years for incoming first-year students

**Columbus Campus** (Chart shows most common room and board plans)

	FY18	FY19	Change	% Change
Instructional Fee	9,718	9,852	134	1.4%
General Fee	372	372	-	-
Student Activity	80	80	-	-
Recreation	246	246	-	-
COTA	27	27	-	-
Ohio Union	149	149	-	-
<b>Resident Tuition &amp; Fees</b>	<b>\$ 10,592</b>	<b>\$ 10,726</b>	<b>\$ 134</b>	<b>1.3%</b>
Housing (Rate I plan)	8,348	8,472	124	1.5%
Dining (Gray 10 plan)	3,904	3,962	58	1.5%
<b>Housing and Dining</b>	<b>\$12,252</b>	<b>\$12,434</b>	<b>182</b>	<b>1.5%</b>
<b>Columbus Campus Guarantee</b>	<b>\$22,844</b>	<b>\$23,160</b>	<b>\$316</b>	<b>1.4%</b>

FY19 rates set for new students; rates for first cohort are frozen at FY18 levels

**Regional campuses\***

	FY18	FY19	Change	% Change
Instructional Fee	7,325	7,416	91	1.4%
General Fee	228	228	-	-
<b>Regional Campus Guarantee</b>	<b>\$7,553*</b>	<b>\$7,644*</b>	<b>\$91</b>	<b>1.2%</b>

**Agricultural Technical Institute\***

	FY18	FY19	Change	% Change
Instructional Fee	7,289	7,380	91	1.4%
General Fee	228	228	-	-
<b>ATI Guarantee</b>	<b>\$7,517*</b>	<b>\$7,608*</b>	<b>\$91</b>	<b>1.2%</b>

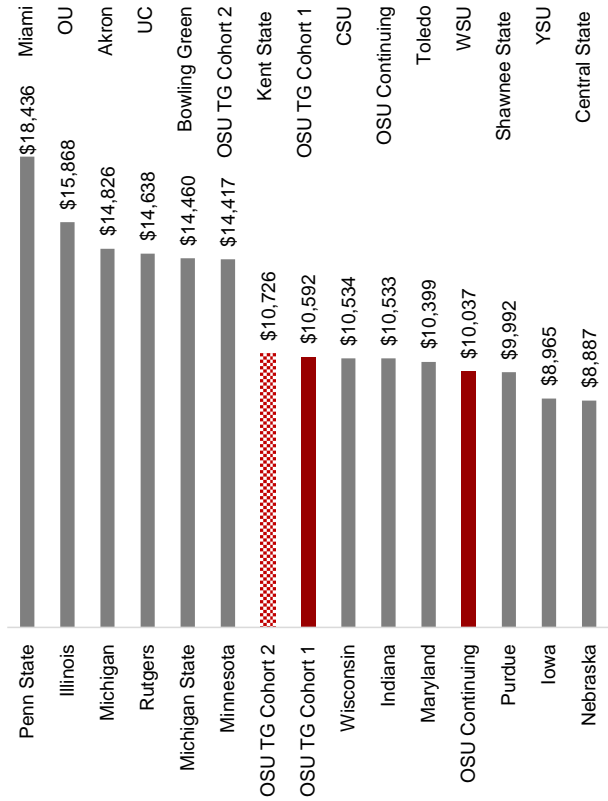
\*Room and Board rates would also be included or Regional Campus and ATI for student selecting those options

# Comparison: In-state tuition (Columbus campus)

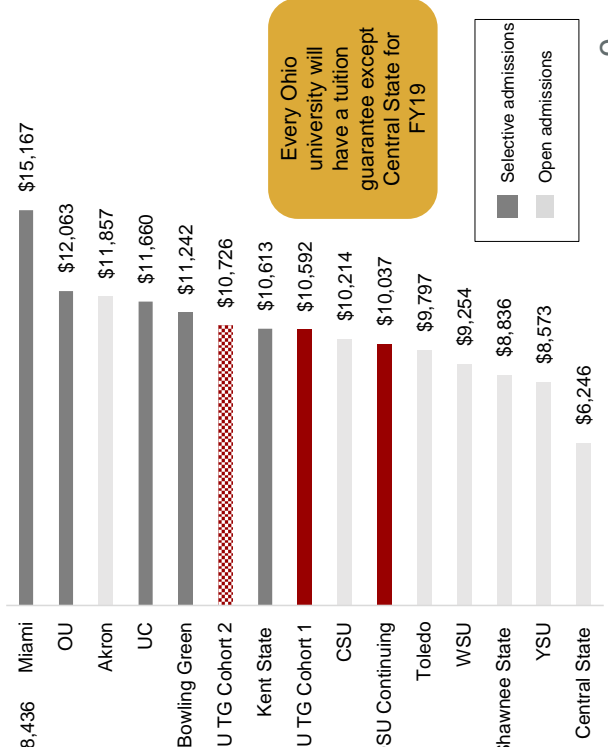
Proposed rates would maintain affordability compared with peers and in state

- More affordable than about half (6) of 13 public Big Ten schools
- First or second most affordable among selective Ohio schools

**FY18 – Big Ten Public**



**FY19 Proposed - Ohio Public**



Every Ohio university will have a tuition guarantee except Central State for FY19

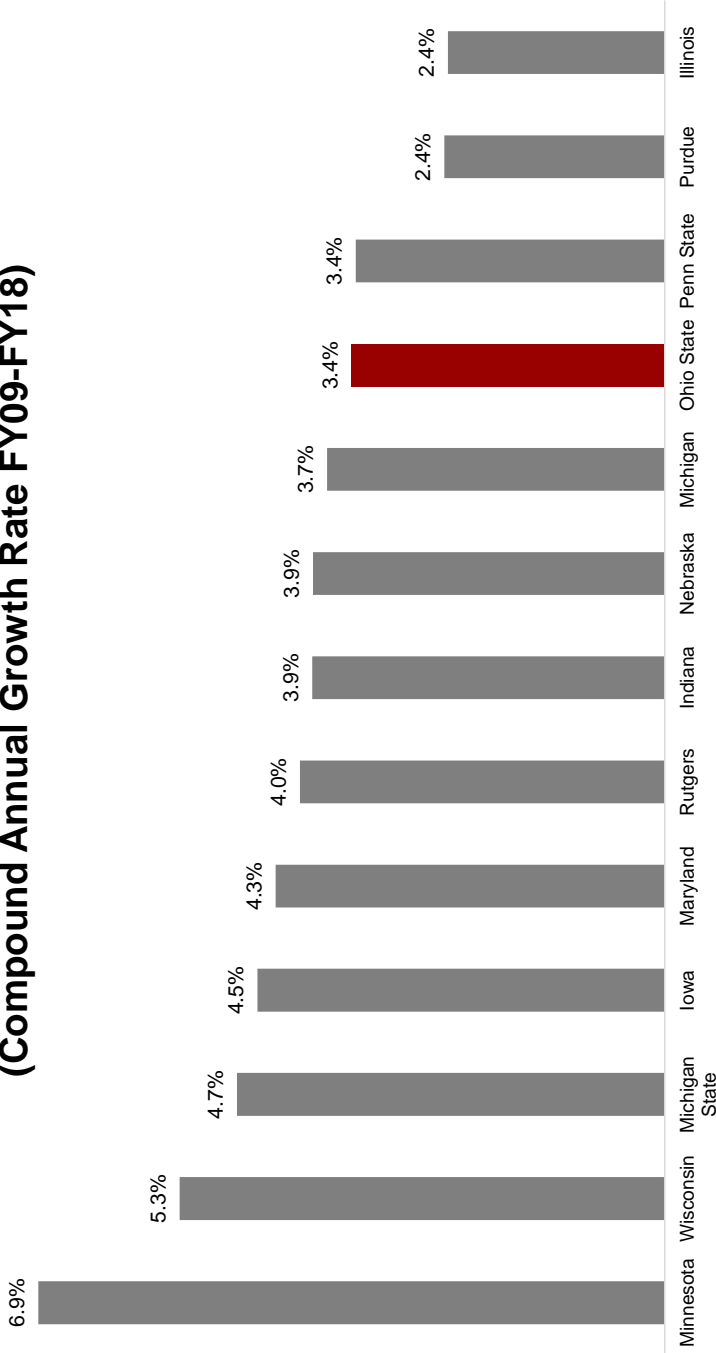
Legend:  
 Selective admissions (Dark Gray)  
 Open admissions (Light Gray)



# Background: Non-resident tuition and fees

Ohio State is a national leader in controlling non-resident tuition and fees

## Big Ten: Out-of-State Tuition and Fees (Compound Annual Growth Rate FY09-FY18)



Source: Association of American Universities Data Exchange

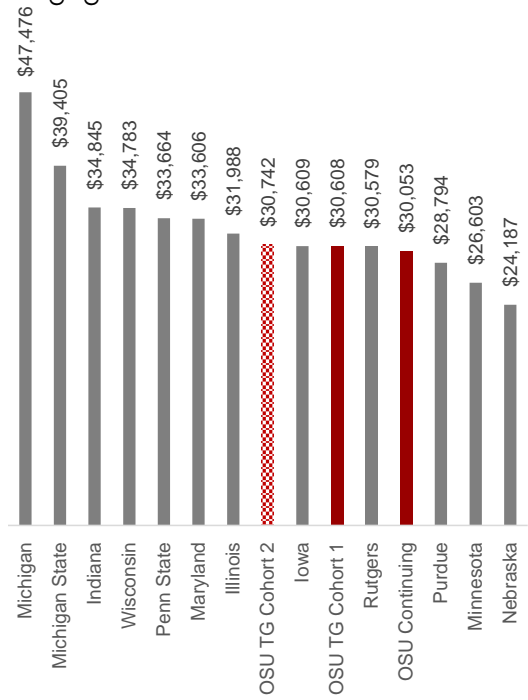


# Proposed for FY19: Non-resident tuition and fees

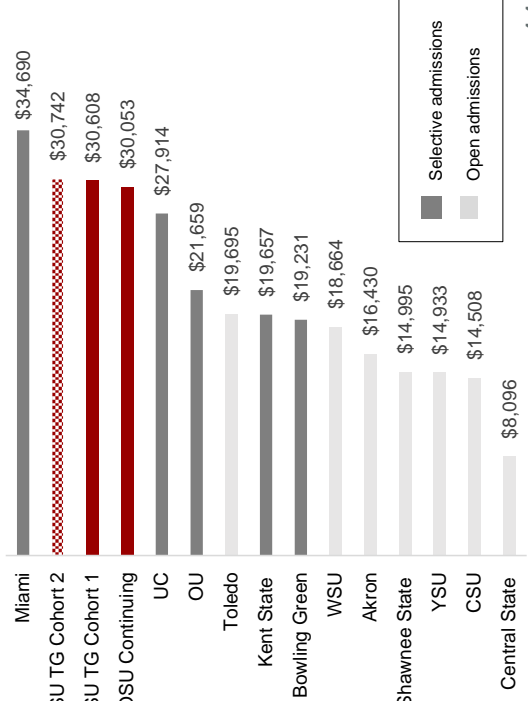
Non-resident surcharge would increase 4.8% (\$912) for undergraduates

- After applying new rate, Ohio State would be
  - More affordable than at least seven of 13 public Big Ten schools
  - More affordable than one other Ohio selective public school

**FY18 - Big Ten Public**



**FY19 Proposed - Ohio Public**



# Housing and Dining



## Background: Housing and Dining (Columbus)

- Housing and Dining rates were frozen in FY16 and FY17
- Rates were reset in FY18 as part of new Tuition Guarantee structure
  - 6% housing increase
  - 3 % dining increase

### HOUSING

- Rates support operations and cover debt payments
- Efficiencies have kept increases well below projections from North Residential District
- Off-campus benchmarking shows 3-5% increases for market

### DINING

- University has been enhancing options and simplifying plans based on student input
  - Introduced Declining Balance plan in FY17 for sophomores and above
  - Increased dining dollars discount to 35% at campus locations
  - Meal exchanges in retail restaurants now worth \$8 (up \$3)



# Proposed for Housing and Dining

Inflationary increases of 1.5% to cover operating costs and debt payments

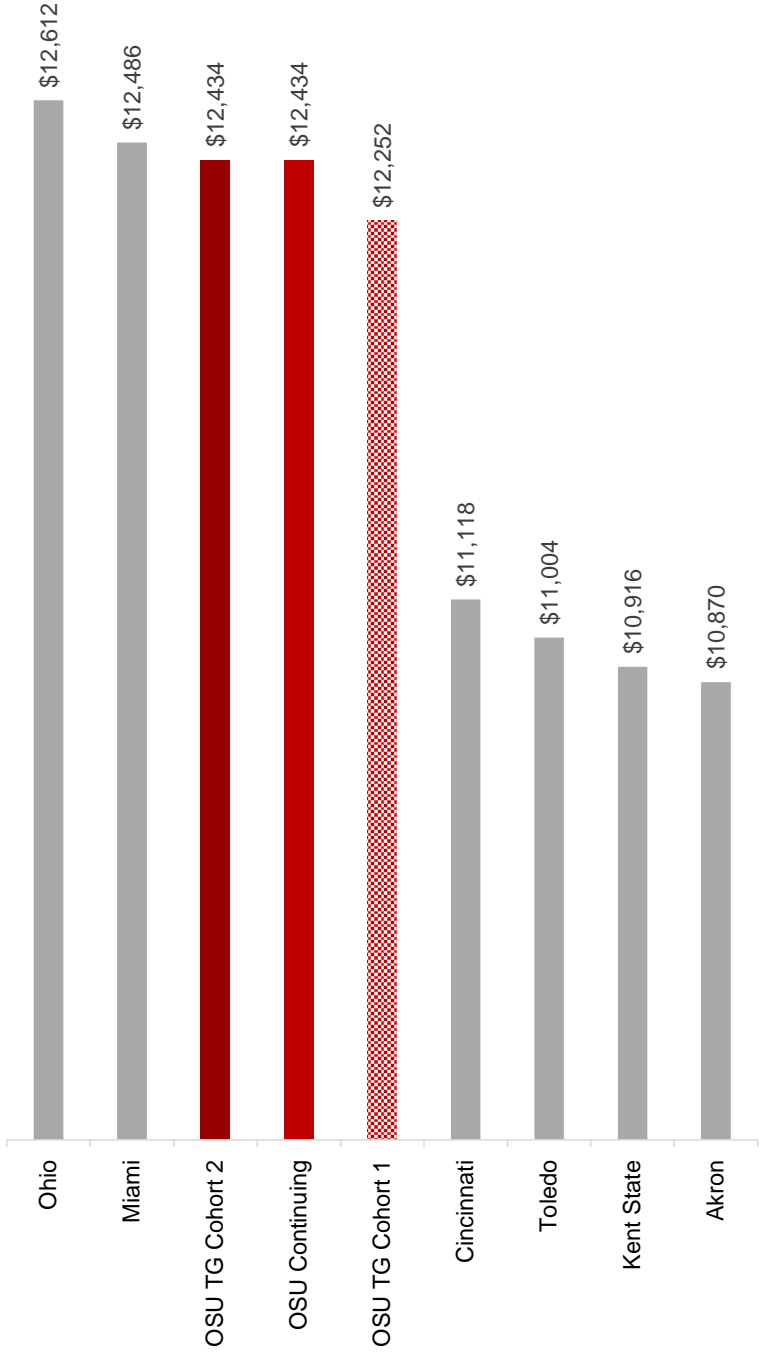
Housing	FY18	FY19	Proposed Increase
Rate I	\$8,348	\$8,472	\$124
Rate II	\$6,954	\$7,058	\$104
Rate IIA	\$6,730	\$6,832	\$102
Rate III	\$6,498	\$6,596	\$98

Dining plans	FY18	FY19	Proposed Increase (1.5%)
Scarlet 14	\$4,650	\$4,720	\$70
Declining Balance	\$4,150	\$4,212	\$62
Gray 10	\$3,904	\$3,962	\$58
Unlimited	\$3,810	\$3,866	\$56
McConnell (Newark)	\$2,720	\$2,760	\$40

# Comparison: Housing and Dining Rates

## Comparison of Ohio public universities

FY18 Costs - Most Common Housing and Dining Plans





# How new rates apply, by undergraduate class

The phase-in of Tuition Guarantee means rate increases will vary by class

	Proposed change for FY19, by student class year			
Fee	Incoming (1 <sup>st</sup> year)	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
Base (in-state) tuition	1.4%	- (in Guarantee)	-	-
General fees	-	- (in Guarantee)	-	-
Non-Resident Fee – UG	4.8%	4.8%	4.8%	4.8%
International Fee	-	-	-	-
Housing	1.5%	- (in Guarantee)	1.5%	1.5%
Dining	1.5%	- (in Guarantee)	1.5%	1.5%
Student Health Insurance	8.6%	8.6%	8.6%	8.6%

# Summary: Undergraduate rates (Columbus)

<b>OHIO STATE TUITION GUARANTEE</b>					
TOTAL OF RESIDENT (BASE) TUITION, MANDATORY FEES, HOUSING AND DINING					
	FY15	FY18	FY19	1-year change	Frozen through
FY18 cohort	N/A	\$22,844	\$22,844	\$0	FY21
FY19 cohort	N/A	-	\$23,160	\$316	FY22
<b>INDIVIDUAL RATES</b>					
RESIDENT (BASE) TUITION AND FEES					
Continuing (pre-Guarantee) resident	\$10,037	\$10,037	\$10,037	\$0	0.0%
FY18 Guarantee cohort	-	\$10,592	\$10,592	\$0	0.0%
FY19 Guarantee cohort	-	-	\$10,726	\$134	1.3%
NON-RESIDENT TUITION AND FEES					
Continuing (pre-FY18)	\$26,537	\$29,141	\$30,053	\$912	3.1%
FY18 cohort	-	\$29,696	\$30,608	\$912	3.1%
FY19 cohort	-	-	\$30,742	\$1,046	3.5%
INTERNATIONAL TUITION AND FEES					
Continuing (started pre-FY16)	\$27,533	\$30,137	\$31,049	\$912	3.0%
Continuing (started FY16-FY17)	-	\$31,073	\$31,985	\$912	2.9%
FY18 cohort	-	\$32,624	\$33,536	\$912	2.8%
FY19 cohort	-	-	\$33,670	\$1,046	3.2%
HOUSING AND DINING (Students in FY18 tuition guarantee continue to pay FY18 rates)					
Housing (most common rate)	\$7,876	\$8,348	\$8,472	\$124	1.5%
Dining (most common plan)	\$3,790	\$3,904	\$3,962	\$58	1.5%
Total - Housing and Dining	\$11,666	\$12,252	\$12,434	\$182	1.5%
					1.6%

For new first year students in FY18 and FY19, rates of change are calculated against rate charged for closest comparison group.  
CAGR = Compound Annual Growth Rate

# Professional Programs

## Differential fees

- Fees for specialized master's and professional programs
- Board has traditionally supported market-based pricing
- There are 22 differential fees
  - Range of total differential cost:
    - \$576/year for Audiology and Speech-Language Pathology
    - \$43,704/year for Master of Business – Finance

## PROPOSAL FOR FY19

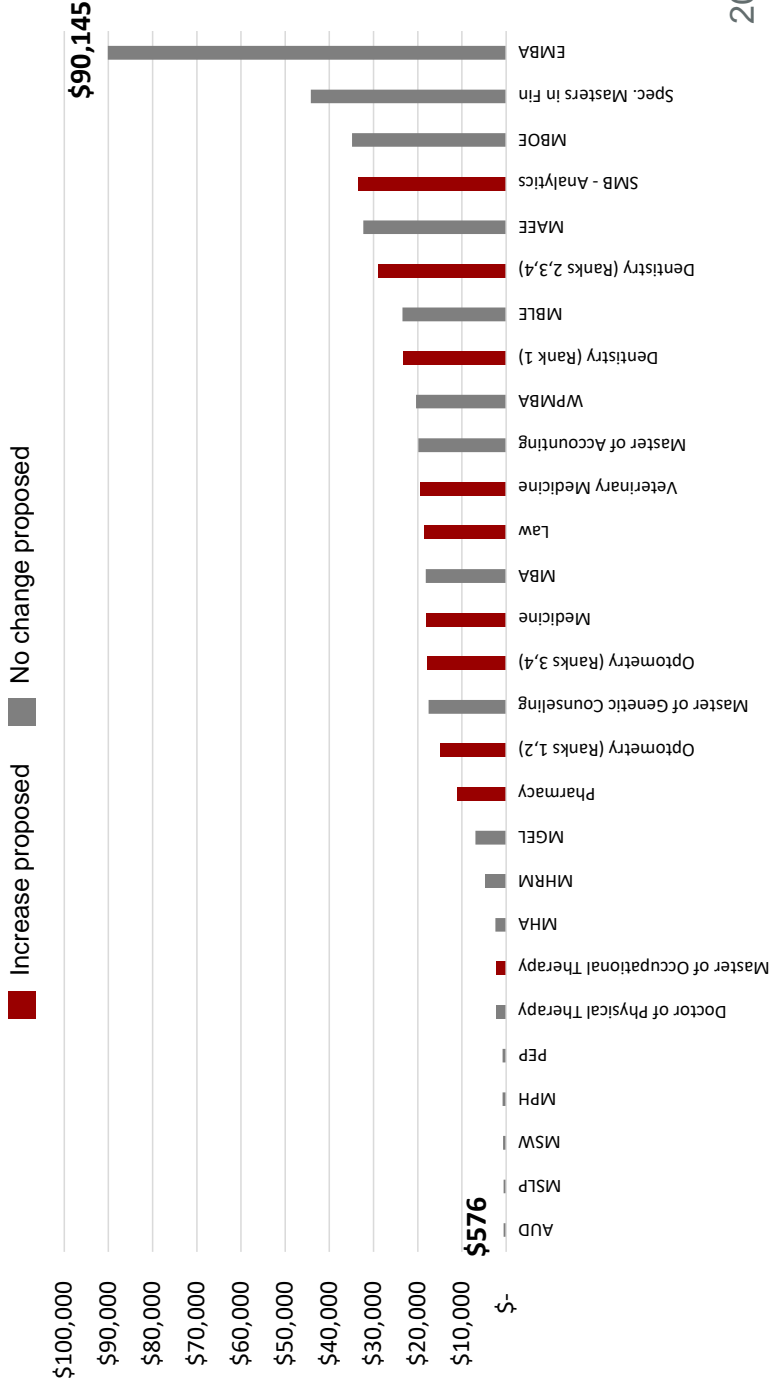
- 11 differential fee increases proposed



# Differential fees

Reflects cost of program and market comparisons

**FY19 Proposed - Differential Costs (Above \$12,425 Graduate Base)**







College	Fee Name	Instructional: Current (per Semester)	Instructional: Proposed (per Semester)	Instructional: Proposed Increase	Non-Resident Current (per Semester)	Non-Resident Proposed (per Semester)	Non-Resident: Proposed Increase
Business	SMB-Analytics	N/A - New Fee	\$52,000 All Inclusive Program Fee	N/A - New Fee	N/A - New Fee	\$52,000 All Inclusive Program Fee	N/A - New Fee
	Dentistry - Rank 1	\$16,880	\$17,388	3.0%	\$19,992	\$20,592	3.0%
Dentistry	Dentistry - Ranks 2-4	\$14,968	\$15,420	3.0%	\$17,728	\$18,260	3.0%
	Law	\$14,700	\$14,992	2.0%	\$7,476	\$7,476	0.0%
Medicine	Medicine	\$14,660	\$14,840	1.25%	\$10,824	\$11,344	4.8%
	Master of Genetic Counseling	\$9,568	\$9,568	0.0%	\$11,024	\$6,024	-45.4%
Optometry	Doctor of Occupational Therapy	\$6,072	\$6,556	8.0%	\$9,084	\$9,084	0.0%
	Optometry - Ranks 1-2	\$12,948	\$13,204	2.0%	\$10,528	\$10,528	0.0%
Pharmacy	Optometry - Ranks 3-4	\$11,496	\$11,724	2.0%	\$8,912	\$8,912	0.0%
	Pharmacy Ranks 1-4	\$10,816	\$11,248	4.0%	\$11,304	\$11,848	4.8%
Veterinary Medicine	Veterinary Medicine - Ranks 1-4	\$15,160	\$15,460	2.0%	\$19,188	\$19,188	0.0%

# Health Insurance



## Overview: Student health insurance

- All Ohio State students are required to have health insurance
  - Domestic (U.S.) students may choose outside insurance
    - Most domestic students (87%) choose outside insurance
    - International students typically buy Ohio State’s plan
- Rates cover cost of third-party vendor; 100% is passed through

### DETAIL – FALL 2017

Student type	Residency	No. insured through OSU	Pct. of total insured	University headcount	Pct. of student type/residency
Undergraduate	Domestic	3,917	29%	48,813	8%
Undergraduate	International	3,545	26%	3,704	96%
Graduate	Domestic	3,708	27%	11,219	33%
Graduate	International	2,550	19%	2,708	94%
<b>Total</b>		<b>13,720</b>		<b>66,444</b>	



## Proposal for student health insurance

FY19 recommendation – 8.6% increase (all students)

Comprehensive Health Plan	FY19	Change
Student	\$3,252	\$258
Student & Spouse	\$6,504	\$516
Student & Children	\$9,756	\$774
Student & Family	\$13,008	\$1,032

# Appendix

# Summary: Fees without state cap

Proposed fees for FY19

Fee	Current Rate	Proposed Increase	New Rate	Ranking
Non-Resident Fee – UG	\$19,104	4.8%	\$20,016	6 <sup>th</sup> most affordable total Non-Resident Tuition in Big Ten
International Fee (new students)	\$1,932	0%	\$1,932	7 <sup>th</sup> most affordable total international tuition in Big Ten
Housing – Most Common	\$8,348	1.5%	\$8,472	\$675 more affordable than off-campus average.
Dining – Most Common	\$3,904	1.5%	\$3,962	~\$530 more affordable than Ohio public universities
Graduate Tuition (base)	\$12,425	0%	\$12,425	Not applicable
Professional School Differential Fees	Market	1% to 8%	Market	Varies by Professional School
Student Health Insurance – Single Student	\$2,994	8.6%	\$3,252	University of Michigan \$5,094 University of Cincinnati \$3,420



# Regional campus tuition and fees

Lima, Mansfield, Marion and Newark

Description	Continuing Students NFYS Prior to AU17			Tuition Guarantee NFYS AU17			Tuition Guarantee NFYS AU18		
	FY19	Change	% Change	FY19	Change	% Change	FY19	Change	% Change
Instructional Fee	\$ 6,912	\$ -	0.0%	\$ 7,325	\$ -	0.0%	\$ 7,416	\$ 91	1.3%
General Fee	228	-	0.0%	228	-	0.0%	228	-	0.0%
<b>Resident Tuition &amp; Fees</b>	<b>\$ 7,140</b>	<b>\$ -</b>	<b>0.0%</b>	<b>\$ 7,553</b>	<b>\$ -</b>	<b>0.0%</b>	<b>\$ 7,644</b>	<b>\$ 91</b>	<b>1.2%</b>
Non-Resident Surcharge -4.8% Increase	\$ 20,016	\$ 912	4.8%	\$ 20,016	\$ 912	4.8%	\$ 20,016	\$ 912	4.8%
<b>Non-Resident Domestic Tuition &amp; Fees</b>	<b>\$ 27,156</b>	<b>\$ 912</b>	<b>3.5%</b>	<b>\$ 27,569</b>	<b>\$ 912</b>	<b>3.4%</b>	<b>\$ 27,660</b>	<b>\$ 1,003</b>	<b>3.8%</b>

# ATI campus tuition and fees

Description	Continuing Students NFYS Prior to AU17			Tuition Guarantee NFYS AU17			Tuition Guarantee NFYS AU18		
	FY19	Change	% Change	FY19	Change	% Change	FY19	Change	% Change
Instructional Fee	\$ 6,876	\$ -	0.0%	\$ 7,289	\$ -	0.0%	\$ 7,380	\$ 91	1.3%
General Fee	228	-	0.0%	228	-	0.0%	228	-	0.0%
<b>Resident Tuition &amp; Fees</b>	<b>\$ 7,104</b>	<b>\$ -</b>	<b>0.0%</b>	<b>\$ 7,517</b>	<b>\$ -</b>	<b>0.0%</b>	<b>\$ 7,608</b>	<b>\$ 91</b>	<b>1.2%</b>
Non-Resident Surcharge -4.8% Increase	\$ 20,016	\$ 912	4.8%	\$ 20,016	\$ 912	4.8%	\$ 20,016	\$ 912	4.8%
<b>Non-Resident Domestic Tuition &amp; Fees</b>	<b>\$ 27,120</b>	<b>\$ 912</b>	<b>3.5%</b>	<b>\$ 27,533</b>	<b>\$ 912</b>	<b>3.4%</b>	<b>\$ 27,624</b>	<b>\$ 1,003</b>	<b>3.8%</b>

## Graduate Programs

- Tuition revenue primarily funds fee authorizations and fellowships
  - FY16: \$17M net from \$164M in base revenue
- Base rates have been consistent for last 5 years (\$12,425 per year)
- Master's/Ph.D. pay these rates unless they have differentials
- Not subject to state tuition freeze/cap

Graduate Base Fees	Current Rate	Proposal	New Rate
Resident Tuition and Fees	\$12,425	0% (\$0)	\$12,425
Non-Resident Surcharge	\$21,472	4.8% (\$1,025)	\$22,497
Total Out-of-State Tuition and Fees	\$33,897	Effective rate 3.0% (\$1,025)	\$34,922



## International Fee

### HISTORY

- International surcharge was implemented for all new international students beginning in 2012-2013 at \$996 / year per student

### CHANGES IN 2015-2016

- Increase to \$1,932 / year for students beginning in 2015-2016
- No change for enrolled students (rate remained \$996 / year)

### CHANGES IN 2017-2018

- Increase to \$2,928 / year for new students beginning Fall 2017

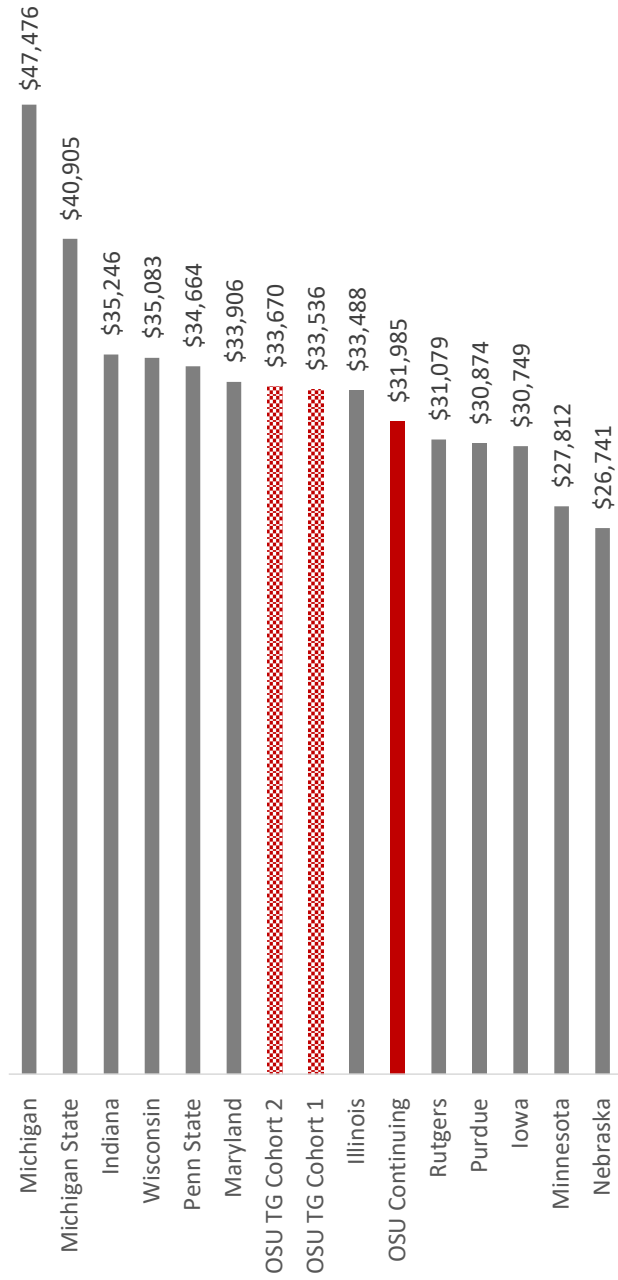
### PROPOSAL FOR 2018-2019

- No change, remain at \$2,928 / year for new students beginning Fall 2018

# International Tuition and Fees: Big Ten

Ohio State is the 7<sup>th</sup> most affordable among the Big Ten public schools

**FY18 - Big Ten Public**



## Financial aid programs

Ohio State has increased need-based aid while controlling student costs

- President's Affordability Grants
  - Benefit 15,000+ in-state students per year (low- and moderate income)
  - With \$25 million in FY19, total of \$85 million invested in four years
- Land-Grant Opportunity Scholarships
  - Expanded from tuition-only to cost of attendance in FY18 (in combination with other aid, work-study)
  - Will double to 176 scholarships (two per county) with class entering FY19

## Buckeye Opportunity Program

New program will support thousands of low- to moderate-income Ohio students

- University aid will cover any gap in tuition cost for eligible students
  - Grant would be combined with existing federal, state and institutional aid
- Benefits Pell-eligible students from Ohio, starting with Columbus campus
  - 90% of Pell recipients nationally have family income of \$50,000 or less
  - Estimated to cover about 3,500 students based on current enrollment
- Regional campus program under development

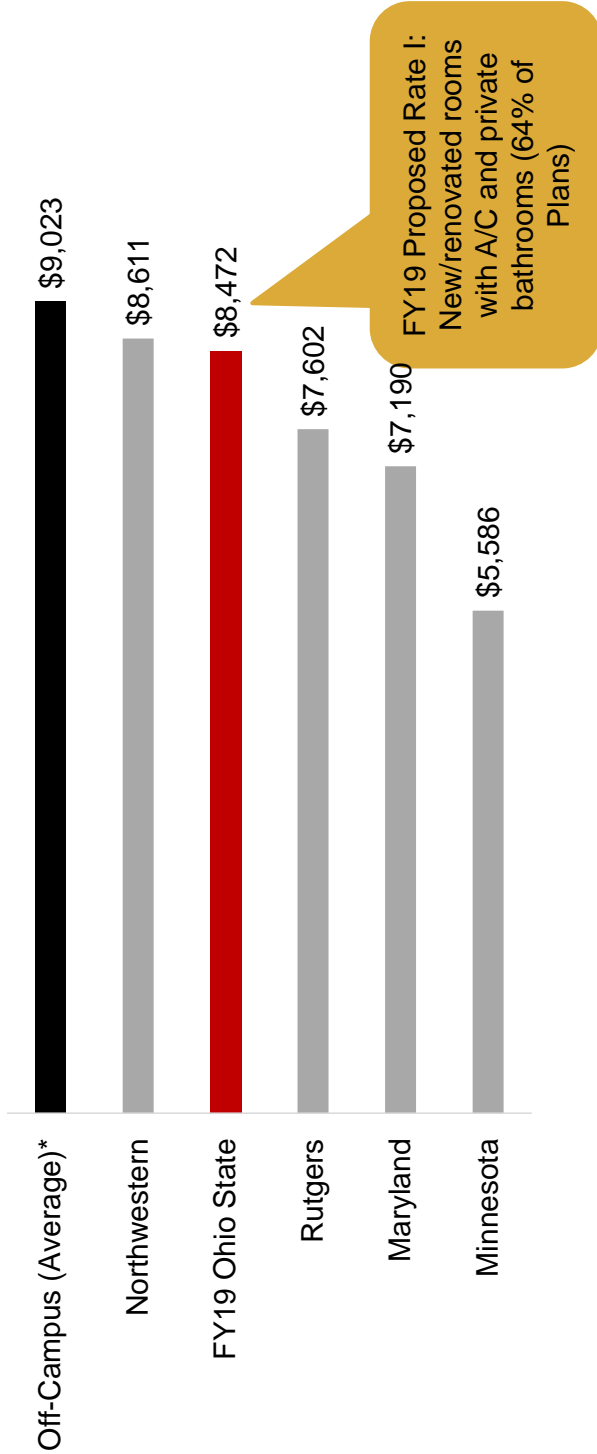
### PROGRAM COST

- Projected to cost more than \$11 million per year for Columbus campus
- Funding source: Comprehensive Energy Management endowment

## What the Market Says: Housing (Columbus)

Our most common rate compared with Big Ten urban schools and Columbus area off-campus apartments

**FY18**



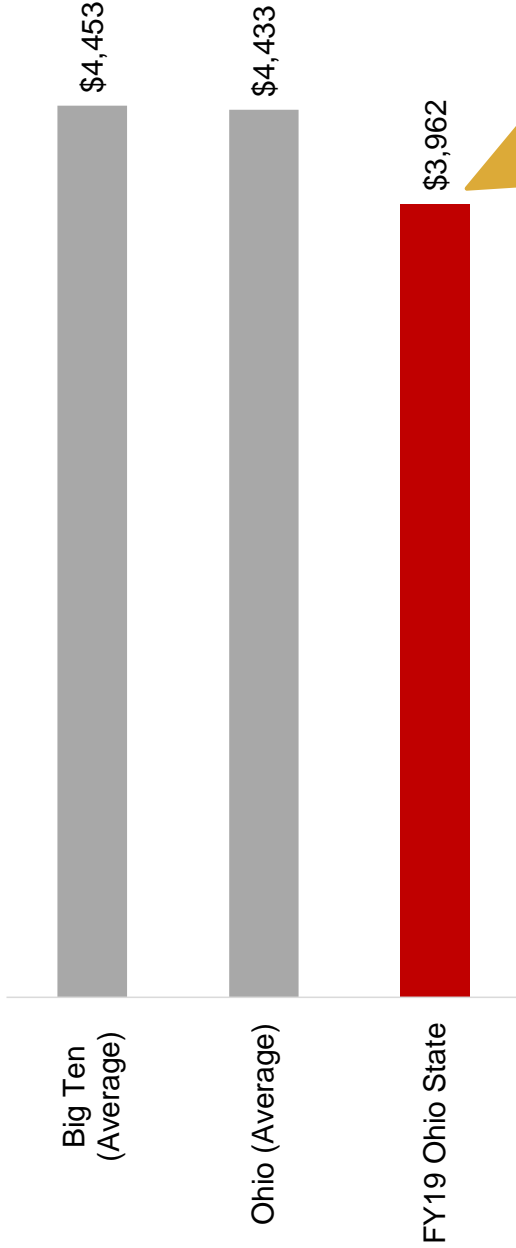
\*Assumes 3% annual increase in off-campus avg. rates.

Note: Apples to apples comparisons are difficult, particularly in assessing quality/amenities

## What the Market Says: Dining (Columbus)

Our most popular meal plan is well below our peers

### FY18 Dining Plans



FY19 Proposed Gray 10 (46% of plans)



## FY19 Proposed Housing (Regional Campuses)

	FY18	FY19	Proposed Increase (1.5%)
<b>ATI</b>			
1-bedroom for 2 (per person)	\$6,920	\$7,024	\$104
2-bedroom for 4 (per person)	\$6,920	\$7,024	\$104
2-bedroom for 5 (per person-triple)	\$5,968	\$6,058	\$90
2-bedroom for 5 (per person-double)	\$6,920	\$7,024	\$104
3-bedroom for 5 (per person-single)	\$7,292	\$7,400	\$108
3-bedroom for 5 (per person-double)	\$6,920	\$7,024	\$104
Private apartment	\$8,226	\$8,350	\$124
<b>Newark</b>			
2-person efficiency	\$7,484	\$7,596	\$112
2-bedroom for 4 (per person)	\$7,526	\$7,640	\$114
3-bedroom for 6 (per person)	\$7,092	\$7,198	\$106
McConnell Residence Hall	\$7,750	\$7,866	\$116
<b>Mansfield</b>			
2-bedroom for 2 (per person)	\$7,908	\$8,026	\$118
2-bedroom for 4 (per person)	\$6,328	\$6,424	\$96
5-bedroom for 5 (per person)	\$6,636	\$6,736	\$100
5-bedroom for 6 - single (per person)	\$6,328	\$6,424	\$96
5-bedroom for 6 - double (per person)	\$5,702	\$5,788	\$86

# Student health insurance: Marketplace comparison

## Cost comparison of FY18 marketplace

	Ohio State	Marketplace <sup>1</sup>			
	Comprehensive Plan	Platinum (0 options)	Gold (4 options)	Silver (12 options)	Bronze (8 options)
<b>Monthly Cost</b>	\$250	No Plans Available	\$385	\$339	\$249
<b>Deductible</b>	\$150	No Plans Available	\$2,200	\$3,954	\$6,350
<b>Out-of-Pocket Max</b>	\$2,700	No Plans Available	\$6,175	\$7,054	\$7,044
<b>Cost Share</b>	90/10	No Plans Available	80/20	70/30	60/40
<b>Adult Dental</b>	Yes	No Plans Available	No	No	No
<b>Adult Vision</b>	Yes	No Plans Available	50% Yes; 50% No	50% Yes; 50% No	Yes

<sup>1</sup> Methodology: Average metallic level search results for PPO plan options for 2018 calendar year in Franklin County for 25-year-old male with no dependents; produced on February 28, 2018 via <https://www.healthcare.gov/apply-and-enroll/health-insurance-plans-estimator-overview/>



**The Ohio State University Board of Trustees  
June 7, 2018**

**Topic:**

Fiscal Year 2019 Budget – Tuition and Mandatory fees

**Context:**

The Board of Trustees is being asked to set rates for tuition and mandatory fees for the coming academic year so that they can be communicated to students and families. The adopted rates will be reflected in the Fiscal 2019 budget.

This summary first lays out the total cost of tuition and mandatory fees for each type of undergraduate student to reflect the university's focus on overall affordability. With implementation of the new Ohio State Tuition Guarantee, the tuition and fee rates set for each incoming cohort of new first-year undergraduates is frozen for the entirety of a four-year education. State law requires the board to set rates for individual fees contained within these totals. Those line items are listed below.

<b>UNDERGRADUATE TUITION AND FEES - COLUMBUS</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
<b>RESIDENT (BASE) TUITION AND FEES</b>				
Continuing (pre-Guarantee) resident	\$10,037	\$10,037	\$0	0.0%
FY18 Guarantee cohort	\$10,592	\$10,592	\$0	0.0%
FY19 Guarantee cohort	-	\$10,726	\$134	1.3%
<b>NON-RESIDENT TUITION AND FEES</b>				
Continuing (pre-FY18)	\$29,141	\$30,053	\$912	3.1%
FY18 cohort	\$29,696	\$30,608	\$912	3.1%
FY19 cohort	-	\$30,742	\$1,046	3.5%
<b>INTERNATIONAL TUITION AND FEES</b>				
Continuing (started pre-FY16)	\$30,137	\$31,049	\$912	3.0%
Continuing (started FY16-FY17)	\$31,073	\$31,985	\$912	2.9%
FY18 cohort	\$32,624	\$33,536	\$912	2.8%
FY19 cohort	-	\$33,670	\$1,046	3.2%
<b>UNDERGRADUATE TUITION AND FEES - REGIONALS</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
<b>RESIDENT (BASE) TUITION AND FEES</b>				
Continuing (pre-Guarantee) resident	\$7,140	\$7,140	\$0	0.0%
FY18 Guarantee cohort	\$7,553	\$7,553	\$0	0.0%
FY19 Guarantee cohort	-	\$7,644	\$91	1.2%
<b>NON-RESIDENT TUITION AND FEES</b>				
Continuing (pre-FY18)	\$26,244	\$27,156	\$912	3.5%
FY18 cohort	\$26,657	\$27,569	\$912	3.4%
FY19 cohort	-	\$27,660	\$1,003	3.8%
<b>UNDERGRADUATE TUITION AND FEES - ATI</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
<b>RESIDENT (BASE) TUITION AND FEES</b>				
Continuing (pre-Guarantee) resident	\$7,104	\$7,104	\$0	0.0%
FY18 Guarantee cohort	\$7,517	\$7,517	\$0	0.0%
FY19 Guarantee cohort	-	\$7,608	\$91	1.2%
<b>NON-RESIDENT TUITION AND FEES</b>				
Continuing (pre-FY18)	\$26,208	\$27,120	\$912	3.5%
FY18 cohort	\$26,621	\$27,533	\$912	3.4%
FY19 cohort	-	\$27,624	\$1,003	3.8%

**Undergraduate factors in these totals:**

- Instructional and mandatory fees for new first-year students (FY19 cohort) in the Tuition Guarantee:
  - 1.4% increase on instructional fee;
  - 0% increase on other mandatory fees.
  - Housing and dining charges included in the guarantee are set out in the FY19 User Fees and Charges resolution.
- Instructional and mandatory fees for continuing students: 0%. (This applies to continuing undergraduate students who are part of the FY18 cohort of the Tuition Guarantee and students who began prior to the creation of the guarantee)
- Non-resident surcharge: 4.8% increase
- International surcharge: 0% increase on new and existing students

**Graduate (Master's and Ph.D.) program charges:**

- Instructional and mandatory fees: 0%
- Non-resident surcharge: 4.8% increase

**Requested of The Board of Trustees:**

Approval of the attached resolution regarding FY 2019 tuition and fees.

**The Ohio State University Board of Trustees  
June 7, 2018**

Approval of FY 2019 Tuition and Mandatory Fee Rates

- I. Background
- II. Tuition and mandatory fees
  - a. Recommended undergraduate and graduate tuition and fees for Columbus
  - b. Recommended undergraduate and graduate tuition and fees for regional campuses, ATI
  - c. Comparison to other selective admission Ohio universities
  - d. Benchmark comparisons
- III. Summary and Conclusions

**I. Considerations in Setting Tuition and Fees**

The university considers many factors in developing the proposed FY 2019 tuition and mandatory fee recommendations. These include:

A. Our commitment to access, affordability and excellence, including

- Pathways for students to attend Ohio State (all campuses)
- Controlling costs and providing financial aid to support students
- Clarity and predictability for incoming students and their families through the Ohio State Tuition Guarantee, which sets base tuition and fees (as well as housing and dining rates) for four years
- Investments in academic quality

B. Financial factors we consider

- State funding and regulatory requirements
  - i. Flat funding for State Share of Instruction (0%)
  - ii. Freeze on resident tuition and fees (0%) for continuing students
  - iii. Inflationary increase on tuition rates in Ohio State Tuition Guarantee (affecting new first-year students only)
- Peer comparisons/competition for students and faculty (See Section II-Part C for a comparison of tuition and mandatory fees among main campuses of Ohio universities.)
- Inflationary pressures on university's budget

## II. Tuition

### A. Recommended tuition and mandatory fees effective Autumn Semester 2018 (FY 2019) - Columbus

1. New First-Year Undergraduates: As members of the FY19 cohort of the Ohio State Tuition Guarantee, base tuition and mandatory fees will be frozen for four years, as will housing and dining rates. (Non-resident and international surcharges are not part of the guarantee.)
  - a. Ohio resident students: Tuition and fees will be \$10,726, a 1.3% effective increase compared with the FY 2018 tuition guarantee cohort. The total includes a 1.4% increase to the Instructional fee and no change to the other mandatory fees (General, Student Activity, Recreation, Student Union, and COTA).
  - b. Non-resident domestic students: Tuition and fees will be \$30,742, a 3.5% effective increase compared with new first year students who entered in FY 2018. The total includes the 1.3% increase to the resident (base) tuition and fees and a 4.8% increase to the non-resident surcharge. The State of Ohio requires a non-resident surcharge.
  - c. International students: Tuition and fees will be \$33,670, a 3.2% effective increase compared with the FY 2018 tuition guarantee cohort. The total reflects the 1.3% increase to resident (base) tuition and fees, the 4.8% increase to the non-resident surcharge and the freeze to the international surcharge.
2. Second-Year Undergraduates under the Ohio State Tuition Guarantee (continuing FY 2018 Tuition Guarantee cohort and Tuition Guarantee-eligible transfer students)
  - a. Ohio resident students: Tuition and fees will remain at \$10,592.
  - b. Non-resident domestic students; Tuition and fees will be \$30,608, an effective increase of 3.1%. This total reflects that base tuition and fees are frozen as part of the Tuition Guarantee and the 4.8% increase to the non-resident surcharge. The State of Ohio requires a non-resident surcharge.
  - c. International students: Tuition and fees will be \$33,536, an effective increase of 2.8%. This total reflects that base tuition and fees are frozen as part of the Tuition Guarantee, the 4.8% increase to the non-resident surcharge and the freeze to the international surcharge.
3. Undergraduates not involved in the Tuition Guarantee (Continuing students who began prior to the Tuition Guarantee and corresponding transfer students)
  - a. Ohio resident students: Tuition and fees will remain at \$10,037, the rate set in 2012-13.
  - b. Non-resident domestic students: Tuition and fees will be \$30,053, an effective increase of 3.1%. The total reflects the 4.8% increase to the non-resident surcharge. The State of Ohio requires a non-resident surcharge.
  - c. International students who started before FY 2016: Tuition and fees will be \$31,049, an effective increase of 3.0%. The total reflects the freeze on base tuition, the 4.8% increase to the non-resident surcharge and the continuing freeze to the international fee (\$996 annually) charged at the time they started at the university.
  - d. International students who started in FY 2016 and FY 2017: Tuition and fees will be \$31,985, an effective increase of 2.9%. The total reflects the freeze on base tuition, the

4.8% increase to the non-resident surcharge and the continuing freeze to the international fee (\$1,932 annually) charged at the time they started at the university.

4. Graduate (Master's and Ph.D.) Program tuition and mandatory fees
  - a. Graduate students: Tuition and fees will remain at \$12,425.
  - b. Non-resident graduate students: Tuition and fees will be \$35,794, an effective increase of 3.0%. This reflects a 4.8% increase to the non-resident surcharge for most programs. (See the FY19 User Fees and Charges resolution and background for information on programs that are not applying the standard increase to the non-resident surcharge.)

<b>UNDERGRADUATE - TUITION GUARANTEE - FY 2019 COHORT</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
Instructional Fee	\$9,718	\$9,852	\$134	1.4%
General Fee	\$372	\$372	\$0	0.0%
Student Activity Fee	\$80	\$80	\$0	0.0%
Student Union Facility Fee	\$149	\$149	\$0	0.0%
Recreational Fee	\$246	\$246	\$0	0.0%
COTA Pass	\$27	\$27	\$0	0.0%
<b>Resident Total</b>	<b>\$10,592</b>	<b>\$10,726</b>	<b>\$134</b>	<b>1.3%</b>
Non-Resident Surcharge	\$19,104	\$20,016	\$912	4.8%
<b>Non-Resident Total</b>	<b>\$29,696</b>	<b>\$30,742</b>	<b>\$1,046</b>	<b>3.5%</b>
International Surcharge	\$2,928	\$2,928	\$0	0.0%
<b>International Students Total</b>	<b>\$32,624</b>	<b>\$33,670</b>	<b>\$1,046</b>	<b>3.2%</b>

<b>UNDERGRADUATE - TUITION GUARANTEE - FY 2018 COHORT</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
Instructional Fee	\$9,718	\$9,718	\$0	0.0%
General Fee	\$372	\$372	\$0	0.0%
Student Activity Fee	\$80	\$80	\$0	0.0%
Student Union Facility Fee	\$149	\$149	\$0	0.0%
Recreational Fee	\$246	\$246	\$0	0.0%
COTA Pass	\$27	\$27	\$0	0.0%
<b>Resident Total</b>	<b>\$10,592</b>	<b>\$10,592</b>	<b>\$0</b>	<b>0.0%</b>
Non-Resident Surcharge	\$19,104	\$20,016	\$912	4.8%
<b>Non-Resident Total</b>	<b>\$29,696</b>	<b>\$30,608</b>	<b>\$912</b>	<b>3.1%</b>
International Surcharge	\$2,928	\$2,928	\$0	0.0%
<b>International Students Total</b>	<b>\$32,624</b>	<b>\$33,536</b>	<b>\$912</b>	<b>2.8%</b>

<b>NON-TUITION GUARANTEE</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
Instructional Fee	\$9,168	\$9,168	\$0	0.0%
General Fee	\$372	\$372	\$0	0.0%
Student Activity Fee	\$75	\$75	\$0	0.0%
Student Union Facility Fee	\$149	\$149	\$0	0.0%
Recreational Fee	\$246	\$246	\$0	0.0%
COTA Pass	\$27	\$27	\$0	0.0%
<b>Resident Total</b>	<b>\$10,037</b>	<b>\$10,037</b>	<b>\$0</b>	<b>0.0%</b>
Non-Resident Surcharge	\$19,104	\$20,016	\$912	4.8%
<b>Non-Resident Total</b>	<b>\$29,141</b>	<b>\$30,053</b>	<b>\$912</b>	<b>3.1%</b>
Pre FY16 - International Surcharge	\$996	\$996	\$0	0.0%
<b>Pre FY16 - International Students Total</b>	<b>\$30,137</b>	<b>\$31,049</b>	<b>\$912</b>	<b>3.0%</b>
FY16, FY17 - International Surcharge	\$1,932	\$1,932	\$0	0.0%
<b>FY16, FY17 - International Students Total</b>	<b>\$31,073</b>	<b>\$31,985</b>	<b>\$912</b>	<b>2.9%</b>

<b>GRADUATE (MASTER'S &amp; PHD)</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
Instructional Fee	\$12,425	\$12,425	\$0	0.0%
General Fee	\$368	\$368	\$0	0.0%
Student Activity Fee	\$75	\$75	\$0	0.0%
Student Union Facility Fee	\$149	\$149	\$0	0.0%
Recreational Fee	\$246	\$246	\$0	0.0%
COTA Pass	\$27	\$27	\$0	0.0%
<b>Resident Total</b>	<b>\$13,290</b>	<b>\$13,290</b>	<b>\$0</b>	<b>0.0%</b>
Non-Resident Surcharge	\$21,472	\$22,504	\$1,032	4.8%
<b>Non-Resident Total</b>	<b>\$34,762</b>	<b>\$35,794</b>	<b>\$1,032</b>	<b>3.0%</b>

B. Recommended tuition and mandatory fees effective Autumn Semester 2018 (FY 2019) - Regional Campuses and Agricultural Technical Institute (ATI).

1. New first-year undergraduates. As members of the FY19 cohort of the Ohio State Tuition Guarantee, base tuition and mandatory fees will be frozen for four years, as will applicable housing and dining rates. (Non-resident and international surcharges are not part of the guarantee.)

**Regional Campuses**

- a. Ohio resident students: Tuition and fees will be \$7,644, an effective increase of 1.2% from the FY 2018 tuition guarantee cohort. The total reflects a 1.4% increase to the Instructional fee and no increases to the general mandatory fee.
- b. Non-resident domestic students: Tuition and fees will be \$27,660, an effective increase of 3.8% compared with new first-year students in FY 2018. The total reflects the 1.2% increase to resident (base) tuition and fees and a 4.8% increase to the non-resident surcharge. The State of Ohio requires a non-resident surcharge.

**ATI**

- c. Ohio resident students: Tuition and fees will be \$7,608, an effective increase of 1.2% from the FY 2018 tuition guarantee cohort. The total reflects a 1.4% increase to the Instructional fee and no increases to the general mandatory fee.
  - d. Non-resident domestic students: Tuition and fees will be \$27,624, an effective increase of 3.8% compared with new first-year students in FY 2018. The total reflects the 1.2% increase to resident (base) tuition and fees and a 4.8% increase to the non-resident surcharge. The State of Ohio requires a non-resident surcharge.
2. Second-Year Undergraduates under the Ohio State Tuition Guarantee (continuing FY 2018 Tuition Guarantee cohort and Tuition Guarantee-eligible transfer students)

**Regional Campuses**

- a. Ohio resident students: Tuition and fees will remain at \$7,553.
- b. Non-resident domestic students: Tuition and fees will be \$27,569, an effective increase of 3.4%. This total reflects that base tuition and fees are frozen as part of the Tuition Guarantee and the 4.8% increase to the non-resident surcharge. The State of Ohio requires a non-resident surcharge.

**ATI**

- c. Ohio resident students, tuition and fees will remain at \$7,517.
- d. Non-resident domestic students, tuition and fees will be \$27,533, an effective increase of 3.4%. This total reflects that base tuition and fees are frozen as part of the Tuition Guarantee and the 4.8% increase to the non-resident surcharge. The State of Ohio requires a non-resident surcharge.



3. Undergraduates not involved in the Tuition Guarantee (Continuing students who began prior to the Tuition Guarantee and corresponding transfer students)

**Regional Campuses**

- a. Ohio resident students: Tuition and fees will remain at \$7,140.
- b. Non-resident domestic students: Tuition and fees will be \$27,156, an effective increase of 3.5%. This total reflects that base tuition and fees are frozen as part of the Tuition Guarantee and the 4.8% increase to the non-resident surcharge. The State of Ohio requires a non-resident surcharge.

**ATI**

- c. Ohio resident students, tuition and fees will remain at \$7,104.
- d. Non-resident domestic students, tuition and fees will be \$27,120, an effective increase of 3.5%. This total reflects that base tuition and fees are frozen as part of the Tuition Guarantee and the 4.8% increase to the non-resident surcharge. The State of Ohio requires a non-resident surcharge.

3. Graduate (Master's and Ph.D.) Program tuition and mandatory Fees – Regionals (no ATI)

- a. Graduate students: Tuition and fees will remain at \$11,736
- b. Non-resident graduate students: Tuition and fees will be \$34,240, an effective increase of 3.1%. This total includes that base tuition is frozen and a 4.8% increase in non-resident surcharge.

<b>REGIONAL CAMPUSES: LIMA, MANSFIELD, MARION, &amp; NEWARK</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
<b>UNDERGRADUATE - TUITION GUARANTEE - FY 2019 COHORT</b>				
Instructional Fee	\$7,325	\$7,416	\$91	1.2%
General Fee	\$228	\$228	\$0	0.0%
Resident Total	\$7,553	\$7,644	\$91	1.2%
Non-Resident Surcharge	\$19,104	\$20,016	\$912	4.8%
Non-Resident Total	\$26,657	\$27,660	\$1,003	3.8%
<b>UNDERGRADUATE - TUITION GUARANTEE - FY 2018 COHORT</b>				
Instructional Fee	\$7,325	\$7,325	\$0	0.0%
General Fee	\$228	\$228	\$0	0.0%
Resident Total	\$7,553	\$7,553	\$0	0.0%
Non-Resident Surcharge	\$19,104	\$20,016	\$912	4.8%
Non-Resident Total	\$26,657	\$27,569	\$912	3.4%
<b>NON-TUITION GUARANTEE</b>				
Instructional Fee	\$6,912	\$6,912	\$0	0.0%
General Fee	\$228	\$228	\$0	0.0%
Resident Total	\$7,140	\$7,140	\$0	0.0%
Non-Resident Surcharge	\$19,104	\$20,016	\$912	4.8%
Non-Resident Total	\$26,244	\$27,156	\$912	3.5%
<b>GRADUATE (MASTER'S &amp; PHD)</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
Instructional Fee	\$11,496	\$11,496	\$0	0.0%
General Fee	\$240	\$240	\$0	0.0%
Resident Total	\$11,736	\$11,736	\$0	0.0%
Non-Resident Surcharge	\$21,472	\$22,504	\$1,032	4.8%
Non-Resident Total	\$33,208	\$34,240	\$1,032	3.1%
<b>AGRICULTURE TECHNICAL INSTITUTE (ATI)</b>				
	<b>FY18</b>	<b>FY19</b>	<b>1-year change</b>	
<b>UNDERGRADUATE - TUITION GUARANTEE - FY 2019 COHORT</b>				
Instructional Fee	\$7,289	\$7,380	\$91	1.3%
General Fee	\$228	\$228	\$0	0.0%
Resident Total	\$7,517	\$7,608	\$91	1.2%
Non-Resident Surcharge	\$19,104	\$20,016	\$912	4.8%
Non-Resident Total	\$26,621	\$27,624	\$1,003	3.8%
<b>UNDERGRADUATE - TUITION GUARANTEE - FY 2018 COHORT</b>				
Instructional Fee	\$7,289	\$7,289	\$0	0.0%
General Fee	\$228	\$228	\$0	0.0%
Resident Total	\$7,517	\$7,517	\$0	0.0%
Non-Resident Surcharge	\$19,104	\$20,016	\$912	4.8%
Non-Resident Total	\$26,621	\$27,533	\$912	3.4%
<b>NON-TUITION GUARANTEE</b>				
Instructional Fee	\$6,876	\$6,876	\$0	0.0%
General Fee	\$228	\$228	\$0	0.0%
Resident Total	\$7,104	\$7,104	\$0	0.0%
Non-Resident Surcharge	\$19,104	\$20,016	\$912	4.8%
Non-Resident Total	\$26,208	\$27,120	\$912	3.5%

C. Comparisons to other Ohio selective admissions public universities

The charts below outline expected tuition and mandatory fees for the six Ohio selective admission public universities for autumn semester 2018 (FY 2019).

With Ohio State's proposed 1.3% change to tuition and fees under the Ohio State Tuition Guarantee, the university would be the 2<sup>nd</sup> most affordable for resident students.

**Annualized Undergraduate Resident Tuition and Mandatory Fees  
FY19 Proposed – Selective Admission Ohio Public Universities**

<b>Institution</b>	<b>Tuition and fees</b>	<b>Expected % Increase</b>
Miami University <sup>1</sup>	\$15,167	1.4%
Ohio University <sup>1</sup>	\$12,063	1.4%
University of Cincinnati <sup>2</sup>	\$11,660	6.0%
Bowling Green <sup>2</sup>	\$11,242	6.0%
<b>OSU – Tuition Guarantee Cohort 2</b>	<b>\$10,726</b>	<b>1.3%</b>
Kent State University <sup>2</sup>	\$10,613	6.0%
<b>OSU – Tuition Guarantee Cohort 1</b>	<b>\$10,592</b>	<b>0.0%</b>
<b>OSU – Non-Tuition Guarantee</b>	<b>\$10,037</b>	<b>0.0%</b>

<sup>1</sup> Miami University and Ohio University have Tuition Guarantee programs already in place that allow for tuition increases for each new class of students.

<sup>2</sup> Cincinnati, Bowling Green and Kent State universities are introducing Tuition Guarantee programs in autumn 2018.

D. Comparison to benchmark universities

The average increase for the comparable universities shown below, excluding Ohio State, is 1.6% for resident annual rates and 2.4% for non-resident rates.

**Comparable Universities  
Annualized Tuition and Mandatory Fees For Undergraduates  
FY19 Proposed**

<b>Institution</b>	<b>Resident Annual Fees as of Fall Semester FY 2019<sup>(1)</sup></b>	<b>Annual % Increase from Fall FY 2018</b>	<b>Non-Resident Annual Fees as of Fall Semester FY 2019</b>	<b>Annual % Increase from Fall FY 2018</b>
Penn State University	\$18,436	0.0%	\$33,664	0.0%
Rutgers University-New Brunswick	\$14,970	2.3%	\$31,113	1.7%
University of Minnesota-Twin Cities	\$14,836	2.9%	\$30,514	14.7%
University of Michigan	\$14,826	0.0%	\$47,476	0.0%
Michigan State University	\$14,516	0.4%	\$39,461	0.1%
University of California-Los Angeles	\$13,260	0.0%	\$41,274	0.0%
University of Arizona	\$13,100	7.1%	\$36,600	2.6%
<b>Ohio State University Tuition Guarantee Cohort 2- Columbus</b>	<b>\$10,726</b>	<b>1.3%</b>	<b>\$30,742</b>	<b>3.5%</b>
Indiana University – Bloomington	\$10,680	1.4%	\$35,507	1.9%
University of Maryland	\$10,594	1.9%	\$34,584	2.9%
<b>Ohio State University Tuition Guarantee Cohort 1- Columbus</b>	<b>\$10,592</b>	<b>0.0%</b>	<b>\$30,608</b>	<b>3.1%</b>
University of Wisconsin – Madison	\$10,534	0.0%	\$36,783	5.7%
<b>Ohio State University Non-Tuition Guarantee - Columbus</b>	<b>\$10,037</b>	<b>0.0%</b>	<b>\$30,053</b>	<b>3.1%</b>
Purdue University	\$9,992	0.0%	\$28,794	0.0%
University of Iowa	\$9,499	6.0%	\$31,717	3.6%
University of Nebraska-Lincoln	\$8,978	1.0%	\$24,278	0.4%
University of Florida	\$6,380	0.0%	\$28,658	0.0%
University of Illinois at Urbana-Champaign	\$15,998 - \$21,002	.8% - 32.4%	\$32,568 - \$37,572	1.8% - 17.5%
University of Washington	TBD	TBD	TBD	TBD

Source: OSU Office of Institutional Research & Planning.

- (1) Estimated figures: Some increases announced for Fall FY 2019 are preliminary and may change. Some of these institutions have not yet officially announced Fall FY 2019 tuition rates. Annual Fees and rate increases are an average of the estimated range provided by a campus representative or news sources.

**III. Summary and Conclusions**

- A. Ohio State is freezing resident tuition and fees for students who began prior to the creation of the Ohio State Tuition Guarantee, maintaining rates that have been frozen since 2012-13. The State Fiscal Years 2018-2019 Biennial Budget set a cap of 0% increase for students not in a tuition guarantee program at Ohio universities.
- B. The Ohio State Tuition Guarantee is continuing into its second year in FY 2019. The program provides each incoming cohort of first-year students with a four-year freeze on tuition and fees (along with housing and dining rates).
  - a. The first cohort class will be charged the same rates in FY19 as they were in FY 2018 for in-state tuition, mandatory fees, housing and dining.
  - b. For the second cohort — including new first-year students entering in autumn 2018 — tuition and fees will increase 1.3% on the Columbus campus and 1.2% for regional campuses and ATI, compared with the previous cohort. These rates would be frozen for four years. (In accordance with the calculations set in Ohio law, the FY 2019 cap for increases on instructional and general fees for tuition guarantee programs is 1.4%.)
- C. The 4.8% increase to the non-resident surcharge will be implemented for undergraduate students and most graduate programs. Selective professional programs (Law, Optometry, Dentistry, Medicine, and Veterinary Medicine) will not be implementing this level of increase due to market considerations.
- D. The international surcharge will not increase for autumn 2018 students.

(APPENDIX LXVII)

**The Ohio State University Board of Trustees  
June 7, 2018**

**Topic:**

User Fees and Charges for Fiscal Year 2019

**Context:**

Proposed changes being brought forward this year include market-based differential fees for graduate and professional programs, increases to housing and dining rates, and increases to student health insurance rates.

The proposed 1.5% increases to housing and dining rates would not apply to students who are part of the FY 2018 cohort of the Ohio State Tuition Guarantee, as their rates are frozen at the FY 2018 levels. The proposed increases would apply to new first-year students in the FY 2019 Tuition Guarantee cohort and would be frozen for those students for four years. These rates would also apply to continuing students who enrolled prior to the creation of the Tuition Guarantee.

Ohio State requires students to carry health insurance, but most are not required to use the university's health plans.

**Summary:**

- Approval of differential fees for graduate and professional programs
- Approval of housing and dining plans and rates
- Approval of student health insurance rates

**Requested of Board of Trustees:**

Approval of the attached resolution regarding Fiscal Year 2019 User Fees and Charges

**The Ohio State University Board of Trustees  
June 7, 2018**

Approval of Fiscal Year 2019 User Fees and Charges

- I. Differential Fee Requests
- II. Housing and Dining plans and rates
- III. Student Health Insurance

**I. Differential Fee Requests and Specific Professional School Non-Resident Surcharge Requests**

Differential Instruction Fees

University policy allows professional and Ohio Department of Higher Education-approved tagged master's programs to charge differential instructional fee rates based on market demand and pricing.

Six colleges — Dentistry, Law, Medicine, Optometry, Pharmacy and Veterinary Medicine — have requested increases in the differential instructional fees for the programs listed below.

The Fisher College of Business has requested a differential fee for a new professional program, Specialized Masters in Business Analytics. This program will begin in autumn 2018.

In addition, four colleges — Law, Medicine, Optometry and Veterinary Medicine — have requested to hold the non-resident surcharge flat instead of applying the standard increase of 4.8%. These reflect the colleges' response to market conditions.

Two other colleges are seeking other changes to their non-resident surcharge. The College of Dentistry has requested a 3% increase rather than the standard increase of 4.8%, and the College of Medicine has requested a decrease of \$5,000 per term in the non-resident surcharge for Master of Genetic Counseling. These reflect the colleges' response to market conditions.

**Differential Fees (Instructional and Non-Resident Surcharge)**

College	Fee Name	Instructional: Current (per Semester)	Instructional: Proposed (per Semester)	Instructional: Proposed Increase	Non-Resident Current (per Semester)	Non-Resident Proposed (per Semester)	Non-Resident: Proposed Increase
Business	SMB-Analytics	<i>N/A - New Fee</i>	\$52,000 All Inclusive Program Fee	<i>N/A - New Fee</i>	<i>N/A - New Fee</i>	\$52,000 All Inclusive Program Fee	<i>N/A - New Fee</i>
Dentistry	Dentistry - Rank 1	\$16,880	\$17,388	3.0%	\$19,992	\$20,592	3.0%
	Dentistry - Ranks 2-4	\$14,968	\$15,420	3.0%	\$17,728	\$18,260	3.0%
Law	Law	\$14,700	\$14,992	2.0%	\$7,476	\$7,476	0.0%
Medicine	Medicine	\$14,660	\$14,840	1.25%	\$10,824	\$11,344	4.8%
	Master of Genetic Counseling	\$9,568	\$9,568	0.0%	\$11,024	\$6,024	-45.4%
	Doctor of Occupational Therapy	\$6,072	\$6,556	8.0%	\$9,084	\$9,084	0.0%
Optometry	Optometry - Ranks 1-2	\$12,948	\$13,204	2.0%	\$10,528	\$10,528	0.0%
	Optometry - Ranks 3-4	\$11,496	\$11,724	2.0%	\$8,912	\$8,912	0.0%
Pharmacy	Pharmacy Ranks 1-4	\$10,816	\$11,248	4.0%	\$11,304	\$11,848	4.8%
Veterinary Medicine	Veterinary Medicine - Ranks 1-4	\$15,160	\$15,460	2.0%	\$19,188	\$19,188	0.0%



The following chart is complete list of programs that have differential fees from the view of an academic year and includes both the instructional and mandatory fees, which is paid by both resident and non-resident students, as well as the surcharge paid by non-resident students.

**Differential Fees - Complete List**

College	Program	Resident Tuition & Mandatory Fees (per Academic Year)				Non-Resident Tuition & Mandatory Fees (per Academic Year)			
		FY2018 Resident	FY2019 Resident	\$ Change	% Change	FY2018 Non-Resident	FY2019 Non-Resident	\$ Change	% Change
Arts & Sciences	Doctor of Audiology	\$13,001	<b>\$13,001</b>	\$0	0.0%	\$34,473	<b>\$35,505</b>	\$1,032	3.0%
	Master of Speech-Language Pathology	\$13,001	<b>\$13,001</b>	\$0	0.0%	\$34,473	<b>\$35,505</b>	\$1,032	3.0%
Dentistry	Dentistry - Rank 1	\$34,625	<b>\$35,641</b>	\$1,016	2.9%	\$74,609	<b>\$76,825</b>	\$2,216	3.0%
	Dentistry - Ranks 2-4 (3 semesters)	\$46,141	<b>\$47,497</b>	\$1,356	2.9%	\$99,325	<b>\$102,277</b>	\$2,952	3.0%
Business	Master of Accounting	\$32,321	<b>\$32,321</b>	\$0	0.0%	\$53,793	<b>\$54,825</b>	\$1,032	1.9%
	Master of Business Administration (MBA)	\$30,617	<b>\$30,617</b>	\$0	0.0%	\$52,089	<b>\$53,121</b>	\$1,032	2.0%
	Working Professional - MBA (3 semesters)	\$39,013	<b>\$39,013</b>	\$0	0.0%	\$67,633	<b>\$69,001</b>	\$1,368	2.0%
	Master of Business Logistics Engineering (MBLE) (3 semesters)	\$42,073	<b>\$42,073</b>	\$0	0.0%	\$70,693	<b>\$72,061</b>	\$1,368	1.9%
	Master of Human Resource Management (MHRM)	\$17,065	<b>\$17,065</b>	\$0	0.0%	\$36,809	<b>\$37,753</b>	\$944	2.6%
	Specialized Masters in Business - Finance	\$56,650	<b>\$56,650</b>	\$0	0.0%	\$56,650	<b>\$56,650</b>	\$0	0.0%
	Executive MBA	\$115,000	<b>\$115,000</b>	\$0	0.0%	\$115,000	<b>\$115,000</b>	\$0	0.0%
	Master of Business Operational Excellence (MBOE)	\$53,500	<b>\$53,500</b>	\$0	0.0%	\$53,500	<b>\$53,500</b>	\$0	0.0%
	Master of Global Engineering Leadership (MGEL)-Distance Learning	\$38,000	<b>\$38,000</b>	\$0	0.0%	\$38,000	<b>\$38,000</b>	\$0	0.0%
	Specialized Master of Business - Analytics	N/A	<b>\$52,000</b>	N/A	N/A	N/A	<b>\$52,000</b>	N/A	N/A
Law	Law	\$30,265	<b>\$30,849</b>	\$584	1.9%	\$45,217	<b>\$45,801</b>	\$584	1.3%
Food Ag. Environ. Sciences	Master of Ag and Extension Education	\$44,736	<b>\$44,736</b>	\$0	0.0%	\$44,766	<b>\$44,766</b>	\$0	0.0%
Medicine	Medicine	\$30,145	<b>\$30,505</b>	\$360	1.2%	\$51,793	<b>\$53,193</b>	\$1,400	2.7%
	Master of Genetic Counseling	\$30,001	<b>\$30,001</b>	\$0	0.0%	\$63,073	<b>\$48,073</b>	-\$15,000	-23.6%
	Doctor of Occupational Therapy (3 semesters)	\$19,453	<b>\$20,905</b>	\$1,452	7.5%	\$46,705	<b>\$48,157</b>	\$1,452	3.1%
Optometry	Doctor of Physical Therapy (3 semesters)	\$20,797	<b>\$20,797</b>	\$0	0.0%	\$48,049	<b>\$49,357</b>	\$1,308	2.7%
	Optometry - Ranks 1-2	\$26,761	<b>\$27,273</b>	\$512	1.9%	\$47,817	<b>\$48,329</b>	\$512	1.1%
Pharmacy	Optometry - Ranks 3-4 (3 semesters)	\$35,725	<b>\$36,409</b>	\$684	1.9%	\$62,461	<b>\$63,145</b>	\$684	1.1%
	Pharmacy Ranks 1-4	\$22,497	<b>\$23,361</b>	\$864	3.8%	\$45,105	<b>\$47,097</b>	\$1,992	4.4%
Public Health	Master of Public Health	\$13,257	<b>\$13,257</b>	\$0	0.0%	\$34,729	<b>\$35,761</b>	\$1,032	3.0%
	Program for Experienced Professionals	\$13,257	<b>\$13,257</b>	\$0	0.0%	\$34,729	<b>\$35,761</b>	\$1,032	3.0%
Social Work	Master of Health Administration	\$14,833	<b>\$14,833</b>	\$0	0.0%	\$36,305	<b>\$37,337</b>	\$1,032	2.8%
	Master of Social Work	\$13,097	<b>\$13,097</b>	\$0	0.0%	\$34,569	<b>\$35,601</b>	\$1,032	3.0%
Veterinary Medicine	Veterinary Medicine - Ranks 1-4	\$31,185	<b>\$31,785</b>	\$600	1.9%	\$69,561	<b>\$70,161</b>	\$600	0.9%

**Below are market-related information and basis for each college requesting to increase differential instructional fees:**

College of Business

- Requests a new fee for Specialized Masters in Business - Analytic
- ten-month program
- New program approved by the Ohio Department of Higher Education on September 26, 2017

Fisher has identified the opportunity to fill the current market demand for analytic-trained professional in the Central Ohio region as there are no schools in our area that are offering an analytics program.

The fee will be used to support all the aspects of the new program with the majority of it going to support, attract and retain professors; purchase of data for student projects; provide the software licenses needed to complete the program and to employ a dedicated career counselor/program coordinator.

This program is competitively priced in the mid-point range when compared to other public and big ten programs.

College of Dentistry

- Requests a 3% increase in differential instructional fees

- Requests a 3% increase in the non-resident surcharge, rather than the university's proposed 4.8% increase.

These increases are necessary to provide adequate financial resources to fund the increasing costs of education and patient care programs, which are highly dependent on specially trained personnel and advanced technologies. The college is requesting less than the university's 4.8% increase for the non-resident surcharge to remain competitive with our peers on a cost basis.

Two thirds of the 66 United States dental schools have higher first-year tuition costs than the college. The college ranks 46<sup>th</sup> out of the 66 peers. The requested increase is consistent with recent increases in other Big Ten dental schools, but it is lower than many other dental schools in the country. Ohio State has the fourth largest dental school in the United States.

Dentistry has two different sets of rates. Rank 1 students attend for 2 semesters and are predominately attending lectures. While Ranks 2-4 students attend 3 semesters per year and are in clinical settings that have higher costs associated with instruction.

#### College of Law

- Requests a 2% increase in differential instructional fees
- Requests no (0%) increase in the non-resident surcharge, rather than the university's proposed 4.8% increase.

The college's overall ranking, according to *U.S. News and World Report* is 30. As the college cultivates the high quality of incoming students, it is working to boost its rankings to further attract highly qualified students. The increased instructional fee will allow the college to continue its strategy to offer financial aid to attract those high quality students.

The college is competitive with peers as it relates to the instructional fee. However, the non-resident tuition as it stands ranks the college on the high side. The request to freeze its non-resident share will increase the College of Law's competitive ranking in comparison to peers that raise their non-resident charge.

#### College of Medicine

- Requests a 1.3% increase in the Medicine program differential instructional fee
- Requests a 8% increase in Doctor of Occupational Therapy (OTD) differential instructional fee
- Requests a \$5,000 per term decrease in the non-resident surcharge for Master of Genetic Counseling, rather than the university's proposed 4.8% increase.
- Requests no (0%) increase in the non-resident surcharge for Doctor of Occupational Therapy, rather than the university's proposed 4.8% increase.

The increase request for the Medicine program will be used to support the Anatomical Donation Program, which is a necessary component of the anatomy education. The college is continuing to transition the Occupational Therapy program from a Masters program to a Doctoral program. The full transition requires more resources to meet the requirements of a Doctoral program. This is the second year of the two-year phase-in increase plan for OTD. Before FY 2018, the last time the college increased the differential fee for OTD was in FY 2010.

The requests to decrease the non-resident surcharge in Genetic Counseling and hold the surcharge flat in DOT are responses to market conditions.

#### College of Optometry

- Requests a 2% increase in differential instructional fees

- Requests a 0% increase in the non-resident surcharge, rather than the university's proposed 4.8% increase.

The increase request will be used to finance projected increases in fixed costs (such as salaries, benefits, utilities, maintenance, etc.) of providing the professional program. The requested increase will provide enough to improve resources while maintaining the college's high affordability ranking among its peers.

Optometry has two different sets of rates. Rank 1-2 students are predominately attending lectures. While Ranks 3-4 students are in clinical settings that have higher costs associated with instruction.

#### College of Pharmacy

- Requests a 4% increase in differential instructional fees

This increase request is to enhance learning in the PharmD program by investing in instruction, student services and facilities. It will be used to meet increased teaching needs associated with implementing the new Pharmacy curriculum.

In *U.S. News and World Report*, Pharmacy is ranked No. 6. The College of Pharmacy has the lowest tuition of the doctoral health sciences professional programs for in-state residents among peer institutions. Additionally, Pharmacy is well below the average cost per credit among the clinical operating Health Sciences Colleges.

#### College of Veterinary Medicine

- Requests a 2% increase in differential instructional fees
- Requests a 0% increase in the non-resident surcharge, rather than the university's proposed 4.8% increase.

This increase request will be utilized to fund inflationary operating costs and salaries, and changes in university assessments. *U.S. News and World Report* ranks the OSU College of Veterinary Medicine at No. 5 nationally. Current tuition and fees rankings put the college at second most affordable out of 10 peers for cost of in-state tuition.

**II. Housing and Dining**

The Office of Student Life continues to implement cost-savings initiatives to keep room and board plans as affordable as possible for students and their families. For Fiscal Year 2019, we are proposing an increase to housing and dining rates of 1.5%.

The 1.5% increases for housing and dining rates will be part of the Ohio State Tuition Guarantee for new first-year students in 2018-19, and those increases will also apply for continuing and transfer students not in the Tuition Guarantee.

The housing and dining rates for students in the FY 2018 Tuition Guarantee cohort (Cohort 1) will remain at FY 2018 levels as per the rules of the Tuition Guarantee program. This will be the second year out of four years that rates are guaranteed to remain frozen for those students.

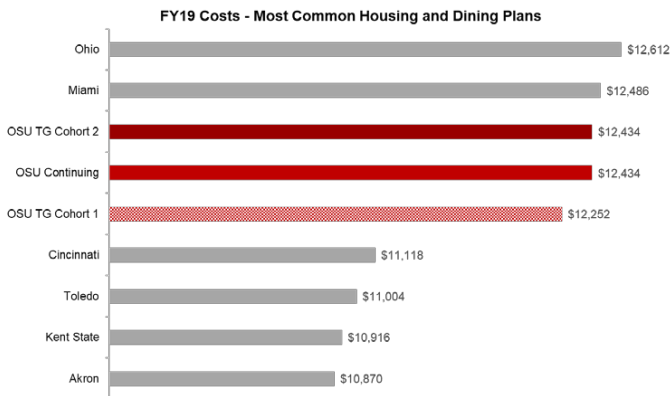
These are the proposed room rates for the 2018-19 academic year.

Room Types	FY 2018 Rate	FY 2019 Rate	1.5% Increase
Rate I	\$8,348	\$8,472	\$124
Rate II	\$6,954	\$7,058	\$104
Rate IIA	\$6,730	\$6,832	\$102
Rate III	\$6,498	\$6,596	\$98

These are the proposed dining plan rates for 2018-19 academic year.

Meal Plans	FY 2018 Rate	FY 2019 Rate	1.5% Increase
Scarlet 14	\$4,650	\$4,720	\$70
Declining Balance	\$4,150	\$4,212	\$62
Gray 10	\$3,904	\$3,962	\$58
Unlimited	\$3,810	\$3,866	\$56
McConnell (Newark)	\$2,720	\$2,760	\$40

Ohio State's room and board rates remain affordable compared to Ohio public universities (Rate I is the most common type of housing and Gray 10 is the most common dining plan):



The Ohio State University  
Proposed Housing Rates for FY 2019

Room Configuration	FY 2018 Tuition Guarantee Cohort			FY 2019 Tuition Guarantee Cohort and Non-Tuition		
	\$	% Change	% Change	\$	% Change	% Change
<b>Columbus Campus</b>						
Rate I	\$8,348	\$0	0.0%	\$8,472	\$124	1.5%
Rate II	\$6,954	\$0	0.0%	\$7,058	\$104	1.5%
Rate IIA	\$6,730	\$0	0.0%	\$6,832	\$102	1.5%
Rate III	\$6,498	\$0	0.0%	\$6,596	\$98	1.5%
<b>Summer 2019 Term Options</b>						
4-Week Session - Rate I	\$1,042	\$0	0.0%	\$1,059	\$17	1.5%
6-Week Session - Rate I	\$1,563	\$0	0.0%	\$1,588	\$25	1.5%
8-Week Session - Rate I	\$2,084	\$0	0.0%	\$2,118	\$34	1.5%
4-Week Session - Rate IIA	\$841	\$0	0.0%	\$854	\$13	1.5%
6-Week Session - Rate IIA	\$1,262	\$0	0.0%	\$1,280	\$18	1.5%
8-Week Session - Rate IIA	\$1,682	\$0	0.0%	\$1,708	\$26	1.5%
Summer Term - Rate I	\$3,126	\$0	0.0%	\$3,178	\$52	1.5%
Summer Term - Rate IIA	\$2,524	\$0	0.0%	\$2,562	\$38	1.5%
<b>Stadium Scholars Program</b>						
Stadium Scholars Program	\$5,512	\$0	0.0%	\$5,594	\$82	1.5%
Alumnae Scholarship Houses	\$6,318	\$0	0.0%	\$6,412	\$94	1.5%
German House - 1-person room	\$6,412	\$0	0.0%	\$6,508	\$96	1.5%
German House - 2-person room	\$5,968	\$0	0.0%	\$6,056	\$88	1.5%
<b>Monthly Housing Rates</b>						
237 E 17th - mini-single	\$737	\$0	0.0%	\$748	\$11	1.5%
237 E 17th - single	\$609	\$0	0.0%	\$618	\$9	1.5%
237 E 17th - supersingle	\$440	\$0	0.0%	\$447	\$7	1.5%
237 E 17th - double	\$402	\$0	0.0%	\$408	\$6	1.5%
<b>Buckeye Village - 1 bedroom</b>						
Buckeye Village - 1 bedroom	\$535	\$0	0.0%	\$543	\$8	1.5%
<b>Buckeye Village - 2 bedroom</b>						
Buckeye Village - 2 bedroom	\$675	\$0	0.0%	\$685	\$10	1.5%
<b>Gateway - studio</b>						
Gateway - studio	\$914	\$0	0.0%	\$928	\$14	1.5%
<b>Gateway - 1 bedroom apartment</b>						
Gateway - 1 bedroom apartment	\$980	\$0	0.0%	\$995	\$15	1.5%
<b>Gateway - 2 bedroom apartment</b>						
Gateway - 2 bedroom apartment	\$955	\$0	0.0%	\$969	\$14	1.5%
<b>Gateway - 3 bedroom apartment</b>						
Gateway - 3 bedroom apartment	\$830	\$0	0.0%	\$842	\$12	1.5%
<b>Neil - efficiency</b>						
Neil - efficiency	\$830	\$0	0.0%	\$842	\$12	1.5%
<b>Neil - 4 bedroom</b>						
Neil - 4 bedroom	\$824	\$0	0.0%	\$836	\$12	1.5%
<b>Penn Place - 1 person room</b>						
Penn Place - 1 person room	\$785	\$0	0.0%	\$797	\$12	1.5%
<b>ATI</b>						
1-bedroom for 2 (per person)	\$6,920	\$0	0.0%	\$7,024	\$104	1.5%
2-bedroom for 4 (per person)	\$6,920	\$0	0.0%	\$7,024	\$104	1.5%
2-bedroom for 5 (per person - double)	\$6,920	\$0	0.0%	\$7,024	\$104	1.5%
2-bedroom for 5 (per person - triple)	\$5,968	\$0	0.0%	\$6,058	\$90	1.5%
3-bedroom for 5 (per person - single)	\$7,292	\$0	0.0%	\$7,400	\$108	1.5%
3-bedroom for 5 (per person - double)	\$6,920	\$0	0.0%	\$7,024	\$104	1.5%
Private apartment	\$8,226	\$0	0.0%	\$8,350	\$124	1.5%
<b>Newark</b>						
2-person efficiency (per person)	\$7,484	\$0	0.0%	\$7,596	\$112	1.5%
2-bedroom for 4 (per person)	\$7,526	\$0	0.0%	\$7,638	\$112	1.5%
3-bedroom for 6 (per person)	\$7,092	\$0	0.0%	\$7,198	\$106	1.5%
McConnell Hall	\$7,750	\$0	0.0%	\$7,866	\$116	1.5%
<b>Mansfield</b>						
2-bedroom for 2 (per person)	\$7,908	\$0	0.0%	\$8,026	\$118	1.5%
2-bedroom for 4 (per person)	\$6,328	\$0	0.0%	\$6,422	\$94	1.5%
5-bedroom for 5 (per person)	\$6,636	\$0	0.0%	\$6,736	\$100	1.5%
5-bedroom for 6 - single (per person)	\$6,328	\$0	0.0%	\$6,422	\$94	1.5%
5-bedroom for 6 - double (per person)	\$5,702	\$0	0.0%	\$5,788	\$86	1.5%

The Ohio State University  
Proposed Meal Plan Rates for FY 2019

Meal Plan Options	FY 2018				FY 2019 Tuition Guarantee Cohort and Non-Tuition		
	Traditions Visits	Tuition Guarantee Cohort	\$ Change	% Change	Tuition Guarantee	\$ Change	% Change
Unlimited Access (Unlimited Meals / \$200 Dining Dollars)	∞	\$3,810	\$0	0.0%	\$3,866	\$56	1.5%
Scarlet Access 14 (14 Meals / \$400 Dining Dollars / \$300 BuckID)	14 / Week	\$4,650	\$0	0.0%	\$4,720	\$70	1.5%
Gray Access 10 (10 Meals / \$400 Dining Dollars / \$300 BuckID)	10 / Week	\$3,904	\$0	0.0%	\$3,962	\$58	1.5%
Declining Balance (\$2,698 / \$2,738 Dining Dollars)	NA	\$4,150	\$0	0.0%	\$4,212	\$62	1.5%
McConnell Plan (\$1,768 / \$1,794 Dining Dollars)	NA	\$2,720	\$0	0.0%	\$2,760	\$40	1.5%
Carmen 1 (\$548 / \$556 Dining Dollars)	NA	\$844	\$0	0.0%	\$856	\$12	1.5%
Carmen 2 (\$1,072 / \$1,086 Dining Dollars)	NA	\$1,648	\$0	0.0%	\$1,672	\$24	1.5%
<b>Summer:</b>							
Carmen 1 (\$548 / \$556 Dining Dollars)	NA	\$844	\$0	0.0%	\$856	\$12	1.5%
Carmen 2 (\$1,072 / \$1,086 Dining Dollars)	NA	\$1,648	\$0	0.0%	\$1,672	\$24	1.5%

**III. Student Health Insurance**

Background: All Ohio State students are required to have health insurance. Domestic students may choose outside insurance, and most do (87%). International students typically buy Ohio State's plan.

Payments cover the cost of third-party insurance. Rates are designed to be affordable and keep up with health care costs.

The recommendation for Fiscal Year 2019 is a 8.6% increase for students.

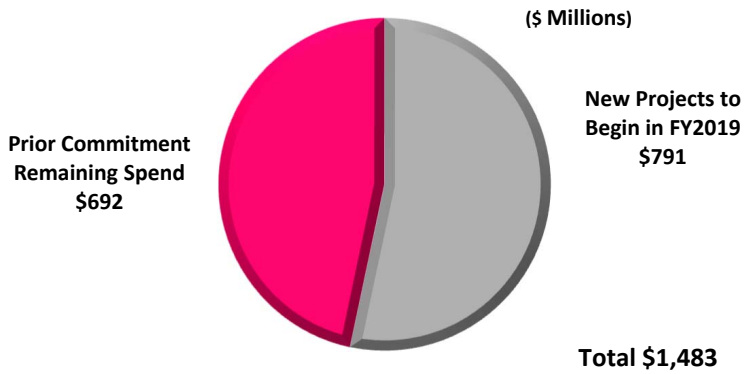
<b>Comprehensive Health Plan</b>	<b>FY19</b>	<b>Change</b>
Student	\$3,252	\$258
Student & Spouse	\$6,504	\$516
Student & Children	\$9,756	\$774
Student & Family	\$13,008	\$1,032

**IV. Summary and Conclusions**

- A. Differentials for professional programs are market-driven.
- B. Housing and Dining rates will increase 1.5% for the new first-year students in the FY 2019 Ohio State Tuition Guarantee and continuing non-guarantee students.
- C. Housing and Dining rates will remain at FY 2018 levels for students in the FY 2018 Ohio State Tuition Guarantee cohort.
- D. Student health insurance rates will increase 8.6%.



## FY2019-23 Capital Investment Plan



**Table 1 - Prior Commitment - Remaining Spend**

Line	Capital Priority	Projected Capital Expenditures					Total
		FY2019	FY2020	FY2021	FY2022	FY2023	
1	Pomerene and Oxley Renovations	8.3	2.1	0.0	0.0	0.0	10.4
2	Athletics - Schumaker Complex	12.7	3.2	0.0	0.0	0.0	15.9
3	Athletics - Covelli Multi-Sport Arena	24.5	10.5	0.0	0.0	0.0	35.0
4	Bus Adv - Schottenstein Concourse Reno & Office Const.	15.3	3.8	0.0	0.0	0.0	19.1
5	Cannon Drive Relocation - Phase I	18.8	11.2	1.2	0.0	0.0	31.2
6	Postle Partial Replacement	25.5	47.7	11.9	0.0	0.0	85.1
7	FAES - Franklin County Extension Office	4.2	1.0	0.0	0.0	0.0	5.2
8	Engineering - Advanced Materials Corridor (design)	6.0	2.6	0.0	0.0	0.0	8.6
9	Engineering - Airport Enhancements	5.3	0.6	0.0	0.0	0.0	5.9
10	Fry Hall - Optometry Clinic Entrance	0.3	1.0	0.0	0.0	0.0	1.3
11	Ohio Stadium Upgrades	9.6	6.3	0.0	0.0	0.0	15.9
12	Wooster - New Laboratory Building (design)	1.2	1.8	0.0	0.0	0.0	3.0
13	OSU East - West Wing Expansion/Renovation	11.9	8.7	1.0	0.0	0.0	21.6
14	Wexner Medical Center - 72-Bed Build Out	3.6	14.6	0.0	0.0	0.0	18.2
15	700 Ackerman Renovation	12.2	3.1	0.0	0.0	0.0	15.3
16	Arts District (design)	7.0	5.0	2.5	0.5	0.0	15.0
17	Interdisciplinary Research Center (design)	10.0	5.0	0.0	0.0	0.0	15.0
18	Interdisciplinary Health Sci Center (design)	10.0	5.0	0.0	0.0	0.0	15.0
19	Health Sciences Faculty Off. + Optometry Clinic (design)	0.8	0.0	0.0	0.0	0.0	0.8
20	Inpatient Hospital (design)	15.0	20.0	20.0	15.6	0.0	70.6
21	WMC Regional Ambulatory Facilities (design)	1.5	2.5	0.0	0.0	0.0	4.0
22	Campus Wi-Fi System	3.0	6.0	9.6	0.0	0.0	18.6
23	Roll-up of Small Projects	164.1	72.4	19.9	5.3	0.0	261.7
24	<b>Totals</b>	<b>370.8</b>	<b>234.1</b>	<b>66.1</b>	<b>21.4</b>	<b>0.0</b>	<b>692.4</b>

## FY2019-23 Capital Investment Plan

**Table 2 - New Projects Beginning in FY2019**

Line	Capital Priority	Funding Sources					Total
		FY2019	FY2020	FY2021	FY2022	FY2023	
1	Small Programmatic Cash-Ready Projects	0.8	13.2	12.6	1.0	0.0	27.6
2	Anticipated Spend for CIP Additions/Changes	0.4	8.9	0.7	0.0	0.0	10.0
3	WMC - Roll-up of Multiple Cash-Ready Projects	123.3	11.6	0.0	0.0	0.0	134.9
4	Roll-up of Small Infrastructure/ RDM Projects	1.6	26.4	30.8	4.1	0.0	62.9
5	A&S - Celeste Teaching Labs Renovations	0.3	2.0	10.1	10.2	6.4	29.0
6	Athletics - Indoor Tennis Center	0.2	1.5	7.7	7.7	4.8	21.9
7	Engineering - Advanced Materials Corridor (const.)	4.5	17.8	17.6	7.6	0.0	47.5
8	Engineering - Airport Hangar (const.)	0.1	0.7	3.6	3.7	2.3	10.4
9	FAES - Controlled Env. Food Prd Research (const.)	2.0	8.1	8.0	3.5	0.0	21.6
10	FAES - Wooster New Lab Building (const.)	2.8	11.3	11.1	4.8	0.0	30.0
11	FOD - Cannon Ph 2 - (additional design funding)	1.6	2.0	0.0	0.0	0.0	3.6
12	FOD - RDM Instructional Sciences	0.3	1.7	8.7	8.8	5.5	25.0
13	Health Sciences Faculty Off. + Optometry Clinic (const.)	2.5	10.3	10.2	4.4	0.0	27.4
14	Newark - Science & Technology Bldg	0.7	4.4	7.9	8.0	1.6	22.6
15	Nursing - Newton Building Addition (const.)	0.3	1.6	8.1	8.1	5.1	23.2
16	West Campus Housing	2.6	31.0	29.0	0.0	0.0	62.6
17	SL - Housing - Renewal & Replacement - FY19	0.2	3.5	5.8	0.5	0.0	10.0
18	TTM - Service Annex Building Renovation	0.1	1.9	4.1	0.9	0.0	7.0
19	WMC - Ambulatory West Campus (design)	0.4	5.5	8.9	0.7	0.0	15.5
20	WMC - Central Sterile Supply	1.5	16.5	15.0	0.0	0.0	33.0
21	WMC - Parking Garage	3.0	35.0	32.0	0.0	0.0	70.0
22	WMC - Regional Ambulatory Facility Site 1 (const.)	6.8	27.3	27.3	26.4	3.2	91.0
23	WMC - Regional Ambulatory Facility Site 2 (design)	1.0	3.0	0.0	0.0	0.0	4.0
<b>Totals</b>		<b>157.0</b>	<b>245.2</b>	<b>259.2</b>	<b>100.4</b>	<b>28.9</b>	<b>790.7</b>

**Table 3 - Funding for New Projects Beginning in FY2018 by Unit Type**

Line	Unit Type	Funding Sources					Totals by Unit	% by Unit
		Univ Finance	Local Funding	State Capital	Fund Raising	Partners		
1	Academic/Academic Support	\$ 123.9	\$ 67.1	\$ 86.4	\$ 42.5	\$ 4.1	\$ 324.0	41.0%
2	Student Life	\$ -	\$ 14.0	\$ 0.7	\$ -	\$ 0.7	\$ 15.4	1.9%
3	Athletics	\$ 3.9	\$ 9.1	\$ -	\$ 18.0	\$ 2.1	\$ 33.1	4.2%
4	Infrastructure	\$ 5.1	\$ 13.9	\$ 19.5	\$ -	\$ 2.5	\$ 41.0	5.2%
5	Wexner Medical Center and College of Medicine	\$ -	\$ 375.8	\$ 1.4	\$ -	\$ -	\$ 377.2	47.7%
<b>Totals by Funding Source</b>		<b>\$ 132.9</b>	<b>\$ 479.9</b>	<b>\$ 108.0</b>	<b>\$ 60.5</b>	<b>\$ 9.4</b>	<b>\$ 790.7</b>	
<b>% by Funding Source</b>		16.8%	60.7%	13.7%	7.7%	1.2%		

(APPENDIX LXIX)

**BACKGROUND**

Pursuant to the terms of the long-term lease and concession agreement (“Agreement”) for the Ohio State University utility system dated April 10, 2017 and as amended; Ohio State Energy Partners LLC (OSEP) will fund and implement capital improvements to the utility system. Capital investments made by OSEP will be tied to the variable fee component of the annual Utility Fee structure.

Proposed capital projects are evaluated by the university and OSEP for alignment with applicable strategic, financial, and physical plans and to ensure continued reliability, safety and compliance of the utility system.

Pursuant to the Agreement, OSEP submitted a draft plan to the Energy Advisory Committee (EAC) 180 days prior to the start of the fiscal year. Members of the EAC have reviewed the details of the proposed plan, provided feedback and made recommendations to OSEP. OSEP submitted a revised plan for university review and approval, including the OSEP fiscal year 2019 proposed capital investments.

Approval of these fiscal year 2019 projects will be pursuant to the project scopes outlined below, any applicable university directives, applicable project requests, and supporting documentation submitted pursuant to the Agreement.

Utility Systems Life-Cycle Renovation, Repair, and Replacement Projects  
Utility Systems Expansion and Extension Projects  
Energy Conservation Measure Projects

**Utility System Life-Cycle Renovations, Repairs, and Replacement Projects**

**McCracken Roof Phase2 22-19-LFC**

Scope: Replaces eastern section of the McCracken Central Plant roof. Failure of the current roof is jeopardizing reliable operations of chiller, boiler, and electrical systems. This project will also repair and/or replace lightning protection and make masonry repairs of the parapet and capstone. This project is the second phase of a 2015 university project to replace the existing hot mopped coal tar roof with a gravel on insulation/light weight concrete fill with a rubber-based roof with gravel ballast.

Estimated Cost: \$ 2.1 M

Project Cost Breakdown	Cost
FY 2019	\$ 1.042 M
FY 2020	\$1.073 M

**Air System Modernization 25-19-LFC**

Scope: Modernization of the compressed air system at the McCracken Central Plant including, replacement of the 25-year old compressor and a new air dryer.

Estimated Cost: \$ 27,000 (Design only)

Project Cost Breakdown	Cost
FY 2019	\$ 0.027 M

Safety Upgrades 48-19-LFC

Scope: Safety upgrades of the McCracken Power Plant, including replacing stairways and handrails, fire-protection system improvements in the fuel oil system, and, pump equipment repair improvements to reduce personnel hazards.

Estimated Cost: \$375,000

Project Cost Breakdown	Cost
FY 2019	\$ 0.155 M
FY 2020	\$ 0.220 M

City Water Loss Utility System Risk Assessment 62-19-LFC

Scope: Assess the current resiliency of the Utility Systems infrastructure across the Columbus Campus against a loss of City water supply or pressure. The study will quantify the impact of City water loss on the following assets: The South Chiller Plant, the McCracken Steam/Chiller Plants, the East Chiller Plant, the Geothermal System and the planned Combined Heat and Power Plant, as well as, the consequential impacts to campus buildings served by these Utility System Facilities.

Estimated Cost: \$ 48,000 (Assessment and preliminary feasibility and design only)

Project Cost Breakdown	Cost
FY 2019	\$ 0.048 M

Cyber-security implementation 51-19-LFC

Scope: Implementation of utility system cyber-security improvements identified by a cyber-security assessment in cooperation with the OCIO and Ohio State Office of Risk Management as necessary in order to protect and secure Concessionaire-leased Utility System. The \$128,000 cost of the assessment was covered by ENGIE outside of the Utility Fee. The cyber-security improvements are guided by the National Institute of Standards and Technology Framework 1.1 for “Improving Critical Infrastructure Cybersecurity.”

Estimated Cost: \$ 1,565,000

Project Cost Breakdown	Cost
FY 2019	\$ 1.00 M
FY 2020	\$ 0.57 M

**Utility Systems Expansions and Extensions Projects**

Advanced Material Corridor 13-18-EXP

Scope: Expansion and extension of utility services to support the Advanced Materials Corridor. The project will provide chilled water supply/return services, steam, gas and electrical infrastructure.

Estimated Cost: \$795,000

Project Cost Breakdown	Cost
FY 2019	\$ 0.795 M

Cannon Drive Phase 2 – Utility Systems 28-19-EXP

Scope: Engineering and design to support the Cannon Drive Phase 2 Project, including replacing old steel gas pipeline with plastic pipe, replacing and relocating existing duct banks, and complete significant relocations and modifications to the steam and condensate pipelines and vaults.

Estimated Cost: \$ 1,637,000 (Design only)

Project Cost Breakdown	Cost
FY 2019	\$ 0.400 M
FY 2020	\$ 0.687 M
FY 2021	\$ 0.550 M

South Residence Halls air conditioning 57-19-EXP

Scope: Evaluation of alternatives (technology, costs, performance, and benefits) to provide air conditioning for Baker, Mack, Canfield, Bradley, and Patterson residence halls. This two-part study will include an evaluation of each building and the development of a cost-effective solution(s) which may include individual building solutions, clustered building solutions, expansion of the geothermal system, and/or connection to central chilled water network.

Estimated Cost: \$ 56,000 (Study only)

Project Cost Breakdown	Cost
FY 2019	\$ 0.056 M

Combined Heat and Power Plant and Midwest District Heating & Cooling Loop 16-19-EXP

Scope: Preliminary design of a Combined Heat and Power Plant (CHP) and the associated Midwest campus district heating and cooling loop. A CHP plant would enable the development of a campus microgrid, provide for advanced control of energy use, and significantly reduce the university's annual purchase of electricity. Following up on the CHP feasibility study which provided four feasible design/location cases, the preliminary design phase will continue the development of the project and interactive discussions with the University to achieve:

- Selection of a campus location for CHP
- Negotiations with gas turbine suppliers and gas turbine technology selection
- Determination of various options and operating parameters
- Execution strategy (EPC vs design-bid-build, etc.)
- Performance calculations and design drawings that are required for the permitting phase
- Environmental impact studies
- Identification and capturing of synergies in design between the CHP, Midwest DHC, Ohio State projects, required repairs in the existing steam lines, and the main campus.
- Confirmation of interfaces and supplies (i.e. natural gas)
- Update of total cost at AACE Class 2 level
- Confirmation of financial and carbon savings for the University

Estimated Cost: \$ 631,000 (Preliminary design only)

Project Cost Breakdown	Cost
FY 2019	\$ 0.631 M

New Hospital Phase 1 – Garage 19-19-EXP

Scope: Engineering, design, and construction for the utility system infrastructure expansion and relocation needed to support a new Wexner Medical Center garage and demolition of the North and South Cannon garages as part of the Wexner Medical Center Inpatient Hospital Project, OSU Project OSU-170665. The utility system infrastructure includes steam, condensate, chilled water, primary electric service, and possibly natural gas in a utility tunnel system.

Estimated Cost: \$ 1,079,000

Project Cost Breakdown	Cost
FY 2019	\$ 0.210 M
FY 2020	\$ 0.869 M

Health Sciences Center Utility Systems 20-19-EXP

Scope: Engineering and design for the utility systems infrastructure expansion and improvements needed to support the Interdisciplinary Health Sciences Center, OSU Project OSU-180354.

Estimated Cost: \$ 528,000 (Design and engineering only)

Project Cost Breakdown	Cost
FY 2019	\$ 0.528 M

Ambulatory Expansion 27-19-EXP

Scope: Engineering and design for the utility systems infrastructure improvements needed to support the Wexner Medical Center West Campus Ambulatory Facility, OSU Project OSU-180390.

Estimated Cost: \$ 22,000 (Design only)

Project Cost Breakdown	Cost
FY 2019	\$ 0.022 M

West 12th Ave infrastructure & BRT 30-19-EXP

Scope: Evaluate options and design services to provide chilled water to the Biomedical Research Tower building to improve reliability and reduce maintenance requests.

Estimated Cost: \$ 480,000 (Design only)

Project Cost Breakdown	Cost
FY 2019	\$ 0.480 M

Kunz-Brundige Franklin County Extension Building 67-19-EXP

Scope: Design and construction for the electricity and natural gas infrastructure extensions to support the Kunz-Brundige Franklin County Extension Building project, OSU Project OSU-160920.

Estimated Cost: \$230,000

Project Cost Breakdown	Cost
FY 2019	\$ 0.230 M

Newton Hall Expansion 68-19-EXP

Scope: Design and construction for the natural gas relocation and extensions needed to support the Newton Hall Renovation and Addition, the University’s Project OSU-170666

Estimated Cost: \$ 119,300

Project Cost Breakdown	Cost
FY 2019	\$ 0.119 M

**Energy Conservation Measures Projects**

Building Energy Systems Optimization Phase I 18-19-ECM

Scope: The building energy systems optimization project will implement strategic facility improvements to reduce the energy consumption by more than 26% on average for the following buildings:

- BRT
- CBEC
- Derby Hall
- Lincoln Tower
- McCampbell Hall
- Mendenhall Lab
- Mershon Auditorium
- Morrill Tower
- Physics Research Building
- Prior Hall
- Psychology Building
- Scott Laboratory
- Sullivant Hall
- Weigel Hall

Estimated Cost: \$ 30,152,000

Project Cost Breakdown	Cost
FY 2019	\$ 16.58 M
FY 2020	\$ 9.05 M
FY 2021	\$ 4.52 M

Campus lighting – Exterior 1-19-ECM

Scope: Installing approximately 2,000 LED lamps in the university-owned outdoor Signature Street Light fixtures and replacing approximately 450 discolored and/or damaged Signature Street Light fixture globes. In conjunction with OCIO’s Campus Wi-Fi project, OSEP will install Wi-Fi antennas and in-pole cabling in up to 250 of the Signature Street Light outdoor fixtures while completing the LED installations. This ‘once up the pole’ approach will help reduce OCIO’s total project cost and reduce the University’s annual O&M costs for the Signature Street Light fixtures.

Estimated Cost: \$ 1,367,000 (\$450,000 of which is university scope costs for the Wi-Fi equipment)

Project Cost Breakdown	Cost
FY 2019	\$ 1.367 M

ENGIE Digital platform 44-19-ECM

Scope: Install a digital platform for campus buildings, smart meters, building energy management systems, current and future energy generation resources, and the utility distribution networks so each can be monitored, and controlled in a real-time, computerized manner. The platform is an ENGIE proprietary product. The development cost of the product is born by ENGIE, and only the implementation cost is presented to Ohio State. Ohio State will be issued a free license per Section 3.11 of the Concession Agreement.

Estimated Cost: \$649,000

Project Cost Breakdown	Cost
FY 2019	\$ 0.649 M

Behavioral ECM through innovation 45-19-ECM

Scope: The undergraduate INNOVATE-O-thon focused on developing a marketing campaign aimed at reducing campus energy usage through behavioral changes. After analysis and ranking, four idea categories were retained for which concrete measures will take place:

- (a) Exploring and implementing various behavioral energy conservation measure ideas with campus service providers: i.e. reduction of ice used (and wasted) in soft drink dispensers.
- (b) Gamification in partnership with Ohio State: A mobile app that will inform and educate students (and other campus residents) through gamification.
- (c) Development of an informal, voluntary “online” class pilot for incoming freshmen, and assist with the development of a formal credit hour class that is developed by Dr. Erwin.
- (d) Awareness campaign. Various marketing initiatives conducted by student teams.

Measurement of success will include post-implementation surveys and data analysis. To be further developed with the marketing department of Fisher College of Business.

Estimated Cost: \$ 150,000

Project Cost Breakdown	Cost
FY 2019	\$ 0.150 M

Campus Lighting - Buildings Phase II 53-19-ECM

Scope: Continuation of the indoor lighting retrofit. Phase two will include approximately 40 buildings:

- Agri Admin Bldg.
- Arps Hall
- Jennings Hall
- Campbell Hall
- Postle Hall
- Hamilton Hall
- Mershon Center
- Parker Food Science
- Research Center
- Schottenstein Center
- J. Nicklaus Museum
- Watts Hall
- Biomed Rsrch Tower
- Davis Heart & Lung
- 1314 Kinnear Rd
- Vet Med Academic
- Newman Wolfrom
- Evans Laboratory
- Wiseman Hall
- Tzagournis Med
- Animal Hse Rsrch Ctr
- Starling Loving Hall
- MacQuigg Lab
- Riffe Building
- Woody Hayes Ath Ctr
- Parks Hall
- Newton Hall
- Biological Sciences Building
- Graves Hall
- Agri Engineering
- Prior Hall
- Atwel Hall
- Bevis Hall
- Rightmire Hall
- Scott Hall
- Kottman Hall
- Celeste Lab
- Stores and Receiving
- 1165 Kinnear Rd.
- 1315 Kinnear Rd.

Estimated Cost: \$ 5,696,000

Project Cost Breakdown	Cost
FY 2019	\$ 5.696 M



(APPENDIX LXX)

**Energy Stabilization Endowment Fund**

It is proposed that the Energy Stabilization Endowment Fund be established     , by the Board of Trustees of The Ohio State University, with unrestricted funds from the Ohio State Energy Partners transaction of \$43 million and university utility cash reserves of \$32 million.

The endowment's purpose is to provide funding for a variety of issues related to energy procurement, utilization and optimization for the university. Those uses may include, but not be limited to: offset upfront costs of certain energy conservation projects and large system capital projects; to compensate the concessionaire for certain contractual obligations during the 50-year term of the contract; to offset large fluctuations to energy commodity costs that may occur during the life of the contract due to market conditions; and any unforeseen end-of-contract issues that may arise over the 50-year term.

The annual distribution from this fund shall be used to provide support for energy-related procurement, utilization and optimization at the discretion of and approved by the president, provost, and senior vice president for Business and Finance and chief financial officer in consultation with the chair of the Finance Committee of the Board of Trustees.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for Business and Finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the university that the quasi-endowment established herein should benefit the university in perpetuity. The university reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the university's charitable purposes. In seeking such modification, the university shall consult the provost and senior vice president for Business and Finance and chief financial officer. Modifications to endowed funds shall be approved by the university's Board of Trustees, in accordance with the policies of the university.

Amount Establishing Endowment: \$75,000,000



The Ohio State University Foundation  
1480 West Lane Avenue  
Columbus, Ohio 43221-3938

# Endowment Description

## ENGIE-Axium Endowed Dean's Chair Fund

The Board of Trustees of The Ohio State University shall establish the ENGIE-Axium Endowed Dean's Chair Fund effective \_\_\_/\_\_\_/\_\_\_, with the academic collaboration funds provided by Ohio State Energy Partners.

The annual distribution from this fund shall be used to support the Engie-Axium Dean of the Graduate School. Appointment to the position shall be recommended by the provost or his/her designee and approved by the University's Board of Trustees. The fund shall be used at the discretion of the dean to provide support for graduate students. Distribution shall not be used for the dean's salary and salary related expenses.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for business and finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the University that the quasi-endowment established herein should benefit the University. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the provost and senior vice president for business and finance and chief financial officer. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

Amount Establishing Endowment: \$3,500,000

Fund/Org Number: 483211/85966

\_\_\_\_\_  
Bruce A. McPheron  
Executive Vice President and Provost  
The Ohio State University

\_\_\_\_\_  
Date



The Ohio State University Foundation  
1480 West Lane Avenue  
Columbus, Ohio 43221-3938

# Endowment Description

## ENGIE-Axium Endowed Chair Fund

The Board of Trustees of The Ohio State University shall establish the ENGIE-Axium Endowed Chair Fund effective \_\_\_/\_\_\_/\_\_\_, with the academic collaboration funds provided by Ohio State Energy Partners.

The annual distribution from this fund shall be used to provide funding for a chair that will enhance Ohio State's competitive position. Appointment to the position shall be recommended by the provost or his/her designee and approved by the University's Board of Trustees.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for business and finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the University that the quasi-endowment established herein should benefit the University. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the provost and senior vice president for business and finance and chief financial officer. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

Amount Establishing Endowment: \$2,000,000

Fund/Org Number: 483210/85966

\_\_\_\_\_  
Bruce A. McPheron  
Executive Vice President and Provost  
The Ohio State University

\_\_\_\_\_  
Date



The Ohio State University Foundation  
1480 West Lane Avenue  
Columbus, Ohio 43221-3938

# Endowment Description

## ENGIE-Axium Endowed Chair Fund

The Board of Trustees of The Ohio State University shall establish the ENGIE-Axium Endowed Chair Fund effective \_\_\_/\_\_\_/\_\_\_, with the academic collaboration funds provided by Ohio State Energy Partners.

The annual distribution from this fund shall be used to provide funding for a chair that will enhance Ohio State's competitive position. Appointment to the position shall be recommended by the provost or his/her designee and approved by the University's Board of Trustees.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for business and finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the University that the quasi-endowment established herein should benefit the University. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the provost and senior vice president for business and finance and chief financial officer. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

Amount Establishing Endowment: \$2,000,000

Fund/Org Number: 483209/85966

\_\_\_\_\_  
Bruce A. McPheron  
Executive Vice President and Provost  
The Ohio State University

\_\_\_\_\_  
Date



The Ohio State University Foundation  
1480 West Lane Avenue  
Columbus, Ohio 43221-3938

# Endowment Description

## ENGIE-Axium Endowed Professorship Fund

The Board of Trustees of The Ohio State University shall establish the ENGIE-Axium Endowed Professorship Fund effective \_\_\_/\_\_\_/\_\_\_, with the academic collaboration funds provided by Ohio State Energy Partners.

The annual distribution from this fund shall be used to provide a professorship position that will enhance Ohio State's competitive position. Appointment to the position shall be recommended to the provost or his/her designee by the appropriate dean and approved by the University's Board of Trustees.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for business and finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the University that the quasi-endowment established herein should benefit the University. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the provost and senior vice president for business and finance and chief financial officer. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

Amount Establishing Endowment: \$1,000,000

Fund/Org Number: 483205/85966

\_\_\_\_\_  
Bruce A. McPheron  
Executive Vice President and Provost  
The Ohio State University

\_\_\_\_\_  
Date



The Ohio State University Foundation  
1480 West Lane Avenue  
Columbus, Ohio 43221-3938

# Endowment Description

## ENGIE-Axium Endowed Professorship Fund

The Board of Trustees of The Ohio State University shall establish the ENGIE-Axium Endowed Professorship Fund effective \_\_\_/\_\_\_/\_\_\_, with the academic collaboration funds provided by Ohio State Energy Partners.

The annual distribution from this fund shall be used to provide a professorship position that will enhance Ohio State's competitive position. Appointment to the position shall be recommended to the provost or his/her designee by the appropriate dean and approved by the University's Board of Trustees.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for business and finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the University that the quasi-endowment established herein should benefit the University. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the provost and senior vice president for business and finance and chief financial officer. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

Amount Establishing Endowment: \$1,000,000

Fund/Org Number: 483208/85966

\_\_\_\_\_  
Bruce A. McPheron  
Executive Vice President and Provost  
The Ohio State University

\_\_\_\_\_  
Date



The Ohio State University Foundation  
1480 West Lane Avenue  
Columbus, Ohio 43221-3938

# Endowment Description

## **ENGIE-Axium Undergraduate Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University shall establish the ENGIE-Axium Undergraduate Endowed Scholarship Fund effective \_\_\_/\_\_\_/\_\_\_, with the academic collaboration funds provided by Ohio State Energy Partners.

The annual distribution from this fund shall be used to provide support for undergraduate students at the discretion and approval of the president and provost or their designees.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for business and finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the University that the quasi-endowment established herein should benefit the University. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the provost and senior vice president for business and finance and chief financial officer. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

Amount Establishing Endowment: \$12,500,000

Fund/Org Number: 483206/85966

---

Bruce A. McPheron  
Executive Vice President and Provost  
The Ohio State University

---

Date



The Ohio State University Foundation  
1480 West Lane Avenue  
Columbus, Ohio 43221-3938

# Endowment Description

## ENGIE-Axium Graduate and Professional Endowed Scholarship Fund

The Board of Trustees of The Ohio State University shall establish the ENGIE-Axium Graduate and Professional Endowed Scholarship Fund effective \_\_\_/\_\_\_/\_\_\_, with the academic collaboration funds provided by Ohio State Energy Partners.

The annual distribution from this fund shall be used to provide support for graduate and professional students at the discretion and approval of the president and provost or their designees.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for business and finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the University that the quasi-endowment established herein should benefit the University. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the provost and senior vice president for business and finance and chief financial officer. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

Amount Establishing Endowment: \$12,500,000

Fund/Org Number: 483207/85966

\_\_\_\_\_  
Bruce A. McPheron  
Executive Vice President and Provost  
The Ohio State University

\_\_\_\_\_  
Date





The Ohio State University Foundation  
1480 West Lane Avenue  
Columbus, Ohio 43221-3938

# Endowment Description

## ENGIE-Axium Sustainability Projects Endowment Fund

The Board of Trustees of The Ohio State University shall establish the ENGIE-Axium Sustainability Projects Endowment Fund effective \_\_/\_\_/\_\_, with the academic collaboration funds provided by Ohio State Energy Partners.

The endowment's purpose is to provide funding for sustainability related projects outside the scope of the concession agreement entered into with Ohio State Energy Partners.

The annual distribution from this fund shall be used to provide support for sustainability related programs, projects and activities that advance University sustainability goals at the discretion of the president and provost or their designees.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for business and finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the University that the quasi-endowment established herein should benefit the University. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the provost and senior vice president for business and finance and chief financial officer. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

Amount Establishing Endowment: \$15,000,000

Fund/Org Number: 483212/85966

\_\_\_\_\_  
Bruce A. McPherson  
Executive Vice President and Provost  
The Ohio State University

\_\_\_\_\_  
Date



The Ohio State University Foundation  
1480 West Lane Avenue  
Columbus, Ohio 43221-3938

# Endowment Description

## ENGIE-Axiom Sustainability Curriculum and Staff Development Endowment Fund

The Board of Trustees of The Ohio State University shall establish the ENGIE-Axiom Sustainability Curriculum and Staff Development Endowment Fund effective \_\_\_/\_\_\_/\_\_\_, with the academic collaboration funds provided by Ohio State Energy Partners.

The endowment's purpose is to provide funding for sustainability related curricular and co-curricular activities and staff development at Ohio State that advance teaching and learning in alignment with the University strategic plan.

The annual distribution from this fund shall be used to provide support for sustainability related learning programs at the discretion of the president and provost or their designees.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the provost and senior vice president for business and finance and chief financial officer.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the University that the quasi-endowment established herein should benefit the University. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the provost and senior vice president for business and finance and chief financial officer. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

Amount Establishing Endowment: \$5,000,000

Fund/Org Number: 483213/85966

\_\_\_\_\_  
Bruce A. McPheron  
Executive Vice President and Provost  
The Ohio State University

\_\_\_\_\_  
Date

(APPENDIX LXXII)

The Ohio State University  
Board of Trustees

June 8, 2018

**BACKGROUND**

**TOPICS:** Annual resolution to authorize the university treasurer and/or the university senior vice president for business and finance to undertake a variety of financial transactions on behalf of the university.

**CONTEXT:** This annual resolution is required by the institutions with which the university does business. There are no significant changes from last year's annual resolution, however, we are recommending one update that empowers the university treasurer and/or the treasurer's designees to enter into agreements with not only financial institutions but also with non-financial institutions that provide financial products and services, such as e-payment providers. We also are recommending one clarification that empowers the senior vice president for business and finance and/or the university treasurer or their designees, in this case most likely the university's director of risk management and insurance, to engage in and sign emergency response service agreements that arise in connection with insurance events. The university treasurer will no longer need to serve as trustee for deferred gifts vehicles as those deferred gift vehicles have been transferred to the Foundation.

**SUMMARY:** This resolution will continue the current policies that authorize the university treasurer and/or senior vice president for business and finance or their designees to provide oversight and signature authority over the function of buying, selling, and transferring of stocks, bonds, and other financial instruments. The resolution continues the authorization that allows the university treasurer and/or senior vice president for business and finance or their designees to designate depositories and custodians and to open and maintain accounts at various financial institutions. It is requested that the university treasurer or the treasurer's designees be authorized to enter into agreements with institutions providing financial products and services on behalf of the university. In addition, the university treasurer and/or senior vice president for business and finance or their designees would retain the authorization to sign agreements for bank financing, underwriting, brokerage, leasing, equipment financing, deposits, foreign currency exchange, hedging vehicles including forwards, futures, swaps and options, and other financial advisory services. The resolution also will continue the current authorization that allows the university treasurer and/or senior vice president for business and finance or their designees to enter into insurance-related agreements and it is requested that the resolution clarify that the authorization includes emergency response service agreements.

**REQUESTED OF THE FINANCE COMMITTEE:** Approval of the resolution.

{00343216-1}

(APPENDIX LXXIII)

The Ohio State University  
Board of Trustees

June 8, 2018

**BACKGROUND**

**TOPICS:** Extension of and amendment to the prior authorization for issuance of additional general receipts obligations.

**CONTEXT:** The Board of Trustees adopted a resolution on June 5, 2015 titled "Authorization for the Issuance of Additional General Receipts Bonds, Commercial Paper Notes, and Subordinated Indebtedness". The previous resolution authorized the issuance of senior and subordinated obligations of the university during the three-year period ending June 30, 2018 in an aggregate principal amount not to exceed \$1 Billion. Under such resolution the Board of Trustees authorizes the issuance of Senior and Subordinated Obligations by the president and/or the senior vice president for business and finance after consultation with the chair of the Finance Committee and legal counsel over the time period of such resolution. As of the date hereof, the university has issued \$600 million of Senior Obligations pursuant to such resolution. Such resolution was amended by the Board of Trustees on June 9, 2017 to exclude from the issuance limit Obligations issued for refunding or retiring outstanding Obligations.

**SUMMARY:** Under this proposed amendment, it is requested that the Board of Trustees extend the authorization provided in the amended 2015 resolution to issue Obligations in an aggregate principal amount not to exceed \$400 million, which is the remaining unissued balance of the \$1 billion originally authorized, for an additional two-year period. In addition, under the proposed amendment, it is requested that the principal amount be exclusive of any capital lease or other type of indebtedness that does not constitute an obligation issued pursuant to the current trust indenture. It is in the best interest of the university that the authorization under the amended 2015 resolution be extended and that capital leases or other types of indebtedness that do not constitute obligations issued pursuant to the current trust indenture not be counted against the issuance limitation.

**REQUESTED OF THE FINANCE COMMITTEE:** Approval of the resolution.

(APPENDIX LXXIV)



**THE OHIO STATE UNIVERSITY**

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# **Completion Plan**

**Updated 2018**

**Prepared by the Office of Undergraduate Education  
undergraduate@osu.edu**

## The Ohio State University Completion Plan Updated 2018

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## UNIVERSITY MISSION AND PROFILE

### Mission

Ohio State is a comprehensive public university founded in 1870. Its largest campus, 1,665-acres, is in Columbus, with regional campuses in Marion, Newark, Lima, and Mansfield. It also has a research campus in Wooster — the Agricultural Technical Institute (ATI)<sup>1</sup> — for a total of 16,145 acres. The university's mission is to attain international distinction in education, scholarship, and public service. As the state's leading university focused on teaching and research, Ohio State combines a responsibility for the advancement and dissemination of knowledge with a land-grant heritage of public service. It offers an extensive range of academic programs in the liberal arts, sciences, and the professions. Guided by a strategic vision of access, affordability, and excellence,<sup>2</sup> Ohio State provides accessible, high quality, undergraduate and graduate education for academically qualified students who can benefit from a scholarly environment in which research inspires and informs teaching.

Ohio State celebrates and learns from diversity and values individual differences. Academic freedom is defended within a community of civility, tolerance, and mutual respect. In the area of teaching and learning, the goal is to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.

### Profile

The university's total autumn 2017 enrollment<sup>3</sup> was 66,444 students, with 59,837 on the Columbus campus. Of the Columbus students, 45,946 were undergraduates. The average age of an undergraduate Ohio State student is 21, with 93% of students under 25. The number of new first year students (NFYS) enrolled in 2017 was 7,136, 95% of whom were in the top quartile of their graduating class. Another 1,568 students of Rank 1 or 2 (2,634 total transfer students) transferred to the university from two- and four-year colleges. In addition, 1,348 students, called campus-change students, moved from the regional campuses to the Columbus campus. The overall student body on all campuses was nearly an equal mix of male and female (194 more males); 75.2% were residents of Ohio and 9.47% were international students; 67.4% were white/non-Hispanic; 19.7% were minority students, with 6.0% African American/black, 4.1% Hispanic, 6.1% Asian, and 3.3% identified as multi-racial. 866 students were active duty military or veterans.

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

<sup>2</sup> [president.osu.edu/strategicplan/](http://president.osu.edu/strategicplan/).

<sup>3</sup> All data from 2017 Enrollment Services reports; some program descriptions are compiled from unit websites and/or promotional material.



Additionally, 257 students were engaged in the Reserve Officer's Training Corps (ROTC).

For Columbus campus students, the average ACT score is currently 29.2, and 65% of the NFYS cohort graduated in the top 10% of their high school class. 85% of NFYS arrive with accepted credit (75% was from test credit, such as Advanced Placement, International Baccalaureate, College Level Examination Program, or language proficiency); 32% arrive with dual enrollment credit; 25% of NFYS arrive with 30 or more college credits earned while still in high school, and this percentage has increased over the past few years (up from 22% in 2015.) The September 2017 report from Enrollment Services shows an overall first to second year retention rate of 94.2%, and a second year to third year rate of 91.1%.

For the 2016-17 academic year, Ohio State awarded 16,752 degrees and certificates: 1073 associate degrees at the regional campuses and ATI, 818 doctorate degrees, 2,830 master's degrees, and 11,244 bachelor's degrees. The average time to a bachelor's degree was 4.22 years. The four-year graduation rate for bachelor's degree recipients was 62.4%, and 82.5% completed a degree in six years (2.7% completed a degree in three years or fewer.)

Ohio State's regional campus profile differs from that of the Columbus campus. The four regional campuses and ATI serve many students who prefer to start their college experience at a smaller university campus and then change to the Columbus campus or transfer to another institution of higher learning. Other students receive their two-year associate degree and enter the workforce, while still others choose to complete their entire bachelor's degree on one of the smaller campuses. The regional campuses serve those who are returning to college to prepare for another career or who are seeking advancement in their present career. The regional campuses also differ from the Columbus campus in that they have an open enrollment policy, while Columbus has selective enrollment. Ohio residents who apply to the Columbus campus but are not admitted may be given the option to start at a regional campus, changing to Columbus after the successful completion of 30 credit hours (one year of full-time study).

The autumn 2017 enrollment at the regional campuses was 6,571, of which 2,842 were new first-year students. For this population, 15.6 % were part time; 51.7% were female; 83.6% were 18 to 24 years old; and the majority of these students commuted to their campus. The average ACT score for NFYS on the regional campuses was 22.2. Further, approximately 37.9% of the incoming regional campus students were Pell-

eligible<sup>4</sup> (Columbus campus= 16.9%) and 34.3% of the students were in need of remediation in math and/or English (Columbus campus= 1.5%). The year-one to year-two retention rate on the regional campuses (collectively, excluding ATI) was 67.7% and the six-year graduation rate for those pursuing a baccalaureate was 39.0%. For Pell-eligible and first-generation students, the retention numbers were slightly lower: for Pell-eligible students, first-year retention was 59.3% and six-year graduation rate was 28.1% (compared to 90.2% and 74.4%, respectively, for the Columbus campus.) For first-generation students, the rates were 63.9% and 30.2%, respectively (compared to 91.2% and 75.1% on the Columbus campus.) As mentioned above, 1,348 students moved from a regional campus to the Columbus campus. The six-year graduation rate for those changing to Columbus within the first two years was 71.4%.

Ohio State's strong commitment to teaching and learning has earned the university national recognition. In its 2018 "Best Colleges" guidebook, *U.S. News & World Report* lists the university among those with an unusually strong commitment to undergraduate teaching. Ohio State was ranked 8th among public universities and 17th nationally for best undergraduate teaching.

The September 2018 *U.S. News & World Report* named Ohio State the state's best public university, and one of the nation's top public institutions. The university ranked 17th among the top 50 public national universities (54th overall) in the magazine's special edition "America's Best Colleges." The publication has considered Ohio State the best public university in Ohio for more than a decade. Moreover, Ohio State's Fisher College of Business was ranked 21st, and its logistics program was ranked third nationally. The College of Engineering was ranked 30th among colleges whose highest degree is a PhD.

*U.S. News & World Report's* "Best Colleges" guidebook evaluated Ohio State's performance in the predicted versus actual 2016 undergraduate graduation rate as one of the best in the nation. The measure, which uses characteristics of the incoming class to predict a six-year graduation rate, gives credit to schools that have a higher-than-expected rate. Ohio State's six-year graduation rate of 84% exceeded the predicted rate of 78%.

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<sup>4</sup> Students eligible for Pell Grants meet federal guidelines for low and moderate incomes. Pell eligibility is used to measure financial need in student populations.

Ohio State was also listed as one of the top military-friendly schools in the nation on CollegeRecon.com, a college choice and ranking tool designed specifically to target the military and veterans. In addition, Ohio State was ranked the best 4-year college or university in the nation for veterans in the 2017 and 2018 *College Factual* guide. Their data take into account the quality of teaching, graduation and retention rates, student loan default rates, and graduate earnings.

## **BARRIERS TO PERSISTENCE AND COMPLETION**

Students with lower rates of retention and graduation typically come from one or more of the following under-served populations: first-generation, Pell-eligible, transfer/campus-change. As noted below, male students also have slightly lower rates.

First-generation students are retained (from first year to second year) at a lower rate than other NFYS (compared to a 94.2% rate for all students). Of the 1,540 first-generation students enrolled in autumn 2016, 1,404 (or 91.2%) returned for their second year (compared to 94.2% for all students). Of the 1,510 first-generation students enrolled in autumn 2015, 1,312 (or 86.9%) returned for the third year (compared to 91.1% for all students). The four-year and six-year graduation rates for this group are 53.9% and 75.1%, respectively (compared to 62.4% and 82.5%, respectively).

Many lower income students (they are categorized for data purposes as Pell Grant recipients) are in our NFYS cohort at Ohio State. These students are also retained at lower rates – 90.2% (94.2% for all students) from first to second year, 88.1% from second to third year (91.1% for all students) – than the broader category of students. They also take longer to complete their degree – 52.5% complete in four years (62.4% for all students) and 74.4% complete in six years (82.5% for all students).

Students transfer to the Ohio State Columbus campus from various schools, including other four-year institutions, and community and junior colleges. Students also change to the Columbus campus from our regional campuses and ATI. Of the 1,160 Rank 2 transfer students who started at Columbus campus in autumn 2013, 69.9% completed in spring 2017 (four-year rate), compared to 62.4% of all students, and of the 1,181 transfer students in 2011, 74.3% completed in 2017 (six-year rate), compared to 82.5% of all students. Of the Rank 3 students who transferred to the Columbus campus, 675 students transferred in 2015 and 72% completed in 2017 (four-year rate), compared to 62.4% of all students, and of the 659 who transferred in 2013, 72.7% completed in 2017 (six-year rate), compared to 82.5% of all students.

Completion rates also appear to vary by gender in that male NFYS students are retained at a slightly lower rate than females: 93.6% vs. 94.8% for year 1 to year 2, and 90.0% vs. 92.1% for year two to year three. The data also suggest that males take longer to graduate: 53.8% vs. 71.1% complete in four years, and 78.4% vs. 86.7% complete in six years. (The four-year graduation rate for males may be influenced by a larger number of males in engineering, a degree that tends to take longer to complete because of its accreditation requirements.)

Although the Columbus campus has been deemed remediation-free by the Ohio Department of Higher Education (ODHE), acting according to Section 3345- 061(H) of the Ohio Revised Code, Ohio State still has students who are in need of extra support through remedial intervention, particularly in math and English composition. Of the 7,136 NFYS enrolled on campus in 2017, 105 (1.5%) students were recommended for remedial courses through the university placement exams administered during orientation (23 students needed remediation in composition, and 93 in math).

#### **PROGRESS TOWARD GOALS FOR 2016-2018 COMPLETION PLAN**

The following were goals for the 2016 plan. Progress for each is provided.

- **Goal 1:** Increase overall year-1 to year-2 retention from 93.8% to 95% by 2020.  
**Progress:** Ohio State moved the first-year retention rate from 93.8% to 94.2%, for a .4% increase over the two-year period, on track to achieve the goal of a 95% retention rate by 2020.
- **Goal 2:** *Increase the overall number of degrees completed in four years by 1% each year.*  
**Progress:** The four-year graduation rate increased on Columbus campus from 58.5% in 2013 to 62.4% in 2017, an increase of 3.9% over four years.
- **Goal 3:** Continue implementation of the ODHE recommendations and requirements for three-year degree pathways, Prior Learning Assessment and College Credit Plus.  
**Progress:** All activities related to this goal continue.

<b>Retention and Graduation Rates- Columbus Campus*</b>		
	<b>2017</b>	<b>2015</b>
First Year Retention - All Students	94.2%	93.8%
Second Year Retention - All Students	91.1%	89.7%
Four-Year Graduation - All Students	62.4%	58.5%
Six-Year Graduation - All Students	82.5%	83.1%
<hr/>		
First Year Retention – First-Generation	91.2%	90.1%
Second Year Retention - First-Generation	86.9%	84.5%
Four-Year Graduation - First-Generation	53.9%	49.2%
Six-Year Graduation - First-Generation	75.1%	74.6%
<hr/>		
First Year Retention - Pell-Eligible	90.2%	90.1%
Second Year Retention - Pell-Eligible	88.1%	83.7%
Four-Year Graduation - Pell-Eligible	52.5%	48.9%
Six-Year Graduation - Pell-Eligible	74.4%	74.3%

*\* First year retention rates are based on 2014 and 2016 NFYS. Second year retention rates are based on 2013 and 2015 NFYS. Four-year graduation rates are based on 2010 and 2013 NFYS. Six-year graduation rates are based on 2009 and 2011 NFYS, respectively.*

## UPDATED COMPLETION GOALS

Ohio State's updated goals continue to aim at increasing the retention and graduation rates of all students. In addition, and consistent with the strategic plan *Time and Change*, the university will increase its efforts to enhance the college experience for under-served populations.

**Goal 1:** Increase overall year-1 to year-2 retention from 94.2 to 95% by 2020.

**Goal 2:** Increase the overall number of degrees completed in four years by 1% each year.

**Goal 3:** Continue to increase the completion and retention rates of under-served populations, including first-generation, Pell-eligible, transfer/campus-change, and African-American/black students.

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

These goals will be achieved by capitalizing on current effective completion strategies (see below), in addition to continuing to:

- Raise awareness of all constituencies to completion barriers.
- Nurture a culture of student success.
- Remove institutional retention/completion barriers.
- Study and analyze current policies, procedures, data, and best practices in order to enhance Ohio State students' academic journey from first point of contact to alumni status.

## CURRENT AND ONGOING COMPLETION STRATEGIES AND ACTIVITIES

### Orientation Activities

A comprehensive orientation for NFYS, transfer students, and special populations (for example, veterans) is important for students (and families) so that they can begin to focus on college life and experiences and start the transition to life as an Ohio State student. Ohio State's student orientation sessions have proven to provide an effective transition, and contribute to a good first-year retention rate, by providing an opportunity for students to:

- Learn about resources and expectations both inside and outside of the classroom.
- Meet their assigned First Year Experience (FYE) Peer Leader, engage in success coaching and ongoing support (NOTE: An FYE Peer Leader is an

upper-class student assigned for the entirety of the first year to each new first-year student who participates in a two-day orientation in preparation for enrollment in autumn semester).

- Meet one-on-one with academic advisors to learn about academic areas of study.
- Schedule classes.
- Complete university business (e.g., consult with financial aid).
- Complete any necessary placement testing.

### **First Year Experience**

Ohio State places special emphasis on each student's first year on campus. Through research as well as observations and experiences, the university knows that foundations built during this year are key to a student's academic success. To that end, the university's FYE programs are designed to help students become acclimated to campus, connect with resources and the university community, and to start to think of Ohio State as their second home.

First Year Experience utilizes data-informed outreach to provide programming and services to under-served students who may be less likely to persist at the university. The entire FYE team, including professional staff and undergraduate students (i.e., FYE Peer Leaders), engage in synergistic efforts, and contribute to the development of solutions to ensure that resources are aligned with strategic priorities. Needs-assessment, and data collection, and data analysis ensure the continual improvement of FYE's success strategies.

New students attend innovative **First-Year Success Series** sessions as a requirement of the university survey course taught within the colleges by academic advising staff. The one-credit hour survey course is designed as an extended introduction to the university, different majors and/or colleges, how to schedule classes, intentional degree planning, how to conduct other Ohio State business, and resources such as the library system or other academic and personal services. The Success Series sessions reinforce content provided in the survey course and focus on helping students overcome common challenges during the transition to college.

### **Second Year Engagement**

Ohio State's **Second-year Transformational Experience Program (STEP)** targets more intensive interactions with faculty outside of the classroom, and a living experience that integrates academic achievement, self-awareness, and the development of life and leadership skills. The program offers individual development modules with applications for career growth and global citizenry, increased faculty engagement and mentorship, and a stipend program to increase student participation in experiential education opportunities. Additionally, the program contains a financial

wellness mandate, addressing both the need for financial education and financial planning during a student's experience.

STEP is designed to focus on students' success and development and allows them the opportunity to participate in activities that are pointed to their individual interests and academic needs. Through their interaction with faculty, students can develop tools for life and build essential network connections.

### **Learning Communities**

A learning community is a group of students who live together on a residence hall floor with common major, career, and/or personal interests. Through partnerships with a variety of academic departments, faculty, and staff, students have exclusive access to activities that tie directly into their academic success at Ohio State. Each Learning Community is unique in the goals and events offered, but all have:

- A direct connection to the classroom experience.
- Intentional events and opportunities for participants.
- Dedicated staff members to ensure the success of the students within the community.

Ohio State has a wide variety of learning communities, including 18 programs coordinated with Student Life<sup>5</sup> and 17 that are affiliated with the university Honors and Scholars Center.<sup>6</sup>

### **Advising Community**

High-quality academic advising is critical to supporting the academic success of students. Advisors help students devise optimal academic plans, suited to each individual's goals in seeking an education. They guide students in their transitions into and out of the university and connect them to appropriate university resources to help them stay on track along the way.

Undergraduate academic advising at Ohio State's Columbus campus is provided by the colleges and/or the departments that offer the pathway to the degree, the major, and/or the minor a student is pursuing. Where a student goes to seek academic advice will vary by student and by academic program. The Columbus campus does not have a central academic advising office for students to seek advice (this centralization does exist on the regional campuses). These distributed advising activities are coordinated

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<sup>5</sup> Examples include: Business Honors, Engineering House, Exploration, First Year Collegian, Future Health Professionals, Global Business, Nursing and Wellness Innovations, Visual and Performing Arts, and Women in Engineering.

<sup>6</sup> Examples include: Arts, Biological Sciences, Sport and Wellness, Environment and Natural Resources, Green Engineering, Humanitarian Engineering International Affairs, Health Sciences, and Innovation, Creativity and Entrepreneurship.



through the Office of Undergraduate Education (UE), which promotes training and sharing of information through an active community of advising professionals.

The academic advisors also coordinate and teach the **University Survey course**, in which first-year students are encouraged to set goals, to complete two- and four-year curricular plans, and to delineate courses that must be taken sequentially to complete the degree on time. One of the most important tools students and advisors use in this degree planning process is the *Degree Audit Reporting System (DARS)*, which also includes the Transfer Credit Report. Students can use the Student Information System to initiate and evaluate a DARS report that shows which requirements they have completed and those they still need to complete to graduate.

Advisory committees comprised of academic advisors from across the university, including the regional campuses and non-academic support services, meet regularly to provide input to the Undergraduate Dean and to help coordinate advising processes. Other groups also address concerns related to academic advising, including the Advising Administrators, a University Survey committee, the Student Retention and Success Committee, and staff looking at the research and application of predictive analytics in advising. Additionally, an Advising Resource Consultant in UE oversees the development and deployment of emerging technology to be used to advance the goals and reach of advising.

Our most recent technology-centered tool, *OnCourse*, a product of the Education Advisory Board (EAB), allows documentation of student/advisor sessions to be communicated to advisors across different academic programs and campuses, serves as a communication tool for advisor-advisor and advisor-student interactions, provides input for university business functions (financial aid, registrar, and student advocacy, for example), and serves as a portal for scheduling advising appointments. This tool has also:

- Increased the use of student data, to help advisors efficiently prepare for intentional conversations during student appointments.
- Added self-service reporting for advising administrators, to help inform decisions on student services, staffing needs and student programs.
- Added self-service reporting for academic advisors, so they know who they are serving, when, and for what reason(s).
- Increased filtering and functionality for student rosters, so advisors can enhance proactive outreach.

Using OnCourse, advisors can reach out, for example, to students starting to display a negative academic pattern before those students reach a critical point that can impact their progress (a practice known as “intentional” or “engaged” advising).

UE also is expanding advising training for academic advisors on campus. The goals of this effort are to:

- Provide general training for all academic advisors on topics that complement specific college/department training programs.
- Introduce new advisors to both the profession of advising and advising at Ohio State.
- Provide experiences for advisors who wish to participate in opportunities for professional development.
- Foster collaboration and exchange of information among advisors, students, and staff, and support offices across campus.
- Create connections to other training and professional development opportunities being offered across campus.

### **External University Partnerships**

The **University Innovation Alliance (UIA)** is a partnership program involving 11 large public research universities to develop and share innovative ideas to help make college more affordable and to help college students succeed. The Alliance includes Ohio State, the University of Kansas, University of Texas at Austin, University of Central Florida, University of California Riverside, Iowa State, Michigan State, Arizona State, Georgia State, Oregon State, and Purdue.

These large public research universities are working to accelerate and coordinate a first-of-its-kind collaboration to improve the educational attainment and the economic prospects of students who have traditionally struggled to complete their degrees particularly minorities and low-income Americans. Members of the UIA are working together to develop innovative approaches to help low-income students stay in college, advance at an appropriate pace, and graduate on time. UIA members have developed new models for scaling innovations from one campus to others, breaking down barriers that often prevent good ideas from being implemented more broadly.

In addition to the UIA common goal of improving outcomes for low-income students, each institution has set goals appropriate to its state and region, focusing on issues of retention and graduation.

**First in the World (FITW)** is a federal grant program of the U.S. Department of Education, Fund for the Improvement of Postsecondary Education. The FITW program is designed to support the development, replication, and dissemination of innovative solutions and evidence for what works in addressing persistent and widespread challenges in postsecondary education for students who are

predicted neither to persist in nor to complete postsecondary programs, including, but not limited to, adult learners, working students, part-time students, students from low-income backgrounds, students of color, students with disabilities, and first-generation students. The program is designed to “validate” interventions that have been shown by previous research to be effective in helping these traditionally under-served student populations succeed in college. Both the study proposed for the grant and the study on which it is based must meet federal “What Works Clearinghouse” standards, meaning that the study must be conducted using a randomized control trial and meet other standards for research rigor.

Ohio State is a partner in this funded research endeavor, which our collaborative research team calls **MAAPS: Monitoring Advising Analytics to Promote Success** and is the FITW project of the University Innovation Alliance. Funded at \$8.9M, the project is tracking the impact of a series of analytics-informed proactive interventions on 10,000 low-income and/or first-generation students across the 11 UIA universities; current funding is available through September 2019. For our part, the focus at Ohio State is on a longitudinal study monitoring the value of predictive analytics in the academic success, retention, and completion of students who are first-generation and/or Pell-eligible, regardless of whether they began at Columbus or a regional campus.

**The American Talent Initiative** is a collaborative effort to enroll an additional 50,000 highly talented, low- and moderate-income students at top colleges and universities across the United States. The initiative is a partnership between Bloomberg Philanthropies, the Aspen Institute, Ithaca S+R, and a diverse array of public and private member institutions working to enhance access and support, share innovative best practices, and contribute to research that will help expand opportunity. Ohio State is a founding member of the initiative, which has grown to 100 schools (and counting) since its launch, with President Michael V. Drake serving on the steering committee.

**Bridging the Gap from Education to Employment (BGEE)** is a Strada Education Network-funded college-to-career project implemented by the UIA. This effort is being led by the Office of Student Life’s Buckeye Careers. It is a three-year program that goes through December 2020 and has three primary goals:

- To reimagine how graduates communicate marketable job skills.
- To capture best practices for building and maintaining strategic University-employer partnerships.
- To enhance campus career services to meet unique needs of all students.

Additionally, Strada sponsors research that offers insights to inform higher education and workforce development policies and practices. Its groundbreaking partnership with Gallup will deliver a stream of survey research results, offering the perspectives of hundreds of thousands of higher education consumers. Since 2014, Strada Education has advanced its mission of post-secondary program completion. For more information, see [stradaeducation.org/news/strada-education-network-launches-to-improve-college-career-connection/](http://stradaeducation.org/news/strada-education-network-launches-to-improve-college-career-connection/).

**Ohio Strong Start to Finish (OhioSSF)** is a collaboration between the Ohio Department of Higher Education (ODHE), the Inter-University Council (IUC), the Ohio Association of Community Colleges (OACC), and the 18 community colleges and 12 universities in Ohio that have committed to the project. The goal of OhioSSF is to significantly increase the number of students completing gateway mathematics and English courses as part of a guided pathway within their first academic year. Currently, slightly more than 20,000 (33%) first-time students at participating colleges and universities complete college-level mathematics and English in their first year; OhioSSF is committed to increasing that number to just over 31,000 (50%) by 2021. OhioSSF is also committed to reducing equity gaps for economically disadvantaged students (48% by 2021), students of color (51% by 2021), rural students (51% by 2021), and students over age 25 (37% by 2021).<sup>7</sup>

### **Curriculum Reform**

The university has invested in the redesign of several key science, technology, engineering, and mathematics (STEM) courses that have proven to be historically difficult courses for undergraduates. Ohio State is in the process of modifying five of these “stumbling block” courses offered in the general education curriculum and adding resources that will reduce the need for not-for-credit remediation. After completing these revisions, similar problems will be addressed with four other high-enrollment courses.

For example, the Department of Mathematics is redesigning the calculus sequence Math 1151–1152 to increase the quality of learning, the success rate of students, and retention in STEM disciplines. Their approach includes:

- Enhanced training of instructional staff.
- The development of a data analysis plan.
- The incorporation of methods of active learning.

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<sup>7</sup> Data provided by ODHE Strong Start to Finish.

Further, the **Center for Life Sciences Education (CLSE)** is engaged in the redesign of Biology 1113, Biological Sciences: Energy Transfer and Development. This is an introductory course for students majoring in the natural sciences and fulfills a general education requirement in the Natural Sciences category. The center also will look at:

- Flipped classrooms.
- Active learning strategies.
- Instructor training.
- The use of **Peer-Led Team Learning (PLTL)**, which has long been used to support student learning, especially among traditionally under-served populations.

### **Expanded Use of Emerging Technology**

The Office of Distance Education and eLearning (ODEE) and the Office of the Chief Information Officer (OCIO) have several strategic technology initiatives that contribute to successful degree completion. Some examples of these efforts are:

- The integration of a **new Learning Management System**, powered by Instructure's Canvas. Ohio State is taking advantage of this to provide instructors and students with the best possible design, performance, support, mobile access, and data analytics. Canvas is available on a mobile app, and the calendar tool helps students stay organized by displaying assignments and due dates across all active courses.
- The university's **Affordable Learning Exchange (ALX)** continues to create and expand digital resources to help offset textbook prices for students, which have risen at three times the level of inflation over the past three decades. ALX has selected more than 20 grant recipients that will complete projects during the 2017-2018 academic year. The projects cover a wide range of academic areas and include a variety of tools aimed at providing an affordable experience for students. These projects are projected to save students between \$900,000 and \$1,200,000 annually.
- In October 2017, Ohio State, in collaboration with Apple, launched **Digital Flagship**. It is a comprehensive, university-wide digital learning initiative that will support educational innovation to benefit students and economic development opportunities for campus and the broader community. It includes:
  - A **student success initiative** to integrate learning technology throughout the university experience — both inside and outside the classroom — and help provide universal access to a common set of learning technologies.

- **An iOS design laboratory** offering technological training and certification to faculty, staff, students, and members of the community interested in developing apps in Swift, the Apple programming language.
- **University-wide training for students to learn coding skills** that will help enhance their career-readiness in the app economy.
- **Apps Designed for Ohio State** developed in collaboration with the Apple Enterprise Design Lab. A new app to connect students with university resources and share personalized orientation materials will be released in May 2018.
- We are bolstering the **academic integrity toolkit** through the addition of resources like *Proctorio* and an improved integration with *Turnitin*.
- Getting to class is one of the key components of student success, and the Ohio State **Mobile App** has been redesigned to take advantage of new technology in helping students navigate their campus experience. From live bus route information to up-to-the-minute parking availability, we are working to help students efficiently navigate campus.
- With the dramatic increase of wireless devices on campus and the need to teach and learn anywhere, **indoor and outdoor wireless networking will be expanded** to meet student expectations for their campus experience and to enable student success and enhanced learning.

## Online Learning

Distance Education has enhanced the access and affordability of an Ohio State education.

- The university met its goal of 25 approved online programs in Academic Year 17-18 and is on pace to meet its goal of 35 approved programs by 2020. All students pay in-state tuition and do not pay many campus-based associated fees, thus reducing the total cost-to-credential, which is made available at: [online.osu.edu/tuition-and-fees](https://online.osu.edu/tuition-and-fees).
- Ohio State connected expert faculty with online instructional designers to redesign 34 popular GE courses. These courses were redesigned to meet expectations of our students and to support access to our College Credit Plus students. These offerings provide students with an exemplary learning experience and add flexibility in the path to a degree.
- As students from outside of the geographic area enroll in Ohio State programs, ODEE staff are partnering with academic and administrative units to ensure that the university infrastructure serves these nontraditional students effectively.

- Further, studies around student persistence and time to degree will include delivery mode as part of the analysis.

### **University Institute for Teaching and Learning**

In his March 2015 investiture address, President Michael Drake asked that The Ohio State University "be as highly regarded for world-class teaching and learning as we already are for world-class research." This goal aligns clearly with the national-level conversation on student learning outcomes, retention, persistence, and timely graduation. In May, the President and Provost's Teaching and Learning Summit, led by the Office of Academic Affairs, brought together a group of faculty members from across the institution to discuss ideas for improving the quality of teaching and learning at the university. The discussion at the summit clearly demonstrated that Ohio State has many outstanding and highly committed teachers, who have a desire to:

- Regularly engage in productive conversations about teaching and learning.
- Learn about and share effective, innovative, evidence-based pedagogy.
- Improve their teaching practices.
- Support students in achieving academic success.
- Develop and implement a research agenda on the characteristics and effectiveness of teaching.

Participants in the summit helped shape the formation of a University Institute for Teaching and Learning as a way to help achieve the president's goal. The institute will help coordinate and lead efforts to improve the learning experience for students and position the university to lead on a topic central to the ongoing national dialogue on accountability.

### **Learning Support Services**

The **Dennis Learning Center**, located in the Younkin Success Center, was established to provide academic learning services and support to Ohio State students through courses, workshops, appointments, and online student resources. Center affiliates assist in the development of study skills, time management, test-taking strategies, learning from texts, note-taking, and self-regulation strategies. Additionally, they collaborate with Ohio State academic departments, other institutions, and the scholarly community on research and practice that promote post-secondary student success. They provide an online resource with videos and materials related to note-taking, test-taking, procrastination, cognitive learning, and self-assessment resources for students.

Also in the Younkin Success Center are the Ohio State **Counseling and Consultation Service (CCS)**, **Student-Athlete Support Services Office (SASSO)**, and the **University Center for the Advancement of Teaching (UCAT)**. The CCS provides comprehensive mental health services to students to promote personal well-being and

academic success, with a culturally diverse professional staff of licensed psychologists, social workers, counselors, and psychiatrists available for students. SASSO serves more than 1,000 student-athletes on 37 NCAA teams, providing Ohio State student-athletes with assistance in academic, athletic, personal, and professional development, such as advising, tutoring, and study tables. Counselors and other staff help foster growth in decision-making, planning, and the fulfillment of academic, career, and life goals for all student-athletes, so that they can meet their individual degree completion goals. UCAT exists to assist all those who teach at Ohio State to excel in teaching and to support student learning and progress. They promote a university culture that puts student success first by valuing a scholarly approach to teaching and learning, and focuses on faculty success by providing information, consultation, and events related to successful teaching strategies.

The **Mathematics and Statistics Learning Center (MSLC)** is a resource center for students and instructors in mathematics and statistics courses at Ohio State. The center's goal is to create and implement an efficient and effective model of support services for student learning in mathematics and statistics and to provide training and support to tutors and instructors of lower-division mathematics and statistics courses. The center provides trained tutors available to help students with difficulties they are experiencing in class or with homework. In addition, it provides online resources, practice exams and workshops to help a student progress through the challenging quantitative courses, which often are "stumbling block" courses that impact student completion.

The **Center for the Study and Teaching of Writing (CSTW)** is an interdisciplinary support and research unit in Ohio State's College of Arts and Sciences. CSTW was established to provide resources to students and faculty who might have needs related to negotiating the complex rhetorical demands of writing in a variety of settings and media. Two programs in CSTW, the Writing Center and Writing Across the Curriculum, provide assistance to students with writing related issues and have a direct impact on student completion. The Writing Center offers free student support, including face-to-face and online tutorials, to help with writing at any stage of the process, including research papers and lab reports. The Writing Across the Curriculum program works with instructors to develop and assess writing activities, and to design and develop these activities to meet student and curricular needs.

#### **The Office of Student Life Disability Services**

The Office of Student Life Disability Services (SLDS) partners with students, faculty, and staff to design accessible environments and to provide academic accommodations and support services. The Office recognizes that "disability" is a broad term that



includes, but is not limited to, mental health conditions, chronic health conditions, temporary injuries, physical/learning disabilities, and ADHD. Students register with SLDS to be approved for accommodations, and the office reviews their documentation. Registration is confidential. When students' documents are approved, students work with an Access Specialist to discuss academic barriers to success and accommodations. Students notify their instructors about accommodations only if they want to utilize them in that instructor's course. SLDS also provides coaching and disability awareness to instructors, as well as captioning, transcription, and American Sign Language (ASL) interpretation for eligible students in their classes, or at events around campus where those services are needed.

### **Office of Military and Veterans Services**

Ohio State's Office of Military and Veterans Services provides assistance for military-connected students with academic and educational support resources. Part of UE, the office focuses on building trust from day one and shepherding these students to academic success and graduation. The office provides military and veteran orientations; focused academic advising, counseling, and tutoring; VA education benefit navigation; peer mentoring; tailored support services; and the education of faculty and staff on military student issues. It also provides long-term continuity for the Tri-Service ROTC units and collaborates with the Office of Government Affairs on any local, state, or federal legislation and policies concerning this cohort. The Office of Military and Veterans Services has been rated the top program for veterans in higher education for the last two years by *USA Today* and *College Factual*. Other Ohio State resources include a student-veteran housing option for veterans, active-duty, reserves or National Guard; three student-veteran organizations; and comprehensive programming and services that assist the Buckeye Military Family in securing internships and post-graduation employment.

### **Access and Success Initiatives: Admissions and First Year Experience**

Undergraduate Admissions works to bring college preparation information to low-income and first-generation college students. (This effort was formerly referred to as the Economic Access Initiative.) Admissions staff and a team of student Diversity Ambassadors engage faculty, staff, and students in outreach to college-bound students to provide awareness and directions to resources that might result in a smoother pathway to college for low-income and under-served groups. First Year Experience then provides streamlined support to enrolled first-generation and low-income students through opportunities like early arrival and pre-enrollment programs, Peer Leader outreach and success coaching, and First Year Success Series sessions tailored to meet their unique needs.

First Year Experience oversees the **Land Grant Opportunity Scholarship (LGOS)** program that provides financial assistance covering the full cost of attendance for up to four years of college for selected Ohio residents who demonstrate both academic merit and financial need. The office of First Year Experience oversees the selection of recipients and communication of the awards, and then provides streamlined support to the LGOS recipients through opportunities like early arrival programs, Peer Leader outreach and success coaching, and First Year Success Series sessions tailored to meet their unique needs.

### **Student Wellness Services**

The Student Life Student Wellness Center (SWC) serves as a resource for information on various wellness topics, provides online and in-person programs and services to individuals and groups, and contributes to the development of a more healthy and supportive campus community. The SWC embraces a holistic approach to well-being, utilizing *9 Dimensions of Wellness*<sup>8</sup> as the foundation for programs and services, understanding that wellness is interconnected. The SWC complements and supports the academic mission of the university by assisting students in obtaining optimal levels of health, growth, and well-being. All services are provided free of charge to currently enrolled Ohio State Students. Examples of activities in the SWC that contribute to retention and completion are as follows:

- **Alcohol and Other Drug Prevention Services**

The Alcohol and Other Drug (AOD) Prevention area within the Student Life Student Wellness Center supports the goals of improving student wellness and reducing risky student behavior as it relates to alcohol and other drugs. To do so the AOD Prevention area provides one-on-one and group educational intervention services (BASICS / CASICS, and Freedom From Smoking), online Screening, Brief Intervention, and Referral to Treatment (SBIRT) services (ScreenU), and educational outreach to students, via emails, presentations, and workshops (21st Birthday Emails, Standards of Excellence presentations, etc.).

- **Collegiate Recovery Community**

The Collegiate Recovery Community (CRC) allows individuals in or seeking recovery to achieve academic success while simultaneously receiving peer support to maintain their recovery. The program operates in two locations, a student drop in center (1230 Lincoln Tower) as well as a 28-bed recovery residence hall (Pennsylvania Place). The program also focuses on student leadership development, professional development, and service to the

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<sup>8</sup> The 9 Dimensions of Wellness model encompasses the following categories: Emotional, Career, Social, Spiritual, Physical, Financial, Intellectual, Creative, and Environmental.

community. Scholarships for students in recovery are also awarded each semester.

- **Financial Education**

As a leader in collegiate financial well-being, the Financial Wellness (FW) team at Ohio State seeks to help students with their financial knowledge, stress, and self-efficacy. The Scarlet and Gray Financial (SGF) program reaches over 7,500 students via one-on-one financial coaching, on and off campus presentations/seminars, and online financial literacy programming and resources. In addition, the FW team leads the national conversation around financial well-being by co-hosting an annual national conference about Collegiate Financial Well-Being with NASPA,<sup>9</sup> and by actively engaging in the previously mentioned national financial wellness study.

- **Nutrition Education**

Nutrition education within the Student Wellness Center consists of: (1) Nutrition Coaching, which is available and free of charge to all currently enrolled Ohio State students. Initial sessions are 60 minutes and entail a nutrition assessment, education and goal setting; follow-up appointments are 30 minutes without a session limit and (2) Body Image and Eating Disorder Initiatives, including the *Eating Disorder Treatment Team (EDTT)*, comprised of therapists from Counseling and Consultation Service, physicians from Student Health Services, and a dietitian from the Student Wellness Center; the *Body Image and Health Task Force*, comprised of students, faculty and staff who provide outreach events throughout the year; and *The Body Project*, an evidence-based peer-led program designed to challenge the “thin ideal” and improve body satisfaction and acceptance.

- **Safer Sex Initiatives**

Safer Sex Initiatives serve to support student success and the promotion of healthy lifestyles by providing education, resources, and skills necessary to practice safe and healthy sexual behaviors. The Safer Sex Initiatives in the SWC consists of three main programs: HIV/STI testing (provided free of charge to Ohio State students), the Condom Club (which exists to provide barriers to Ohio State students at a discounted rate), and Safer Sex Outreach Initiatives, (via presentations and campus events).

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<sup>9</sup> [naspa.org/events/2018scfwb](http://naspa.org/events/2018scfwb)

- **Wellness Ambassadors**

Wellness Ambassadors serve to educate the Ohio State student body on wellness resources, how to live healthy lifestyles, and ways to achieve their goals through educational presentations and campus events. Wellness Ambassadors are undergraduate student volunteers who commit three hours per week to developing and implementing wellness programs. As Wellness Ambassadors, students have the opportunity to specialize in one of the following topic areas: alcohol education, nutrition, safer sex, other drugs, stress, sleep, and career wellness. The Wellness Ambassador program serves as the main outreach branch of the Student Wellness Center.

- **Wellness Coaching**

Wellness Coaching provides opportunities for undergraduate, graduate and professional students to increase their capacity to create the life they want to live, both now and in the future. Wellness coaching takes a positive approach to personal development, focusing on strengths and using a holistic wellness model as a framework for generating individual goals that are meaningful to the student. By engaging with students in this manner, coaching supports students' ability to flourish through enhancing capacities for resilience and self-acceptance while promoting happiness, health, and success. The three main elements of Wellness Coaching include: (1) Individual Wellness Coaching, which are one-on-one sessions offered for students to explore holistic wellness, personal strengths, and goal setting; (2) Group Wellness Coaching, an initiative that partners with pre-existing cohorts, classes, organizations, or groups that have relationships with one another with the goal of creating a culture of care where students learn to take care of themselves and each other; and (3) Outreach and Presentations for students faculty, and staff across the university on topics including holistic student success, positive psychology, resiliency, coaching techniques, etc.

## **UPDATED COMPLETION STRATEGIES**

### **Academic Advising**

During the summer and autumn of 2017, as part of Ohio State's Enterprise Project to transform its business practices while implementing a new enterprise system, a group of representative advisors and other staff who help to support student success worked with consultants from Accenture to redesign the processes associated with academic advising and to address problems identified in the President's 2016 summit on academic advising. The recommendations of that group are now being incorporated into a project plan, with timelines and estimates of the work involved (yet to be presented for

approval by university leadership). Although some of those recommendations will not be realized until the university goes live with *Workday*, a new, more integrated student information system, they have informed our discussions with *Workday* as it continues to build its student system.

Our broad goals in all of this are to provide students a clearer, more consistent and streamlined experience in navigating what can seem to them to be a tangled administrative web. Under these redesigned processes, supported by better technology, students will find it easier, to, for example, declare or change major, initiate requests for exceptions, know when they will be eligible to graduate, etc. An interactive online academic plan, which all students will be required to create, will help students to stay on track and notify a student's advisor when that student departs from the plan in ways that will compromise time to degree. A detailed compilation of the courses students plan to take with the semesters in which they plan to take them will also better enable departments to plan to meet demand for their courses.

### **Predictive Analytics**

Ohio State has implemented an enterprise-level predictive analytics system, called *OnCourse*, powered by **EAB's Student Success Collaborative Campus** platform (EAB-SSC). This approach provides a way to mine the large stores of data that exist related to student learning and to use it to impact student success.

The EAB SSC system provides tools and dashboards that allow advisors to:

- Use class performance or profile data to identify traditionally under-served students for the purposes of providing proactive advising or coaching engagement to improve retention, student performance, and success.
- Use data from these large data stores to make evidence-based modifications to teaching/learning techniques, policies, curriculum, etc.

We have also established the Student Analytics Network, which consists of approximately 50 data professionals, innovative faculty, eLearning personnel, teaching/learning experts, and university administrators to evaluate Ohio State's status with regard to the integration of this promising technology advancement, and to oversee implementation of relevant toolsets. A smaller group, the *Analytics in Advising* group, will look at how we might take advantage of rich data to impact the advising process. Part of the goal of this group is to conduct student analytics and retention research, which will look at a student retention analytics initiative to create a predictive model of a student "risk" profile, supported by research and assessment. Approaches to the use of analytics will be shared with advisors and faculty in order to track students more closely.

Ohio State has convened a standing committee on Student Success and Retention to identify strategies and tactics for addressing the objectives related to student progress

toward completion. The committee is made up of representatives from the Office of Undergraduate Education, Office of Student Life, Office of Diversity and Inclusion, Enrollment Services, Office of Distance Education and eLearning, and various support units, such as institutional research, advising, wellness, marketing and communications, and the Dennis Learning Center. Faculty, students, and administrators representing the colleges are also involved.

In addition, a **Student Success Intervention Team (SSIT)** has been proposed that will be comprised of front-line staff who will coordinate the outreach and intervention efforts for supporting traditionally under-served students, who are identified and contacted through the newly installed EAB-SSC system. Centrally trained and coordinated peer mentors will then engage in sustained outreach, coaching and referral through the University Survey Course and Supplemental Instruction (see below). A strategic communication plan for student success, especially early in the first year will be mounted, focusing on pre-enrollment messaging to traditionally under-served students and campus marketing campaigns to promote successful behaviors/programs related to this effort.

To follow up on this extended communication, additional pre-enrollment and early arrival programs are being created to increase participation of traditionally under-served student populations in pre-enrollment and residential early arrival programs in the Office of Student Life's Residential Learning Communities. Ohio State will waive normal pre-enrollment program and early arrival fees and offer travel grants for Pell-eligible out-of-state students. In addition, Ohio State has created **Summer Bridge** programs focused on this population of students.

### **Academic Intervention Efforts**

**Supplemental Instruction (SI)** is an academic assistance program that utilizes regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. We have implemented this strategy in sections of Biology 1113 and 1114, and will consider doing it in other critical STEM courses. Some other intervention efforts we are piloting include the following:

- **Early-semester grade initiative:** This involves conducting early-graded assessments in select "stumbling block" or historically difficult courses, or for specific groups of students. Early performance information is currently being collected and utilized for approximately 1,000 students on all campuses as part of our participation in the First in the World project, and for all students on the Newark campus.

- Coordinated enrollment window outreach: Our First-Year Experience office contacts students who have missed their course enrollment window, determines the cause, and helps to remedy the situation, if that is possible. We are currently doing this for first-year students and plan, as we continue to enhance academic advising, to do it for all students.
- Identify registration blocks: these include, for example, holds for non-payment (bursar holds), to intervene with resources that can keep a student progressing on a path to completing a degree. The office of Student Financial Aid is currently connecting with students who are within a term or two of completion, have a GPA at or above a 2.0, and have registered and paid most of their bill, but still have a moderate outstanding balance (more than \$100 and less than \$1,000) that would otherwise result in their being dropped for non-payment.
- Provide additional aid packages: starting this autumn, Ohio State will ensure that all new and continuing in-state students who qualify for Pell grants and are enrolled full time on the Columbus campus receive an aid package that covers the full cost of tuition and mandatory fees. The university will provide institutional aid to close any gap that remains after Pell grants, Ohio College Opportunity grants and other gift aid awarded to qualified students.

**Coordinated Course Availability:** Departments and the Office of Enrollment Services Analysis and Reporting work to ensure that courses are available to meet projected demand, so that students stay on track in course sequencing requirements, especially in STEM areas. A new student information system (in 2022) will better enable Ohio State to project course demand further in advance.

### **Academically Dismissed Students**

One population of students being targeted for intervention consists of students on University Probation or Special Action Probation at the end of their first term. Unless their performance significantly improves, these students are at risk of academic dismissal at the end of the academic year. “**Spring Forward**,” a program piloted last year and continuing this year, engages these students during the spring and summer. Students in the program are required to take a seven-week academic recovery course as part of their spring enrollment (the university pays for the cost of the book) and must live on campus. They are required to take two courses during an eight-week session in summer, when they must again live on campus, check in with their instructors at mid-term, and attend weekly academic coaching sessions. The program also provides a few recreational events. During the summer, the university pays for their tuition and fees, books, housing, and meals.

We continue to review the effects of policies and policy changes that might impact first-year retention, and coordinate messaging about policy changes using relevant channels and outreach.

Parallel with our review of Ohio State's general education program, we are coordinating course content, instruction, and delivery methods in the university survey course, to ensure that we are effectively informing new students of policies and procedures, along with providing advice on study skills, curriculum planning, and choice of a major.

## **WORKFORCE DEVELOPMENT PRIORITIES**

According to data from the 2016-2017 Graduation Survey, 71.3% of last year's graduating seniors plan to move to a job either full- or part-time, 1% plan for military or volunteer service, and 24.7% plan to go on to graduate school. The Center for the Study of Student Life annually administers a survey to Ohio State students who are graduating with a baccalaureate degree. The survey asks about career goals and about how their experience at Ohio State may contribute to those goals. The population included all students who received an undergraduate degree summer, autumn or spring 2016-2017.

In the survey results, 96.0% of respondents reported that they were either employed or accepted to graduate/professional school. Compared with previous graduates, a higher percentage of 2016-2017 graduates reported that they were enrolled in graduate/professional school (24.7% compared to 24.3%). In contrast, a lower percentage of 2016-2017 graduates were employed (71.3% compared to 71.7%). Of those who reported that they were employed, 70.8% said that their current position was related to the chosen major (and/or minor) and 71.8% said that they were currently employed in Ohio.

The top five occupation categories that the respondents said best described their current position were education, business and financial/accounting, sports industries, retail, and marketing and sales. 76% of respondents reported that they were satisfied with the direction of their career, compared with 66% of previous respondents. 83% said they would use the services of an alumni career services offices. When asked, "How well do you think The Ohio State University prepared you for the job market?" 77.3% of the respondents responded "Generally well" or "Very Well."

Based on results from the 2015 Ohio State Alumni Survey in partnership with Gallup, fully 90% of recent Ohio State graduates (i.e., those who received their bachelor's degrees between 2010 and 2014) who aim to work full time are doing so. Of these graduates who were seeking employment immediately upon graduation, 77% report that they obtained not just a job, but a "good job" within six months, including 49% who say this job was waiting for them.



Over 61% of respondents agreed that they had an internship or job that allowed them to apply what they learned in the classroom while attending Ohio State, and 72% agreed that Ohio State had provided them with the necessary skills and training to obtain a good job after completing their undergraduate education. Just over 67% of recent Ohio State graduates reported that they held an executive, professional, or managerial position. Another 11% are office workers, and 8% work in sales and services. 92% said that they were satisfied with their personal lives, and 82% see their career as a way to contribute to society.

### **Lightweight Innovations For Tomorrow**

Lightweight Innovations For Tomorrow (LIFT) is a public-private partnership that began in 2014 to develop and deploy advanced lightweight materials manufacturing technologies and programs to prepare the workforce. The LIFT region includes five states: Michigan, Ohio, Indiana, Kentucky, and Tennessee. LIFT is operated by the American Lightweight Materials Manufacturing Innovation Institute (ALMMII) and was selected through a competitive process led by the U.S. Department of Defense under the Lightweight and Modern Metals Manufacturing Innovation (LM3I) solicitation issued by the U.S. Navy's Office of Naval Research.

ALMMII was founded by Ohio-based manufacturing technology non-profit EWI, the University of Michigan, and The Ohio State University. LIFT is one of the founding institutes in the National Network for Manufacturing Innovation, a federal initiative to create regional hubs to accelerate the development and adoption of cutting-edge manufacturing technologies.

### **Ohio Means Internships and Co-ops JobReady Program OMIC**

Ohio State partnered with several other institutions in a program sponsored by the Ohio Department of Higher Education under the Ohio Means Internships and Co-ops (OMIC) program to offer paid internships to students to work with local and regional companies in key employment areas defined by state needs. The first round of the program, which began in 2012, was a two-year program, called JobReady Internships and Co-Ops for Ohio Industry (JobReady). It was a multi-institution collaboration of The Ohio State University (Columbus, Lima, Mansfield, Newark, and Wooster campuses), Columbus State Community College, and North Central State College. The consortium worked to attract 54 Ohio employers in four Ohio workforce development industry areas of key importance to the state: energy, automotive, food processing, and financial services. Approximately 150 new, meaningful internships/co-ops for students in academic programs at varied levels (certificate, two-year, and four-year degrees) were created. Benefits included stronger workplace preparation for students, and the ability to earn stipends while attending school – both of which are documented as contributing to

higher rates of college completion. For industry, the internships result in higher engagement in achieving a JobReady workforce in JobsOhio areas. Internships/co-ops were paid positions that were transcribed for zero credit, or for a varied number of academic credit hours, dependent on academic program requirements and student choice. In-demand jobs connected with the OMIC program can be found at [omj.ohio.gov/omjresources/masterlist\\_education.stm](http://omj.ohio.gov/omjresources/masterlist_education.stm).

## OMIC 2

The two-year OMIC JobReady program was extended under a new program, OMIC 2, for an additional two years, ending in June 2016. Under the new program, Ohio State and its partners worked to institutionalize the internship program in order to sustain the progress started under OMIC. In addition to more internships and co-ops in key JobsOhio areas, the extended program:

- Ensured **relevance** through delivery of *JobReady* online education modules to students and employers. In the previous OMIC funded program, the team worked with employers, faculty, and Moresteam, Inc. to identify necessary skills and to develop and deliver a collection of online modules (to match these skills) from which employers could choose, depending on the background of the intern. A key element in ensuring relevance across all industries, these modules address a central concern of employers — the skills gap between what is learned in the classroom and what is required in the workplace. These modules included:
  - Soft skills, such as communication, problem solving, leadership through influence (some developed by Columbus State's Twenty-First Century Skills program funded by OBOR);
  - Industry-specific skills, such as project management, design of experiments, and voice-of-the-customer analysis (Yellow Belt Six Sigma).
- Ensured **relevance** by supporting and expanding faculty/industry partnerships and relationships:
  - Provided academic input to industry activities;
  - In addition to our campuses' existing industry/academic partnerships (for example: CSCC's partnership with Central Ohio Regional Logistics Council, ATI's Key Advisory Committee, Ohio State's Data Analytics partnership), we encouraged faculty/employer partnerships that influence academic curricular decisions.

- Ensured **sustainability** by expanding/creating “a culture of internships” (34.5% of all students currently participate in an internship or co-op) on our campuses through:
  - Expanding Ohio State’s Buckeye Careers Network to all regional campuses;
  - Working with students, staff, and faculty to educate them on the value of student internships, through messaging and events;
  - Partnering with units across our campuses (Orientation, First-Year Experience, Second-Year Transformational Experience Program, Office of Diversity and Inclusion, Office of Military and Veterans Services, etc.) to create and deliver messages about the value of internships from the first day students step on campus to when they leave for their first internship.

### **OMIC 2.5**

Manufacturing is the largest sector of Ohio’s economy at 18% GDP, producing more than \$52 billion in products sent to 216 countries. Approximately 97% of Ohio manufacturing firms employ fewer than 500 workers, and almost 50% of firms only have 1-4 employees. At the same time, demand for workers in manufacturing is at record levels. Manufacturing employers posted over 275,000 online ads for workers in Ohio during 2014 alone. The need for skilled workers in advanced and lightweight manufacturing is expected to grow exponentially. In response to the need for more on-the-job and work-based learning, the Ohio Department of Higher Education funded OMIC 2.5, the LIFT Ohio Means Internships & Co-ops 2.5 Program (LIFT OMIC).

OMIC 2.5 is a partnership between The Ohio State University and its academic and industry partners to build a co-located internship program that trains students for in-demand lightweight manufacturing technologies. The goal is to bolster a workforce proficient in the application of advanced lightweight metal alloys, manufacturing technologies, and design methods important to advanced manufacturing. LIFT and Ohio State assembled a team to develop this novel educational approach to manufacturing education involving real-world industry projects with close involvement by faculty and students. LIFT OMIC is headed by The Ohio State University. Other academic, industry, and technology partners include Columbus State Community College, Tolles Career and Technical Center, C-TEC Career & Technology Education Centers of Licking County, Tri-Rivers Career Center, Marion Technical College, Metro High School, Columbus School for Girls, Honda, and Whirlpool, JobsOhio, Ohio Manufacturers’ Association, and EWI.

### **Ohio State Choose Ohio First Scholarship Programs**

Choose Ohio First is a program of the University System of Ohio (USO). **Choose Ohio First Scholarships** are awarded to students studying in the fields of science, technology, engineering, math and medicine (STEMM) with the objective of increasing graduates in these fields and retaining them within the Buckeye state.

Choose Ohio First scholarship opportunities at Ohio State are offered through various departments, programs, and campuses. Eligible applicants include students majoring in Middle Childhood STEM Education at Ohio State's regional campuses in Lima, Mansfield, Marion, and Newark and active participants in Ohio's STEM Ability Alliance (OSAA). The Future Scientists of Ohio (FSO) COF Scholarship is particularly designed to encourage community college students to transfer to Ohio State to complete their four-year STEM degrees. The Ohio House of Science and Engineering (OHSE) COF Scholarship is open to STEM majors on the Ohio State Columbus campus. The COF for Bioinformatics scholarship supports students interested in the application of computation to biological, chemical, environmental, mathematical, and health sciences, biomedical engineering, and science education. The Bachelor of Science in Pharmaceutical Science (BSPS) COF program supports students interested in a career in pharmacy or any of the areas in the health sciences.

### **Center for Design and Manufacturing Excellence**

Established in 2014 and launched in late 2015, the Center for Design and Manufacturing Excellence (CDME) operates within the College of Engineering and the Office of Research. CDME was established to provide manufacturing industry access to the resources of the university by establishing an applied engineering collaborative working space staffed by industry-experienced leadership and support staff. The Center is housed in a west campus 100,000 square-foot, mixed-use design and manufacturing building with facilities and equipment supporting rapid prototyping capabilities for electrical and mechanical systems including integrated power systems, electronic controllers, systems, packaging, circuit board design, board fabrication, stamping, injection molding, casting, additive manufacturing, milling, welding, and other relevant manufacturing capabilities. CDME also has the latest digital mechanical and electrical design and simulation software packages to seamlessly hand off designs to prototyping and manufacturing teams. Since its launch, CDME has successfully completed over 158 projects with value in excess of \$17.8 million.

In 2016, CDME was chosen by the Ohio Development Services Agency (ODSA) to support the National Institute of Standards and Technology's (NIST) Manufacturing Extension Partnership (MEP). This program is a logical extension of university's land grant mission and provides support and access to resources for the small and medium-

sized manufacturing entities within the Central and Southeastern portions of the Ohio. The MEP program is a national program that CDME leverages to fully understand and address the needs of manufacturing clients of the center. Since the center's inception, student engagement and workforce development of future and incumbent workforce has been a driving motivator of the center. The MEP program allowed CDME to solidify these motivations in an industry-student-workforce engagement and training model. Students receive the benefit of paid employment to work on real world industry projects under the mentorship and direction of CDME's experienced engineering and business staff. Clients of the center receive the benefit of a pool of highly skilled students to recruit upon graduation. As the center has grown, CDME has begun to develop certification programs for equipment and processes that will positively impact the center's student employees. These certifications will be open to Ohio incumbent workforce for additional professional development allowing these programs to serve a dual purpose. CDME is currently working with partners such as National Instruments, Lincoln Electric, FANUC, Haas, Rockwell Automation, ABB, and others.

In 2017, with a goal of significantly impacting student experiential learning at Ohio State, CDME launched the **Experiential Entrepreneurship Education (E3) Program**. This program, enabled by the generosity of the Claugus family and bequest of Ed Claugus, an Ohio State College of Engineering alumnus, is the first in the nation to combine state-of-the-art educational programs in product design, manufacturing, commercialization, and business modeling with advanced on-site prototyping capabilities and real-time, industry-sponsored research and development projects. This includes a Student Innovation Lab with design, rapid prototyping, and light manufacturing capabilities. The Experiential Entrepreneurship Educational (E3) Program prepares students to be future business leaders and high achievers, in industry or start-ups, while having direct interaction and collaboration with other students and colleges from a diverse set of majors. The program has the initial goal of employing over 150 student "Clausus Scholars" at CDME while implementing additional programs that positively impact over 1,000 students annually. Dr. S. Michael Camp, an award-winning faculty member at Ohio State, was engaged by CDME to lead this one-of-a-kind program.

### **The Office of Economic and Corporate Engagement and the Technology Commercialization Office**

- **Corporate Engagement Office**

Corporate Engagement facilitates strategic, mutually beneficial relationships between the university and outside businesses and organizations through four main functions: strategic partnerships, technology commercialization, economic development, and smart cities. The university established Corporate Engagement to streamline its external business relations to make the process

simpler for corporate partners and university researchers to work together through the university's greatest assets: talent, knowledge, and brand. The office provides best-in-class customer service to clients through a central point of coordination to access the right subject matter experts throughout the university.

- **Strategic Partnerships**

The office serves as both connector and translator to facilitate collaborative partnerships that benefit the university and businesses alike. The strategic partnerships team serves as the single point of contact, connecting industry to subject matter experts throughout the university. The team supports faculty, staff, and students as well as our corporate partners across several domains, including research and innovation, student recruitment, philanthropy, sponsorship, affinity groups, technology transfer, and executive education.

- **Technology Commercialization**

The office advances the university's research by translating innovations into business opportunities and startups in the global marketplace. The technology commercialization team is the first resource for disclosing innovations at the university. The team engages with faculty and staff to build a pipeline of innovation to help evaluate, protect, and ultimately find the right market for intellectual property. The impact Ohio State inventions have in the marketplace can further drive research and discovery at the university through continued investment in research.

- **Economic Development**

The office collaborates with local economic development partners to show the immense value Ohio State brings to the central Ohio region. It works with these local agencies to bring businesses to the area, demonstrating how relationships with Ohio State can enhance their organizations, which can ultimately benefit the university through innovative partnerships.

- **Smart Cities**

The office also works with the collaborative Smart Cities team, comprised of numerous government and business entities to coordinate Ohio State's role in transforming central Ohio into the nation's premier transportation innovation region. Ohio State is the primary research partner for the Smart City grant, a \$40 million award that aims to reinvent mobility in Columbus.

### **Central Ohio Compact**

Ohio State is participating, along with other regional postsecondary institutions, in the Central Ohio Compact. The Compact is a partnership comprised of school districts, adult career-technical centers, colleges and universities, and area business and civic leaders “who are united in their support for developing the region’s enormous talent pool into a globally competitive workforce – one that will position Central Ohio for future growth and prosperity.” The Compact partners are working together on issues related to public policy and affordability of higher education, community awareness and communications, and workforce alignment and employment placement strategies. (Ohio State also is involved in the Higher Education Compact of Greater Cleveland, which has similar goals for that region of the state.)

### **Discovery Themes**

The Discovery Themes were launched in 2012 to leverage Ohio State’s special strengths to address the technological, social, and environmental stresses that define today’s global world. As one of the nation’s largest and most comprehensive public university, Ohio State can focus an unmatched breadth of expertise on the issues of Health and Wellness, Energy and Environment, Food Production and Security, and Humanities and the Arts. Over the next ten years, Ohio State’s investment in the Discovery Themes will provide the basis for attracting about 200 research- and teaching-active, tenured/tenure-track faculty working in Discovery Themes areas. These will be individual scholars, as well as groups or clusters of faculty in critical areas. Their work will complement the research, teaching, and outreach of our existing faculty. Thus, they will spur transformational breakthroughs in solving problems critical to Ohio and the world. Starting in 2013, the inaugural request for proposals created a focus around data analytics, the outcomes of which included the Data Analytics Collaborative, and the Data Analytics interdisciplinary undergraduate major, the first of its kind in the nation.

In 2017, following the success of the data analytics focus, the university proposed an inclusive, campus-wide process to develop a framework for the delivery of **environmental and sustainability education**, a much-needed effort considering the essential need for educated citizenry with the tools to tackle modern local, state, regional, and global sustainability challenges. This new focus will allow for the coordination and communication of content and programs related to sustainability; the exploration of new sustainability science modules, courses, and programs that integrate cross-university collaboration and interdisciplinary dialogue; the identification and rectification of curricular gaps in sustainability areas, including the development of new programs; and the improved coordination and expansion of co-curricular offerings related to sustainability.

Faculty from multiple colleges and academic units will be involved in the development of this framework, and they will also get feedback and input from a variety of stakeholders, including other faculty, students, student services, public and private sector employers, and other avenues of external support. They will review existing opportunities around the university and at other universities to incorporate into the sustainability focus, establish benchmarks relative to Ohio State peer institutions, and develop degree or certificate programs that would benefit students and professionals.

### **Buckeye Careers**

Career services at Ohio State are decentralized, which means each college hosts its own career services office with its own set of recruiting policies and procedures. However, Ohio State centrally shares a job or internship posting system called **Buckeye Careers Network** that serves as Ohio State's university-wide online resource to connect Ohio State students with employers for jobs, internships, co-ops, and career opportunities. It connects the posting services of Engineering (ECS CareerEngine), Arts and Sciences (FutureLink), Food, Agricultural and Environmental Sciences (Hireabuckeye), and Fisher College of Business (FisherConnect), as well as systems used in other colleges and the regional campuses.

In May 2018, all the college career services offices and Buckeye Careers are migrating to a new career resource management system for internship and job postings. This new system is called *Handshake*.

The **Buckeye Careers** program at Ohio State offers career development assistance, support, and resources - from selecting a major to starting a career - for all Ohio State students. It also is home for the Buckeye Internships program, Ohio State's university-wide resource connecting Ohio State students with employers for internships and co-op positions. Buckeye Careers utilizes *Buckeye OnPACE*, a series of self-guided career modules that can assist students in learning more about themselves and choosing a major or career, applying to graduate school, and preparing to enter the workforce.

### **Career Counseling and Support Services**

The services provided by Career Counseling and Support Services (formerly Career Connection) are focused on the career development needs of Ohio State students (undergraduate, graduate, professional, regardless of college of enrollment). These high-quality and diversity-sensitive services through counseling, consultation, and lasting partnerships are designed to facilitate learning and to advance well-being, purpose, identity development, and citizenship. In particular, the services include:

- Connecting students' interests, values, skills, and personality with the world of employment.



- Aiding development of students' interests by exploring various majors and careers.
- Encouraging students to test their ideas with internships, informational interviews, volunteering, and extracurricular activities.
- Providing customized attention to resumes, vitas, job search letters, and interviewing skills.
- Listening and helping with personal concerns that relate to career decisions.
- Assisting students' implementation of decisions by learning how to conduct a job search or plan for graduate or professional school.
- Informing students about the university's employment assistance services, distributed throughout the colleges.

### **Industry Liaison Office**

The mission of the Industry Liaison Office (ILO), led by Dan Kramer of the Office of Research, is to cultivate and foster mutually beneficial relationships with corporate partners worldwide by aligning their aspirations and needs with Ohio State students, faculty, innovations and assets.

ILO works with our corporate partners to identify areas of mutual interest and to connect them with the Ohio State resources that will collaborate in creating mutually beneficial outcomes. Student engagement is a primary interest of our corporate partners, realized across a wide variety of pathways, including scholarships; engagement with student organizations; curricular contributions; speaking engagements; capstone projects; internships; co-ops; student supported sponsored research; other forms of experiential learning; and part and full-time hiring. ILO considers the big picture when structuring corporate relationships in order to leverage synergies with our internal partners across the university/industry engagement continuum.

Throughout this process, ILO is committed to:

- Nurturing trusting, collaborative relationships that result in win-win engagements.
- Establishing unique differentiators that enhance the attractiveness of partnering with Ohio State, including the unique interests, passion, motivations, and capabilities of our students.
- Ensuring experiences that consistently meet or exceed the highest expectations of our collaborators.

**Appendix: University Student Profiles**

**Columbus Campus**

Autumn 2017

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	7136	15.9	35086	78.2	2634	6.17	44853	100
Enrolled Part Time	7	0.2	2778	91.70	244	8.1	3029	100
Not Degree/Certificate Seeking	--	--	--	--	--	--	1093	100
Financial Need – Pell-Eligible	1225	12.8	7615	79.5	741	7.7	9581	100
Remedial Education Needs	105	4.7	1987	88.6	151	6.7	2243	100
Female	3675	17.1	16711	77.7	1113	5.2	21499	100
Male	3461	14.8	18372	78.7	1521	6.5	23354	100
Age 18-24	6583	15.9	32453	78.5	2301	5.6	41337	100
Age 25 and Older	7	0.2	2615	88.6	330	11.2	2952	100
Ohio Resident	5001	14.7	26922	79.1	2124	6.24	34047	100
<b>High School–to-College Factors</b>								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	29.2		--		--		--	
<b>Race / Ethnicity</b>								
<i>American Indian / Alaskan</i>	4	8.5	39	83.0	4	8.5	47	100
<i>Asian</i>	570	18.9	2331	77.2	118	3.9	3019	100
<i>African American /Black</i>	346	13.4	2020	78.5	207	8.0	2573	100
<i>Hispanic</i>	342	18.5	1375	74.4	131	7.1	1848	100
<i>International</i>	588	16.3	2759	76.7	252	7.0	3599	100
<i>Native Hawaiian or Other Pacific</i>	1	3.8	23	88.5	2	7.7	26	100
<i>Two or More Races</i>	279	18.4	1122	73.9	118	7.8	1519	100
<i>White</i>	4711	15.3	24333	79.1	1713	5.6	30757	100
<i>Unknown</i>	295	20.1	1081	73.8	89	6.1	1465	100

**Regional Campuses (excluding ATI Wooster)**  
Autumn 2017

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2553	46.4	2683	48.7	268	4.9	5504	100
Enrolled Part Time	66	10.2	529	81.8	52	8	647	100
Not Degree/Certificate Seeking	--	--	--	--	--	--	360	100
Financial Need – Pell-Eligible	1010	43.3	1190	51.0	132	5.7	2332	100
Remedial Education Needs	876	47.4	925	50.1	46	2.5	1847	100
Female	1185	41.5	1549	54.3	120	4.2	2854	100
Male	1368	49.9	2204	45.9	204	5.6	2650	100
Age 18-24	2394	49.9	2204	45.9	204	4.2	4802	100
Age 25 and Older	12	2.2	478	86.3	64	11.6	554	100
Ohio Resident	2480	45.87	2634	48.72	292	5.4	5406	100
<b>High School–to-College Factors</b>								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	22.3		--		--		--	
<b>Race / Ethnicity</b>								
<i>American Indian / Alaskan</i>	3	23.1	9	69.2	1	7.7	13	100
<i>Asian</i>	111	62.4	58	32.6	9	5.1	178	100
<i>African American /Black</i>	310	56.1	219	39.6	24	4.3	553	100
<i>Hispanic</i>	104	53.3	84	43.1	7	3.6	195	100
<i>International</i>	5	50.0	5	50.0	0	0.0	10	100
<i>Native Hawaiian or Other Pacific</i>	0	0	2	100.0	0	0.0	2	100
<i>Two or More Races</i>	119	54.3	91	41.6	9	4.1	219	100
<i>White</i>	1802	43.4	2136	51.5	211	5.1	4149	100
<i>Unknown</i>	99	53.5	79	42.7	7	3.8	185	100

**Agricultural Technical Institute (ATI) – Wooster Campus**  
Autumn 2017

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	289	43.0	361	53.7	22	3.3	672	100
Enrolled Part Time	3	6.3	44	91.7	1	2.1	48	100
Not Degree/Certificate Seeking	--	--	--	--	--	--	35	100
Financial Need – Pell-Eligible	99	48.5	101	49.5	4	2.0	204	100
Remedial Education Needs	127	45.2	148	52.7	6	2.1	281	100
Female	146	43.8	178	53.5	9	2.7	333	100
Male	143	42.2	183	54.0	13	3.8	339	100
Age 18-24	282	44.3	337	53.0	17	2.7	636	100
Age 25 and Older	2	6.5	24	77.4	5	16.1	31	100
Ohio Resident	285	42.8	360	54.1	21	3.2	666	100
<b>High School-to-College Factors</b>								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	21.2		--		--		--	
<b>Race / Ethnicity</b>								
<i>American Indian / Alaskan</i>	0		0		0		0	
<i>Asian</i>	1	33.3	2	66.7	0	0.0	3	100
<i>African American /Black</i>	1	16.7	5	83.3	0	0.0	6	100
<i>Hispanic</i>	5	45.5	5	45.5	1	9.1	11	100
<i>International</i>	0		0		0		0	
<i>Native Hawaiian or Other Pacific</i>	0	0.0	1	100.0	0	0.0	1	100
<i>Two or More Races</i>	6	75.0	2	25.0	0	0.0	8	100
<i>White</i>	268	42.9	338	54.2	18	2.9	624	100
<i>Unknown</i>	8	42.1	9	42.1	3	15.8	19	100

**Data Definitions for above tables**

**Note** All data is for undergraduate students as of autumn 2017 fifteen-day count.

NR – Not reported

Average ACT is only relevant for NFYS

Remedial Education Needs includes students who scored a six on the English placement test or S or T on the Math placement test.

**References and Web Links:**

Ohio State College Portrait	<a href="http://oaa.osu.edu/institutional-data">oaa.osu.edu/institutional-data</a>
Enrollment Services – Analysis and Reporting	<a href="http://oesar.osu.edu/">oesar.osu.edu/</a>
Undergraduate Admissions Quick Facts	<a href="http://undergrad.osu.edu/majors-and-academics/quick-facts">undergrad.osu.edu/majors-and-academics/quick-facts</a>
First Year Experience Summer Bridge Programs	<a href="http://fye.osu.edu/programs/index.html">fye.osu.edu/programs/index.html</a>
Institutional Research and Planning	<a href="http://oaa.osu.edu/irp">oaa.osu.edu/irp</a>
NFYS Enrollment Trend Data	<a href="http://oesar.osu.edu/pdf/admissions/nfqf_au_15thday_web.pdf">oesar.osu.edu/pdf/admissions/nfqf_au_15thday_web.pdf</a>
NFYS Graduation and Retention Rates Data	<a href="http://oesar.osu.edu/grad_rates.html">oesar.osu.edu/grad_rates.html</a>
Counseling and Consultation Service	<a href="http://ccs.osu.edu/">ccs.osu.edu/</a>
Student Athlete Support Services Office	<a href="http://ohiostatebuckeyes.com/sports/sasso/osu-sasso-body.html">ohiostatebuckeyes.com/sports/sasso/osu-sasso-body.html</a>
University Center for the Advancement of Teaching	<a href="http://ucat.osu.edu/">ucat.osu.edu/</a>
Mathematics and Statistics Learning Center	<a href="http://mslc.osu.edu/">mslc.osu.edu/</a>

Center for the Study of Teaching and Writing	<a href="http://cstw.osu.edu/">cstw.osu.edu/</a>
Office of Student Life Disability Services	<a href="http://slds.osu.edu/">slds.osu.edu/</a>
Office of Military and Veterans Services	<a href="http://veterans.osu.edu/">veterans.osu.edu/</a>
Dennis Learning Center	<a href="http://dennislearningcenter.osu.edu/">dennislearningcenter.osu.edu/</a>
Academic Advising at Ohio State	<a href="http://advising.osu.edu/welcome.shtml">advising.osu.edu/welcome.shtml</a>
Office of Undergraduate Education	<a href="http://ugeducation.osu.edu/welcome.shtml">ugeducation.osu.edu/welcome.shtml</a>
Second Year Transformational Experience Program (STEP)	<a href="http://step.osu.edu/">step.osu.edu/</a>
Office of Distance Education and eLearning	<a href="http://odee.osu.edu">odee.osu.edu</a>
First In the World (FITW)	<a href="https://www2.ed.gov/programs/fitw/index.html">https://www2.ed.gov/programs/fitw/index.html</a>
ASC STEM Initiatives	<a href="http://stemoutreach.osu.edu/">stemoutreach.osu.edu/</a>
Discovery Themes	<a href="http://discovery.osu.edu">discovery.osu.edu</a>
Ohio State's Choose Ohio First Programs	<a href="http://ugeducation.osu.edu/chooseohiofirst.shtml">ugeducation.osu.edu/chooseohiofirst.shtml</a>
Career Connection	<a href="http://ccss.osu.edu/">ccss.osu.edu/</a>
Industry Liaison Office	<a href="http://ilo.osu.edu/">ilo.osu.edu/</a>
Central Ohio Compact	<a href="http://centralohiocompact.org/">centralohiocompact.org/</a>
JobReady Ohio	<a href="http://undergraduateeducation.esue.ohio-state.edu/jobready">undergraduateeducation.esue.ohio-state.edu/jobready</a>

**3335-6-02 Criteria for appointment, reappointment, and promotion and tenure of tenure-track faculty.**

(A) The Ohio state university will be recognized worldwide for the quality and impact of its research, teaching, and service. For purposes of faculty performance reviews under these rules:

(1) Research is broadly defined to include discovery, scholarly and creative work, applied research, commercialization, and the scholarship of pedagogy.

(APPENDIX LXXVI)

The Ohio State University  
Board of Trustees

June 8, 2018

Appointments/Reappointment of Chairpersons

BENJAMIN ACOSTA-HUGHES, Acting Chair, Department of Classics, effective July 1, 2018 through July 31, 2018

\*\*LUIS G. CASIAN, Chair, Department of Mathematics, effective September 1, 2018 through May 31, 2022

HESHAM EL-GAMAL, Chair, Department of Electrical and Computer Engineering, effective September 1, 2018 through May 31, 2022

JAMES A. HILL, Chair, Department of Management Sciences, effective June 1, 2018 through May 31, 2022

JAMES ROCCO, Chair, Department of Otolaryngology-Head and Neck Surgery, effective December 1, 2017 through November 30, 2021

EILEEN P. RYAN, Interim Chair, Department of Psychiatry and Behavioral Health, effective March 19, 2018 through March 18, 2019 or until a permanent chair is appointed

\*\*BENNETT J. TEPPER, Chair, Department of Management and Human Resources, effective June 1, 2018 through May 31, 2020

\*\*Reappointments

\*New Hire

Faculty Professional Leaves

IGOR V. ADAMOVIICH, Professor, Department of Mechanical and Aerospace Engineering, effective Autumn Semester 2018 and Spring Semester 2019

AUDREY L. BEGUN, Professor, College of Social Work, effective Spring Semester 2019

DAVID M. BLOOME, EHE Distinguished Professor, Department of Teaching and Learning, effective Spring Semester 2019

MICHAEL D. BOND, Associate Professor, Department of Computer Science and Engineering, effective Autumn Semester 2018

LEONARD J. BRILLSON, Professor, Department of Electrical and Computer Engineering, effective Spring Semester 2019

TRACY L. DUMAS, Associate Professor, Department of Management and Human Resources, effective Autumn Semester 2018

LIANG-SHIH FAN, Distinguished University Professor, Department of Chemical and Biomolecular Engineering, effective Spring Semester 2019

J. ERIC FOSLER-LUSSIER, Professor, Department of Computer Science and Engineering, effective Spring Semester 2019

JOSEPH M. GUADA, Associate Professor, College of Social Work, effective Autumn Semester 2018

MAHESH SITARAM ILLINDALA, Associate Professor, Department of Electrical and Computer Engineering, effective Spring Semester 2019



AHMET KAHRAMAN, Professor, Department of Mechanical and Aerospace Engineering, effective Autumn Semester 2018 and Spring Semester 2019

LAURIE J. KATZ, Professor, Department of Teaching and Learning, effective Spring Semester 2019

AZITA MANOUCHEHRI, Professor, Department of Teaching and Learning, effective Spring Semester 2019

W. BEN MCCORKLE, Associate Professor, Department of English, effective Autumn Semester 2018

UMIT S. OZKAN, Engineering Distinguished Professor, Department of Chemical and Biomolecular Engineering, effective Spring Semester 2019

HALIL SEZEN, Professor, Department of Civil and Environmental Engineering, effective Autumn Semester 2018

CHRISTOPHER C. STEWART, Associate Professor, Department of Computer Science and Engineering, effective Spring Semester 2019

HAIJUN SU, Associate Professor, Department of Mechanical and Aerospace Engineering, effective Spring Semester 2019

HUAMIN WANG, Associate Professor, Department of Computer Science and Engineering, effective Autumn Semester 2018 and Spring Semester 2019

XIAORUI WANG, Professor, Department of Electrical and Computer Engineering, effective Spring Semester 2019

BARBARA E. WYSLOUZIL, Professor, Department of Chemical and Biomolecular Engineering, effective Autumn Semester 2018 and Spring Semester 2019

WEI ZHANG, Associate Professor, Department of Electrical and Computer Engineering, effective Autumn Semester 2018

XIAODONG ZHANG, Professor, Department of Computer Science and Engineering, effective Autumn Semester 2018

Faculty Professional Leave Changes

GREGORY JUSDANIS, Professor, Department of Classics, FPL Change from Autumn Semester 2018 and Spring Semester 2019 to Spring Semester 2019

JENNIFER T. RICHARDSON, Associate Professor, Department of Art Administration, Education and Policy, FPL Change from Autumn Semester 2018 to Spring Semester 2019

ALEXANDER S. THOMPSON, Associate Professor, Department of Political Science, FPL Change from Autumn Semester 2018 and Spring Semester 2019 to Spring Semester 2019

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Emeritus Titles

PIERRE AGOSTINI, Department of Physics, with the title of Professor Emeritus, effective June 1, 2018

PETER W. CULICOVER, Department of Linguistics, with the title of Professor Emeritus, effective June 1, 2018

RICHARD T. HART, Department of Biomedical Engineering, with the title of Emeritus, Edgar C. Hendrickson Designated Professor and Department Chair, effective September 1, 2018

GARY P. KENNEDY, Department of Mathematics, with the title of Professor Emeritus, effective September 1, 2018

JOHN T. KISSEL, Department of Neurology, with the title of Professor Emeritus, effective July 1, 2018

KATHLEEN MCGRAW, Department of Political Science, with the title of Professor Emeritus, effective June 1, 2018

JAY M. MIRTALLO, College of Pharmacy, with the title of Professor Emeritus, effective July 1, 2018

NANCY A. NEEF, Department of Educational Studies, with the title of Professor Emeritus, effective February 1, 2018

EDWARD A. OVERMAN II, Department of Mathematics, with the title of Associate Professor Emeritus, effective June 1, 2018

CARL JESSE POLLARD, Department of Linguistics, with the title of Professor Emeritus, effective June 1, 2018

AMY L. POPE-HARMAN, Department of Internal Medicine, with the title of Associate Professor Emeritus, effective May 1, 2018

NATHAN S. ROSENSTEIN, Department of History, with the title of Professor Emeritus, effective July 1, 2018

PATRICIA L. SCHARER, Department of Teaching and Learning, with the title of Professor Emeritus, effective June 1, 2018

DEBORAH L. SMITH-SHANK, Department of Arts Administration, Education and Policy, with the title of Professor Emeritus, effective July 1, 2018

ALLISON A. SNOW, Department of Evolution, Ecology and Organismal Biology, with the title of Professor Emeritus, effective September 1, 2018

SANDRA J. TANENBAUM, College of Public Health, with the title of Professor Emeritus, effective June 1, 2018

WILLIAM W. TASCHEK, Department of Philosophy, with the title of Associate Professor Emeritus, effective September 1, 2018

PATRICIA M. WEST, Department of Marketing and Logistics, with the title of Associate Professor Emeritus, effective September 1, 2018

**2017-18 Promotion, Tenure and Reappointment Results**

**COLLEGE OF THE ARTS AND SCIENCES**

**DIVISION OF ART AND HUMANITIES**

PROMOTION TO PROFESSOR

Grinstead, John, Spanish and Portuguese, June 8, 2018  
Hong, Caroline, School of Music, June 8, 2018  
Isurin, Ludmila, Slavic and East European Languages and Cultures, June 8, 2018  
Levi, Scott, History, June 8, 2018  
Modan, Gabriella, English, June 8, 2018  
Smith, Stephanie, History, June 8, 2018  
Unzueta, Fernando, Spanish and Portuguese, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Chen, Jian, English, June 8, 2018  
Curtis, Kent, History, Mansfield, June 8, 2018  
Elsner, Micha, Linguistics, June 8, 2018  
Jorati, Julia, Philosophy, June 8, 2018  
Kunimoto, Namiko, History of Art, June 8, 2018  
MacMullen, Kristina, School of Music, June 8, 2018  
McClatchy, Kevin, Theatre, June 8, 2018  
Oliszewski, Alex, Theatre, June 8, 2018  
Schotter, Jesse, English, June 8, 2018  
Wibbelsman, Michelle, Spanish and Portuguese, June 8, 2018

**DIVISION OF NATURAL AND MATHEMATICAL SCIENCES**

PROMOTION TO PROFESSOR

Ban, Chunsheng, Mathematics, June 8, 2018  
Carstens, Bryan, Evolution, Ecology and Organismal Biology, June 8, 2018  
Cole, Susan, Molecular Genetics, June 8, 2018  
Hollick, Jay, Molecular Genetics, June 8, 2018  
Jackman, Jane, Chemistry and Biochemistry, June 8, 2018  
Kahle, Matthew, Mathematics, June 8, 2018  
Sullivan, Matthew, Microbiology, June 8, 2018  
Wu, Jian-Qiu, Molecular Genetics, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Carpenter, Linda, Physics, June 8, 2018  
Cook, Ann, School of Earth Sciences, June 8, 2018  
Gershman, Susan, Evolution, Ecology and Organismal Biology, Marion, June 8, 2018  
Johnson, Niles, Mathematics, Newark, June 8, 2018  
Kurtek, Sebastian, Statistics, June 8, 2018  
Leroy, Adam, Astronomy, June 8, 2018  
Nguyen, Hoi, Mathematics, June 8, 2018  
Sabree, Zakee, Evolution, Ecology and Organismal Biology, June 8, 2018

**DIVISION OF NATURAL AND MATHEMATICAL SCIENCES  
RESEARCH**

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Chowdhury, Enam, Physics, June 8, 2018

**DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES**

PROMOTION TO PROFESSOR

Braumoeller, Bear, Political Science, June 8, 2018  
Fujita, Kentaro, Psychology, June 8, 2018  
Kitchen, Dawn, Anthropology, Mansfield, June 8, 2018  
Liu, Desheng, Geography, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Golomb, Julie, Psychology, June 8, 2018  
Kogan, Vladimir, Political Science, June 8, 2018  
Leber, Andrew, Psychology, June 8, 2018  
Lee-Won, Roselyn Jong-Eun, School of Communication, June 8, 2018  
Leuner, Benedetta, Psychology, June 8, 2018  
Melamed, David, Sociology, June 8, 2018  
Montenegro, Alvaro, Geography, June 8, 2018  
Pierskalla, Jan, Political Science, June 8, 2018

**DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES  
RESEARCH**

REAPPOINTMENT

Jacewicz, Ewa, Speech and Hearing Science, June 5, 2015

**COLLEGE OF DENTISTRY**

PROMOTION TO PROFESSOR

Drum, Melissa, June 8, 2018

**COLLEGE OF DENTISTRY  
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

McNamara, Kristin, June 8, 2018 and September 1, 2019

REAPPOINTMENT

Claman, Daniel, September 1, 2019  
Hall, David, September 1, 2019  
Kumar, Ashok, September 1, 2019  
Morrison, Mark, September 1, 2019  
Reyes-Perez, Elisandra, September 1, 2019  
Stefanik, Dawne, September 1, 2019

**COLLEGE OF LAW**

PROMOTION TO PROFESSOR

Parasidis, Efthimios, June 8, 2018  
Rub, Guy, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Akbar, Amna, June 8, 2018

**COLLEGE OF LAW  
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Jordan, Kimberly, June 8, 2018  
Lee (Bong), Katrina, June 8, 2018  
Ralph, Anne, June 8, 2018  
Starker, Todd, June 8, 2018

**COLLEGE OF EDUCATION AND HUMAN ECOLOGY**

PROMOTION TO PROFESSOR

Abate, Michelle, Teaching and Learning, June 8, 2018  
Buettner, Cynthia, Human Sciences, June 8, 2018  
Dollarhide, Colette, Educational Studies, June 8, 2018  
Lillard, Dean, Human Sciences, June 8, 2018  
Rodgers, Emily, Teaching and Learning, June 8, 2018  
Sweetland, Scott, Educational Studies, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Gallo, Sarah, Teaching and Learning, June 8, 2018  
Guerrero, Marc, Educational Studies, June 8, 2018  
Gunther, Carolyn, Human Sciences, June 8, 2018  
Lin, Tzu-Jung, Educational Studies, June 8, 2018  
Pratt, Keeley, Human Sciences, June 8, 2018  
Rhoades, Melinda, Teaching and Learning, June 8, 2018  
Wild, Tiffany, Teaching and Learning, June 8, 2018

**COLLEGE OF EDUCATION AND HUMAN ECOLOGY  
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Augustine, Tami, Teaching and Learning, June 8, 2018

**COLLEGE OF ENGINEERING**

PROMOTION TO PROFESSOR

Blostein, Beth, Knowlton School of Architecture, June 8, 2018  
Bohrer, Gil, Civil, Environmental and Geodetic Engineering, June 8, 2018  
Cao, Lei, Mechanical and Aerospace Engineering, June 8, 2018  
Eryilmaz, Atilla, Electrical and Computer Engineering, June 8, 2018  
Guan, Jianjun, Materials Science and Engineering, June 8, 2018  
Koksai, Can Emre, Electrical and Computer Engineering, June 8, 2018  
Mazumder, Sandip, Mechanical and Aerospace Engineering, June 8, 2018  
McNamara, Jack, Mechanical and Aerospace Engineering, June 8, 2018  
Rajan, Siddharth, Electrical and Computer Engineering, June 8, 2018  
Sioshansi, Ramteen, Integrated Systems Engineering, June 8, 2018  
Zhang, Wei, Materials Science and Engineering, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Chen, Jian, Computer Science and Engineering, June 8, 2018  
Hall, Lisa, Chemical and Biomolecular Engineering, June 8, 2018  
Shafieezadeh, Abdollah, Civil, Environmental and Geodetic Engineering, June 8, 2018  
Sundaresan, Vishnu Baba, Mechanical and Aerospace Engineering, June 8, 2018

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TENURE [AT THE CURRENT RANK OF PROFESSOR]

Horack, John, Mechanical and Aerospace Engineering, June 8, 2018

**COLLEGE OF ENGINEERING  
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Hagenberger, Michael, Civil, Environmental and Geodetic Engineering, June 8, 2018  
Ruegsegger, Mark, Biomedical Engineering, June 8, 2018

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Clay, John, Chemical and Biomolecular Engineering, June 8, 2018 and September 1, 2019

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Kimchi, Menachem, Materials Science and Engineering, June 8, 2018  
Whitfield, Clifford, Mechanical and Aerospace Engineering, June 8, 2018

REAPPOINTMENT

Grzybowski, Deborah, Engineering Education, September 1, 2019

**COLLEGE OF ENGINEERING  
RESEARCH**

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Arehart, Aaron, Electrical and Computer Engineering, June 8, 2018

**MAX M. FISHER COLLEGE OF BUSINESS**

PROMOTION TO PROFESSOR

Lount, Robert, Management and Human Resources, June 8, 2018  
Reczek, Rebecca, Marketing and Logistics, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Birru, Justin, Finance, June 8, 2018  
Goodman, Joseph, Marketing and Logistics, June 8, 2018  
Lin, Xiaoji, Finance, June 8, 2018  
Wan, Xiang, Marketing and Logistics, June 8, 2018

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Hu, Jia, Management and Human Resources, June 8, 2018  
Jiang, Kaifeng, Management and Human Resources, June 8, 2018

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

PROMOTION TO PROFESSOR

Bruskotter, Jeremy, School of Environment and Natural Resources, June 8, 2018  
Buck, Emily, Agricultural Communication, Education and Leadership, June 8, 2018  
Ferrari, Theresa, OSUE Administration, June 8, 2018  
Gardner, David, Horticulture and Crop Science, June 8, 2018  
Labarge, Gregory, OSUE County Operations, June 8, 2018  
Lentz, Edwin, OSUE County Operations, June 8, 2018  
Lyvers Peffer, Pasha, Animal Sciences, June 8, 2018

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Penrose, Christopher, OSUE County Operations, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Bates, James, OSUE Administration, June 8, 2018  
Berardo, Alfredo, School of Environment and Natural Resources, June 8, 2018  
Hall, Peggy, OSUE Administration, June 8, 2018  
Johnson, Reed, Entomology, June 8, 2018  
Light, Mark, OSUE County Operations, June 8, 2018  
Linden, Daniel, Agricultural Technical Institute, June 8, 2018  
Matthews, Stephen, School of Environment and Natural Resources, June 8, 2018  
Raison, Louis, OSUE County Operations, June 8, 2018  
Remley, Daniel, OSUE County Operations, June 8, 2018  
Romich, Eric, OSUE County Operations, June 8, 2018

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Fox, Julie, OSUE Administration, June 8, 2018

**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Clark, Jill, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR (WITHOUT TENURE)

Yi, Hongtao, June 8, 2018

**COLLEGE OF MEDICINE**

PROMOTION TO PROFESSOR

Ahmer, Brian, Microbial Infection and Immunity, June 8, 2018  
Baiocchi, Robert, Internal Medicine, June 8, 2018  
Caterino, Jeffrey, Emergency Medicine, June 8, 2018  
Davis, Jonathan, Physiology and Cell Biology, June 8, 2018  
Denko, Nicholas, Radiation Oncology, June 8, 2018  
Garzon, Ramiro, Internal Medicine, June 8, 2018  
Ghoshal, Kalpana, Pathology, June 8, 2018  
Goodman, Steven, Pediatrics, June 8, 2018  
Gordillo, Gayle, Plastic Surgery, June 8, 2018  
Huerta, Timothy, Family Medicine, June 8, 2018  
Yu, Jianhua, Internal Medicine, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Funderburg, Nicholas, School of Health and Rehabilitation Sciences, June 8, 2018  
Guerau-De-Arellano, Mireia, School of Health and Rehabilitation Sciences, June 8, 2018  
Lapalombella, Rosa, Internal Medicine, June 8, 2018  
Old, Matthew, Otolaryngology-Head and Neck Surgery, June 8, 2018  
Roychowdhury, Sameek, Internal Medicine, June 8, 2018  
Spees, Colleen, School of Health and Rehabilitation Sciences, June 8, 2018

**COLLEGE OF MEDICINE  
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Armstrong, Aimee, Pediatrics, June 8, 2018  
Auletta, Jeffery, Pediatrics, June 8, 2018

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Essandoh, Michael, Anesthesiology, June 8, 2018  
Flanigan, David, Orthopaedics, June 8, 2018  
Kamboj, Manmohan, Pediatrics, June 8, 2018  
Kendra, Kari, Internal Medicine, June 8, 2018  
Kenney, Brian, Surgery, June 8, 2018  
Mehta, Laxmi, Internal Medicine, June 8, 2018  
Noritz, Garey, Pediatrics, June 8, 2018

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Bartholomew, Deborah, Obstetrics and Gynecology, June 8, 2018 and September 1, 2019  
Borchers Jr., James, Family Medicine, June 8, 2018 and September 1, 2019  
Boudoulas, Konstantinos, Internal Medicine, June 8, 2018 and September 1, 2019  
Kman, Nicholas, Emergency Medicine, June 8, 2018 and September 1, 2019  
Mazzaferrri Jr., Ernest, Internal Medicine, June 8, 2018 and September 1, 2019  
Rinehart-Thompson, Laurie, School of Health and Rehabilitation Sciences, June 8, 2018 and September 1, 2019  
Valerio, Ian, Plastic Surgery, June 8, 2018 and September 1, 2019  
Wang, Shu-Hua, Internal Medicine, June 8, 2018 and September 1, 2019  
Yeager, Kenneth, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Bazan, Jose, Radiation Oncology, June 8, 2018 and September 1, 2019  
Bell, Erica, Radiation Oncology, June 8, 2018 and September 1, 2019  
Berman, Darren, Pediatrics, June 8, 2018 and September 1, 2019  
Bertino, Erin, Internal Medicine, June 8, 2018 and September 1, 2019  
Carter, Jennifer, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019  
Catignani, Karen, Internal Medicine, June 8, 2018 and September 1, 2019  
Fontanella, Cynthia, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019  
Grever, Gail, Internal Medicine, June 8, 2018 and September 1, 2019  
Guirgis, Hossam, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019  
Haurani, Mounir, Surgery, June 8, 2018 and September 1, 2019  
Jaglowksi, Samantha, Internal Medicine, June 8, 2018 and September 1, 2019  
Jain, Shelly, Ophthalmology & Visual Science, June 8, 2018 and September 1, 2019  
Kaffenberger, Benjamin, Internal Medicine, June 8, 2018 and September 1, 2019  
Kaffenberger, Jessica, Internal Medicine, June 8, 2018 and September 1, 2019  
Lester, Natalie, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019  
Nahata, Leena, Pediatrics, June 8, 2018 and September 1, 2019  
Nimjee, Shahid, Neurological Surgery, June 8, 2018 and September 1, 2019  
Pearson, Gregory, Plastic Surgery, June 8, 2018 and September 1, 2019  
Rankin, Demicha, Anesthesiology, June 8, 2018 and September 1, 2019  
Schumacher, Eric, Internal Medicine, June 8, 2018 and September 1, 2019  
Scrape, Scott, Pathology, June 8, 2018 and September 1, 2019  
Taj-Schaal, Nazhat, Internal Medicine, June 8, 2018 and September 1, 2019  
Terando, Alicia, Surgery, June 8, 2018 and September 1, 2019  
Tyler, Jaret, Internal Medicine, June 8, 2018 and September 1, 2019  
Vidaurre, Jorge, Pediatrics, June 8, 2018 and September 1, 2019  
Welliver, Meng, Radiation Oncology, June 8, 2018 and September 1, 2019  
Worly, Brett, Obstetrics and Gynecology, June 8, 2018 and September 1, 2019  
Yacob, Desalegn, Pediatrics, June 8, 2018 and September 1, 2019

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Aalberg, Joshua, Radiology, June 8, 2018  
Afzali, Anita, Internal Medicine, June 8, 2018  
Arnold, Michael, Pathology, June 8, 2018  
Aylward, Shawn, Pediatrics, June 8, 2018  
Ayoob, Rose, Pediatrics, June 8, 2018



Bazan, Jose, Internal Medicine, June 8, 2018  
Bhandary, Sujatha, Anesthesiology, June 8, 2018  
Brill, Seuli, Internal Medicine, June 8, 2018  
Cackovic, Michael, Obstetrics and Gynecology, June 8, 2018  
Corrigan, Kelly, Radiology, June 8, 2018  
Desai, Payal, Internal Medicine, June 8, 2018  
Dotson, Jennifer, Pediatrics, June 8, 2018  
Emani, Sitaremesh, Internal Medicine, June 8, 2018  
Gustin, Jillian, Internal Medicine, June 8, 2018  
Khan, Meena, Internal Medicine, June 8, 2018  
King, Andrew, Emergency Medicine, June 8, 2018  
Krishna, Somashekar, Internal Medicine, June 8, 2018  
Kumar, Riten, Pediatrics, June 8, 2018  
Lampert, Brent, Internal Medicine, June 8, 2018  
Li, Guibin, Internal Medicine, June 8, 2018  
Lilly, Scott, Internal Medicine, June 8, 2018  
Maa, Tensing, Pediatrics, June 8, 2018  
McCamey, Kendra, Family Medicine, June 8, 2018  
Michaels, Anthony, Internal Medicine, June 8, 2018  
Moore, Jared, Internal Medicine, June 8, 2018  
Nabhan, Fadi, Internal Medicine, June 8, 2018  
Prevedello, Luciano, Radiology, June 8, 2018  
Roggenbuck, Jennifer, Internal Medicine, June 8, 2018  
Rohl, Jacqueline, Obstetrics and Gynecology, June 8, 2018  
Rosko, Ashley, Internal Medicine, June 8, 2018  
Schofield, Minka, Otolaryngology-Head and Neck Surgery, June 8, 2018  
Shane-Carson, Kate, Internal Medicine, June 8, 2018  
Walker, Jon, Internal Medicine, June 8, 2018  
Walsh, Katherine, Internal Medicine, June 8, 2018

REAPPOINTMENT

Adunka, Oliver, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Agnese, Doreen, Surgery, September 1, 2019  
Ajam, Amna, Radiology, September 1, 2019  
Al Taani, Jamal, Radiology, September 1, 2019  
Aldiab, Muna, Internal Medicine, September 1, 2019  
Allen, Jennifer, Internal Medicine, September 1, 2019  
Andritsos, Leslie, Internal Medicine, September 1, 2019  
Attar, Talal, Internal Medicine, September 1, 2019  
Atway, Said, Orthopaedics, September 1, 2019  
Baker, Cindy, Internal Medicine, September 1, 2019  
Ball, Molly, Pediatrics, September 1, 2019  
Barker, Samantha, Radiology, September 1, 2019  
Barterian, Justin, Psychiatry and Behavioral Health, September 1, 2019  
Basu, Sanmit, Pediatrics, September 1, 2019  
Batley, Rosalind, Physical Medicine and Rehabilitation, September 1, 2019  
Begun, Frank, Urology, September 1, 2019  
Bell, William, Neurology, September 1, 2019  
Benson Jr., Don, Internal Medicine, September 1, 2019  
Bhatt, Amar, Anesthesiology, September 1, 2019  
Bhatt, Meera, Internal Medicine, September 1, 2019  
Blakaj, Dukagjin, Radiation Oncology, September 1, 2019  
Block, Cady, Psychiatry and Behavioral Health, September 1, 2019  
Bobulsky, Gregory, Internal Medicine, September 1, 2019  
Bondurant, Amber, Obstetrics and Gynecology, September 1, 2019  
Boulter, Daniel, Radiology, September 1, 2019

Bowden, Sasigarn, Pediatrics, September 1, 2019  
Boxley, Laura, Psychiatry and Behavioral Health, September 1, 2019  
Boyd, Stephen, Internal Medicine, September 1, 2019  
Bradley, Elisa, Internal Medicine, September 1, 2019  
Breckenridge, Mary Beth, Internal Medicine, September 1, 2019  
Brock, Pamela, Internal Medicine, September 1, 2019  
Brownlowe, Katherine, Psychiatry and Behavioral Health, September 1, 2019  
Buoni, William, Family Medicine, September 1, 2019  
Buschur, Elizabeth, Internal Medicine, September 1, 2019  
Cabling, David, Plastic Surgery, September 1, 2019  
Carpenter, Kristen, Psychiatry and Behavioral Health, September 1, 2019  
Castellano, David, Ophthalmology & Visual Science, September 1, 2019  
Chase, Dustin, Internal Medicine, September 1, 2019  
Chiang, Tedy, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Chung, Melissa, Pediatrics, September 1, 2019  
Coffman, John, Anesthesiology, September 1, 2019  
Collins, Mark, Internal Medicine, September 1, 2019  
Conces, Miriam, Pathology, September 1, 2019  
Connors, Kristin, Internal Medicine, September 1, 2019  
Cook, Meghan, Anesthesiology, September 1, 2019  
Crichton, Kristin, Pediatrics, September 1, 2019  
Cronau, Holly, Family Medicine, September 1, 2019  
Daniels, Curt, Internal Medicine, September 1, 2019  
Dardani, Marcella, Radiology, September 1, 2019  
Das, Jishu, Internal Medicine, September 1, 2019  
Dawson, Erica, Psychiatry and Behavioral Health, September 1, 2019  
Day, Shandra, Internal Medicine, September 1, 2019  
Dean, Steven, Internal Medicine, September 1, 2019  
Dell, Mary, Psychiatry and Behavioral Health, September 1, 2019  
Diaz, Daniel, Internal Medicine, September 1, 2019  
DiLorenzo, Carlo, Pediatrics, September 1, 2019  
Dimitrova, Galina, Anesthesiology, September 1, 2019  
Dodson, Edward, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Donnally, Michael, Internal Medicine, September 1, 2019  
D'Souza, Desmond, Surgery, September 1, 2019  
Dunn, Amy, Pediatrics, September 1, 2019  
Efebera, Yvonne, Internal Medicine, September 1, 2019  
El-Hinnawi, Ashraf, Surgery, September 1, 2019  
Elliott, Eric, Radiology, September 1, 2019  
El-Shammaa, Emile, Emergency Medicine, September 1, 2019  
Emerson, Geremiha, Emergency Medicine, September 1, 2019  
Erdem, Guliz, Pediatrics, September 1, 2019  
Esakky, Rajalakshmi, Internal Medicine, September 1, 2019  
Essig Jr., Garth, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Fallis, Robert, Neurology, September 1, 2019  
Farris, Adam, Anesthesiology, September 1, 2019  
Fernandes, Ashley, Pediatrics, September 1, 2019  
Flores, Antolin, Anesthesiology, September 1, 2019  
Franco, Veronica, Internal Medicine, September 1, 2019  
Galloway, Gloria, Neurology, September 1, 2019  
Ghosh, Debabrata, Pediatrics, September 1, 2019  
Gilchrist, Richard, Psychiatry and Behavioral Health, September 1, 2019  
Glassman, Andrew, Orthopaedics, September 1, 2019  
Gold, Delia, Pediatrics, September 1, 2019  
Grandominico-Bradford, Jodi, Internal Medicine, September 1, 2019  
Gray, Darrell, Internal Medicine, September 1, 2019

Grignol, Valerie, Surgery, September 1, 2019  
Gulati, Deepak, Neurology, September 1, 2019  
Gurumurthy, Sathyan, Psychiatry and Behavioral Health, September 1, 2019  
Guy, Gregory, Radiology, September 1, 2019  
Haddad, Nabil, Internal Medicine, September 1, 2019  
Haglund, Karl, Radiation Oncology, September 1, 2019  
Hardebeck, Charles, Internal Medicine, September 1, 2019  
Harfi, Thura, Internal Medicine, September 1, 2019  
Hart, Philip, Internal Medicine, September 1, 2019  
Hawley, Jeffrey, Radiology, September 1, 2019  
Hendershot, Cathleen, Radiology, September 1, 2019  
Hickey, Scott, Pediatrics, September 1, 2019  
Hoisington-Stabile, Amy, Psychiatry and Behavioral Health, September 1, 2019  
Horseman, Casia, Psychiatry and Behavioral Health, September 1, 2019  
Houle, James, Psychiatry and Behavioral Health, September 1, 2019  
Hudson, Catherine, Obstetrics and Gynecology, September 1, 2019  
Hussan, Hisham, Internal Medicine, September 1, 2019  
Igboeli, Blessing, Psychiatry and Behavioral Health, September 1, 2019  
Ing, Steven, Internal Medicine, September 1, 2019  
Jarjour, Wael, Internal Medicine, September 1, 2019  
Jin, Ming, Pathology, September 1, 2019  
Jonaus, Sarah, Internal Medicine, September 1, 2019  
Kahwash, Rami, Internal Medicine, September 1, 2019  
Kaide, Colin, Emergency Medicine, September 1, 2019  
Kalbfleisch, Steven, Internal Medicine, September 1, 2019  
Kalmar, Eileen, Biomedical Education and Anatomy, September 1, 2019  
Kalnin, Andrew, Radiology, September 1, 2019  
Kamp, Anna, Pediatrics, September 1, 2019  
Karcic, Arsal, Internal Medicine, September 1, 2019  
Kauffman, Emily, Emergency Medicine, September 1, 2019  
Kearns, Lisa Marie, Internal Medicine, September 1, 2019  
Kegelmeyer, Deborah, School of Health and Rehabilitation Sciences, September 1, 2019  
Keller, Brian, Internal Medicine, September 1, 2019  
Kerger, Amy, Radiology, September 1, 2019  
Kerlin, Bryce, Pediatrics, September 1, 2019  
Key, Craig, Emergency Medicine, September 1, 2019  
Khabiri, Hooman, Radiology, September 1, 2019  
Kotha, Kavitha, Pediatrics, September 1, 2019  
Krebs, William, Emergency Medicine, September 1, 2019  
Krishna, Nidhi, Radiology, September 1, 2019  
Krishna, Rajeev, Psychiatry and Behavioral Health, September 1, 2019  
Kushelev, Michael, Anesthesiology, September 1, 2019  
Lawlor, James, Internal Medicine, September 1, 2019  
Lawrence Jr., Jeffrey, Internal Medicine, September 1, 2019  
Lawrence, Stephanie, Internal Medicine, September 1, 2019  
Lee, Vivien, Neurology, September 1, 2019  
Lehman, Kristina, Internal Medicine, September 1, 2019  
Lemanek, Kathleen, Pediatrics, September 1, 2019  
Lenobel, Scott, Radiology, September 1, 2019  
Leonard, Jeffrey, Neurological Surgery, September 1, 2019  
Lester, Jesse, Anesthesiology, September 1, 2019  
Levine, Edward, Internal Medicine, September 1, 2019  
Li, Mingjia, Internal Medicine, September 1, 2019  
Lind, Meredith, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Lipari, Adele, Radiology, September 1, 2019  
Logan, Drew, Internal Medicine, September 1, 2019

Lotfi-Fard, Basheer, Psychiatry and Behavioral Health, September 1, 2019  
Lucas, Elizabeth, Pediatrics, September 1, 2019  
Luttrull, Michael, Radiology, September 1, 2019  
Lyaker, Michael, Anesthesiology, September 1, 2019  
Maddocks, Kami, Internal Medicine, September 1, 2019  
Mah, May, Pediatrics, September 1, 2019  
Mainali, Shraddha, Neurology, September 1, 2019  
Martin, Douglas, Radiation Oncology, September 1, 2019  
Matson, Steven, Pediatrics, September 1, 2019  
McCallister, Jennifer, Internal Medicine, September 1, 2019  
McCutcheon, Samar, Psychiatry and Behavioral Health, September 1, 2019  
McEntyre, Wanda, Physical Medicine and Rehabilitation, September 1, 2019  
McGinty, Heather, Psychiatry and Behavioral Health, September 1, 2019  
Meara, Michael, Surgery, September 1, 2019  
Meier, Julie, Ophthalmology & Visual Science, September 1, 2019  
Merrill, Megan, Urology, September 1, 2019  
Meyer, Erin, Pathology, September 1, 2019  
Meyer, Marty, Internal Medicine, September 1, 2019  
Miller, Timothy, Orthopaedics, September 1, 2019  
Misquitta, Douglas, Psychiatry and Behavioral Health, September 1, 2019  
Morales Reyes, Ana, Internal Medicine, September 1, 2019  
Moreno, Jose, Psychiatry and Behavioral Health, September 1, 2019  
Mostafavifar, Ahmad, Internal Medicine, September 1, 2019  
Nagar, Arpit, Radiology, September 1, 2019  
Narayanan, Anita, Pediatrics, September 1, 2019  
Narula, Vimal, Surgery, September 1, 2019  
Natwa, Mona, Radiology, September 1, 2019  
Needleman, Lawrence, Psychiatry and Behavioral Health, September 1, 2019  
Niedermier, Julie, Psychiatry and Behavioral Health, September 1, 2019  
Noon, Kristen, Anesthesiology, September 1, 2019  
Obarski, Timothy, Internal Medicine, September 1, 2019  
O'Brien, Nicole, Pediatrics, September 1, 2019  
Obrynba, Kathryn, Pediatrics, September 1, 2019  
O'Dorisio, Nathan, Internal Medicine, September 1, 2019  
Ortiz Cruzado, Ernesto, Psychiatry and Behavioral Health, September 1, 2019  
Osorio, Diana, Pediatrics, September 1, 2019  
Ostro, Benjamin, Emergency Medicine, September 1, 2019  
Oza, Rupal, Family Medicine, September 1, 2019  
Palmer, Joshua, Radiation Oncology, September 1, 2019  
Pancholi, Preeti, Pathology, September 1, 2019  
Pannu, Sonal, Internal Medicine, September 1, 2019  
Patel, Chirag, Internal Medicine, September 1, 2019  
Patel, Hiren, Pediatrics, September 1, 2019  
Patel, Mitva, Radiology, September 1, 2019  
Payne, Jason, Radiology, September 1, 2019  
Pfau, Ruthann, Pathology, September 1, 2019  
Phay, John, Surgery, September 1, 2019  
Powell, Kimerly, Biomedical Informatics, September 1, 2019  
Prats, Michael, Emergency Medicine, September 1, 2019  
Rafique, Imran, Internal Medicine, September 1, 2019  
Rai, Deepak, Internal Medicine, September 1, 2019  
Rakowsky, Alexander, Pediatrics, September 1, 2019  
Redman II, Charles, Internal Medicine, September 1, 2019  
Rempala, Helena, Psychiatry and Behavioral Health, September 1, 2019  
Reshmi, Shalini, Pathology, September 1, 2019  
Rikabi, Ali, Radiology, September 1, 2019

Rivlin, Katherine, Obstetrics and Gynecology, September 1, 2019  
Rogers, Alan, Radiology, September 1, 2019  
Rood, Kara, Obstetrics and Gynecology, September 1, 2019  
Rossetti, Allison, Internal Medicine, September 1, 2019  
Rozmiarek, Andrew, Anesthesiology, September 1, 2019  
Rudesill, Rebecca, Obstetrics and Gynecology, September 1, 2019  
Saha, Heather, Internal Medicine, September 1, 2019  
Samuels, Philip, Obstetrics and Gynecology, September 1, 2019  
Santoro, Stephanie, Pediatrics, September 1, 2019  
Satiani, Bhagwan, Surgery, September 1, 2019  
Senter-Jamieson, Leigha, Internal Medicine, September 1, 2019  
Shah, Zarine, Radiology, September 1, 2019  
Sharp, David, Urology, September 1, 2019  
Shukrallah, Bassam, Surgery, September 1, 2019  
Sikic-Klisovic, Eleonora, Psychiatry and Behavioral Health, September 1, 2019  
Sinay, Anne-Marie, Obstetrics and Gynecology, September 1, 2019  
Sivaraman, Vidya, Pediatrics, September 1, 2019  
Slabaugh, Mark, Ophthalmology & Visual Science, September 1, 2019  
Slone, Hasel, Radiology, September 1, 2019  
Spetie, Lacramioara, Psychiatry and Behavioral Health, September 1, 2019  
Splaingard, Mark, Pediatrics, September 1, 2019  
Stanich, Peter, Internal Medicine, September 1, 2019  
Stearns, Walter, Psychiatry and Behavioral Health, September 1, 2019  
Suttle, Markita, Pediatrics, September 1, 2019  
Tang, Bingfeng, Radiology, September 1, 2019  
Tayal, Neeraj, Internal Medicine, September 1, 2019  
Thakkar, Rajan, Surgery, September 1, 2019  
Tinoco, Gabriel, Internal Medicine, September 1, 2019  
Twanow, Jaime-Dawn, Pediatrics, September 1, 2019  
Vaccaro, Patrick, Surgery, September 1, 2019  
Valasek, Amy, Pediatrics, September 1, 2019  
Vazquez, Daniel, Surgery, September 1, 2019  
Walker, Alison, Internal Medicine, September 1, 2019  
Walz, Patrick, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Weber, Kevin, Neurology, September 1, 2019  
Weiland, Jeffrey, Internal Medicine, September 1, 2019  
Wells-Di Gregorio, Sharla, Psychiatry and Behavioral Health, September 1, 2019  
Widman, Joshua, Internal Medicine, September 1, 2019  
Williams, Nicole, Internal Medicine, September 1, 2019  
Witwer, Andrea, Psychiatry and Behavioral Health, September 1, 2019  
Yates, Andrew, Pediatrics, September 1, 2019  
Yildirim Toruner, Cagri, Pediatrics, September 1, 2019  
Youssef, Patrick, Neurological Surgery, September 1, 2019  
Zareba, Karolina, Internal Medicine, September 1, 2019

**COLLEGE OF MEDICINE  
RESEARCH**

**REAPPOINTMENT**

Aqeilan, Rami, Cancer Biology and Genetics, September 1, 2019  
Ariza, Maria, Cancer Biology and Genetics, September 1, 2019  
Brock, Guy, Biomedical Informatics, September 1, 2019  
Butchar, Jonathan, Internal Medicine, September 1, 2019  
Chakraborty, Debanjan, Pathology, September 1, 2019  
Czeisler, Catherine, Pathology, September 1, 2019  
Drusco, Alessandra, Cancer Biology and Genetics, September 1, 2019

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Fernandez, Soledad, Biomedical Informatics, September 1, 2019  
Hertlein, Erin, Internal Medicine, September 1, 2019  
Hollway, Jill, Psychiatry and Behavioral Health, September 1, 2019  
Huang, Wei, Cancer Biology and Genetics, September 1, 2019  
Karpurapu, Manjula, Internal Medicine, September 1, 2019  
Kokiko-Cochran, Olga, Neuroscience, September 1, 2019  
Loiler, Scott, Pediatrics, September 1, 2019  
Mishra, Anjali, Internal Medicine, September 1, 2019  
Pekarsky, Yuri, Cancer Biology and Genetics, September 1, 2019  
Sarkar, Chandrani, Pathology, September 1, 2019  
Vecchione, Andrea, Cancer Biology and Genetics, September 1, 2019  
Yan, Pearly, Internal Medicine, September 1, 2019

**COLLEGE OF NURSING**

PROMOTION TO PROFESSOR

Wold, Loren, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Harrison, Tondi, June 8, 2018

**COLLEGE OF NURSING  
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Loversidge, Jacqueline, June 8, 2018

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Overcash, Janine, June 8, 2018 and September 1, 2019

REAPPOINTMENT

Fitzgerald, Elizabeth, September 1, 2019  
Hrabe, David, September 1, 2019  
Marzalik, Penny, September 1, 2019  
Neidecker, Marjorie, September 1, 2019  
Zurmehly, Joyce, September 1, 2019

**COLLEGE OF NURSING  
RESEARCH**

REAPPOINTMENT

Tan, Alai, September 1, 2019

**COLLEGE OF OPTOMETRY**

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

VanNasdale, Dean, June 8, 2018

**COLLEGE OF OPTOMETRY  
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Zimmerman, Aaron, June 8, 2018

REAPPOINTMENT

Flom, Roanne, September 1, 2019

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**COLLEGE OF PHARMACY**

PROMOTION TO PROFESSOR

Phelps, A. Mitchell, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Dong, Yizhou, June 8, 2018

**COLLEGE OF PHARMACY  
CLINICAL**

REAPPOINTMENT

Rodis, Jennifer, September 1, 2019

Sullivan, Donald, September 1, 2019

Valentino, Alexa, September 1, 2019

**COLLEGE OF PHARMACY  
RESEARCH**

REAPPOINTMENT

Coss, Christopher, September 1, 2019

LaRue, Ross, September 1, 2019

**COLLEGE OF PUBLIC HEALTH**

PROMOTION TO PROFESSOR

Lee, Jiyoung, June 8, 2018

Lu, Bo, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Norris, Alison, June 8, 2018

Yotebieng, Marcel, June 8, 2018

**COLLEGE OF SOCIAL WORK**

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Kaiser, Michelle, June 8, 2018

Maguire Jack, Kathryn, June 8, 2018

**UNIVERSITY LIBRARIES**

PROMOTION TO PROFESSOR

Diaz, Jose, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Johnson, Mary-Allen, June 8, 2018

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June 8, 2018

**COLLEGE OF VETERINARY MEDICINE**

**PROMOTION TO PROFESSOR**

Schuenemann, Gustavo, Veterinary Preventive Medicine, June 8, 2018

**PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE**

Habing, Gregory, Veterinary Preventive Medicine, June 8, 2018

Lorch, Gwendolen, Veterinary Clinical Sciences, June 8, 2018

Wang, Qihong, Veterinary Preventive Medicine, June 8, 2018

**COLLEGE OF VETERINARY MEDICINE  
CLINICAL**

**PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT**

Byron, Julie, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Cooper, Edward, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Gordon, Eric, Veterinary Preventive Medicine, June 8, 2018 and September 1, 2019

Mudge, Margaret, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

**PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT**

Brokken, Matthew, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Cook, Laurie, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Ham, Kathleen, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Motta, Tatiana, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

**REAPPOINTMENT**

Diaz Vergara, Sandra, Veterinary Clinical Sciences, September 1, 2019

Miller, Eric, Veterinary Clinical Sciences, September 1, 2019



June 8, 2018, Board of Trustees meeting

(APPENDIX LXXVII)

**From:** [Smith, Randy](#)  
**To:** [Lloyd, Patrick M.](#); [Brantley, William](#)  
**Cc:** [Smith, Randy](#); [Reed, Katie](#); [Miriti, Maria](#); [Joseph, Laurice](#); [McPheron, Bruce A.](#); [Wolf, Kay N.](#); [Schweikhart, Sharon](#); [Schmiesing, Ryan](#); [Lilly, Blaine](#); [Givens, Bennet](#); [Harris, Brad](#); [Hamamoto, Darryl T.](#); [Zadnik, Karla](#)  
**Subject:** Clinical Cap  
**Date:** Wednesday, April 11, 2018 7:13:18 AM  
**Attachments:** [image001.png](#)

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Patrick and Bill:

The proposal from the College of Dentistry to amend the clinical faculty appointment cap from 40% to 75% was approved by the Council on Academic Affairs following discussions at its meetings on March 21 and April 4, 2018, and with input from the University Senate's Faculty Council following its meetings on March 22 and April 5, 2018.

The proposal is being sent to the University Senate with a request for action at its meeting on April 19, 2018. The Chair of the Council, Professor Maria Miriti, will present the proposal there but it is important that you be in attendance to address any detailed questions/comments. If approved by the Senate the proposal will be sent to the Board of Trustees for action at its meeting June 8, 2018.

Please keep a copy of this message for your file 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 Miriti (.1) or me.

Congratulations on the successful completion of this important stage in the review/approval process.

Randy



**THE OHIO STATE UNIVERSITY**

**W. Randy Smith, Ph.D.**

Vice Provost for Academic Programs

Office of Academic Affairs

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THE OHIO STATE UNIVERSITY

College of Dentistry

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February 20, 2018

Dr. W. Randy Smith (Academic Affairs, CAA Vice Chair)  
Dr. Maria Miriti (CAA Chair)

Attached is a proposal from the College of Dentistry (COD) to raise the cap on clinical faculty, per University Rule 3335-7-04: Proposals and approval process for a proposed amendment to the Clinical Faculty Appointment cap. The COD needs to increase the number of clinical faculty from the present cap of 40 percent of the total number of tenure, clinical, and research track faculty because of planned increases in the predoctoral (DDS Program) class size and additional community-based, academic dental clinics in the metropolitan Columbus area.

The proposal explains the COD organization and the numbers and types of the different faculty and their responsibilities, and provides rationales for increasing the percent of clinical faculty. These new clinical faculty would be hired after careful search processes and be important contributors to the College educational and service missions. Additional important information about the different COD faculty types and the faculty search process is detailed in the COD Appointments, Promotion and Tenure document, which is also attached.

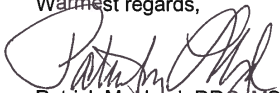
No problems are anticipated with the proposed increase in the percent of clinical faculty. The COD has in place a superb mentoring system within its academic Divisions for integrating new clinical faculty into the College educational programs for predoctoral and graduate students. The COD also plans to grow the tenured faculty in the coming years, which will provide increased research collaboration opportunities for new clinical faculty. An important consequence for approval of this proposal is that our present associated track faculty, who were hired in this category because of the current clinical faculty cap, will have their academic appointments converted to that of clinical faculty, receiving improved faculty benefits.

The COD is requesting a 75 percent clinical faculty cap, as approved in 2016 for the College of Nursing. This increase would be ample for planned future educational and clinical responsibilities and for unforeseen circumstances. This new percentage of clinical faculty lies within the range of Big Ten Alliance dental schools.

This proposal was provided to the COD faculty in advance of a College-wide faculty meeting on February 7, 2018, at which the proposal was presented and discussed. The full-time faculty vote on the proposal was 59-3 in favor.

Thank you in advance for your thoughtful review and careful consideration of this proposal. Please contact me if there is any further information that is needed for its evaluation.

Warmest regards,



Patrick M. Lloyd, DDS, MS  
Dean and Professor

Enclosures: (1) Proposal to Raise the Cap on Clinical-Track Faculty in the College of Dentistry  
(2) College of Dentistry APT Criteria and Procedures (Updated July 24, 2013)

## **Proposal to Raise the Cap on Clinical Faculty in the College of Dentistry**

### **Summary of Proposal**

The purpose of this proposal is to request an amendment to the present University cap on the percentage of clinical faculty in the College of Dentistry (COD), which is specified in Faculty Rule 3335-7 on clinical faculty appointment, reappointment and nonreappointment, and promotion. Section 3335-7-03 (Appointment cap) states that "Unless an exception is approved by the University senate and the board of trustees, clinical faculty may comprise no more than forty percent of the total tenure-track, clinical and research faculty (as defined in rule 3335-5-19 of the Administrative Code) in each of the colleges of the health sciences".

The COD is requesting that the clinical faculty cap be raised to not more than seventy-five percent of the total number of tenure-track, clinical and research faculty. This increase in the number of clinical faculty will enable the COD to carry out its future educational and clinical missions more effectively, given plans for increased predoctoral student class sizes and for the expansion of the college's clinical enterprise. The latter expansion stems from increased demands by the Medical Center to provide medically-necessary dental care and collaborative partnerships with OSUWMC in the development of a network of community-based primary care clinics. This growth in the college's clinical enterprise will provide the resources needed to: (1) stabilize student tuitions (the highest at Ohio State); (2) offer competitive salaries for faculty recruitment; (3) subsidize the academic and research programs of the college; and (4) assist in meeting the college's debt service obligation on its new facility.

Supporting information is provided in this proposal to explain the COD mission and goals, organizational structure and educational programs, types of faculty and their responsibilities with specific attention to clinical faculty, and the need for additional clinical faculty to aid in implementation of future COD plans. The requested new percentage of clinical faculty is consistent with the range in other Big-Ten Academic Alliance dental schools.

### **Background for College of Dentistry**

#### **College Mission and Goals — ADA Accreditation Process**

The mission of the COD is to produce dental professionals who are prepared for entry into general practice, advanced education, or specialized practice. The goals of the COD are to graduate students who are prepared to meet the oral health care needs of the citizens of Ohio and the nation, to conduct research that will expand the scientific base upon which dentistry is practiced, and to provide service to the dental profession. The organization of the COD to accomplish this mission and goals can be found on the College website (<https://dentistry.osu.edu>).

The Commission on Dental Accreditation (CODA) conducts a site visit every seven years to determine if the dental school should be accredited ([www.ada.org/coda](http://www.ada.org/coda)). A team of dental education specialists examines comprehensively the predoctoral (DDS) program, along with the dental hygiene and advanced dental education programs if these are offered, as well as the dental institution and University support of the educational programs. The dental school receives the extensive CODA guidelines, which are periodically updated because of the continuous evolution of dental education, at least two years in advance of the accreditation site visit. All current COD programs are fully accredited by CODA.

### **Organization of College of Dentistry into Divisions**

The COD is organized into the ten academic Divisions shown in Table 1. These Divisions represent the areas encompassing modern dental education, along with dental hygiene. Dental hygienists are a highly important component of the dental office team, and dental schools traditionally have dental hygiene programs. Each Division has several faculty members, and faculty can have teaching responsibilities at both the predoctoral (DDS) / undergraduate (Dental Hygiene) level and the graduate level.

**Table 1. Academic Divisions in College of Dentistry**

Biosciences
Dental Hygiene
Endodontics
General Practice and Materials Science
Oral and Maxillofacial Pathology and Radiology
Oral and Maxillofacial Surgery and Dental Anesthesia
Orthodontics
Pediatric Dentistry
Periodontology
Restorative Science and Prosthodontics

### **Predoctoral and Postdoctoral Education — Degrees Offered**

The COD has four types of educational programs which are listed in Table 2 and described in the paragraphs that follow.

**Table 2. Educational Programs in College of Dentistry**

- Predoctoral (DDS)
- Dental Hygiene (BSDH and MS)
- Dental Specialty (Graduate, Postgraduate, and Internship)
- Academic Doctoral (PhD)

Predoctoral dental education, which normally follows four years of undergraduate education with a baccalaureate degree, has a comprehensive four-year curriculum in basic science, dental science, and patient treatment that includes summers between the first and second, second and third, and third and fourth years. Upon satisfactory completion of academic and clinical requirements, as well as demonstrating a level of competency in some twenty-plus clinical domains, a dental student graduates with the Doctor of Dental Surgery (DDS) degree (professional doctorate). The COD graduation requirements include satisfactory completion of the National Board Parts I and II academic examinations. Graduates must also pass a regional dental licensure examination, administered by an external testing agency, before being issued a license to practice. The specific examination taken is dependent on the state in which the graduate is intending to practice.

Dental hygiene students are undergraduates, and must first complete two years of general education courses and program prerequisites, which are followed by two years in the professional program. Graduates (BSDH degree) must also satisfactorily complete a Dental Hygiene Board examination to receive a license. The COD offers an Expanded Functions for the Dental Auxiliary (EFDA) program, administered by dental hygiene faculty, which is designed to prepare Certified Dental Assistants or Registered Dental Hygienists to apply for the EFDA board examination administered by the Commission on Dental Testing in Ohio. An online Master of Science program in Dental Hygiene (MDH) is also administered by this Division.

The COD has MS/Certificate advanced education programs in 7 ADA-recognized dental specialties: endodontics, oral and maxillofacial pathology, oral and maxillofacial surgery, orthodontics, pediatric dentistry, periodontics, and prosthodontics. There are also an accredited advanced general dentistry program in dental anesthesiology and an accredited general practice residency program. These education programs, which are for dental school graduates, combine clinical experience with didactic courses at advanced levels. The program graduate receives a Certificate of satisfactory completion of the particular specialty training, and is eligible to take the respective specialty board examination. Receipt of the MS degree, in addition to the Certificate, requires the completion of thirty-plus graduate credits of course work and approval by the Graduate School of a thesis for a completed research project.

The COD also offers a non-degree postgraduate program, internships in several of the clinical specialty programs, and numerous postgraduate continuing education (CE) courses. These offerings provide up-to-date education for practicing dentists, dental hygienists, and dental assistants who must meet CE requirements to maintain their licensure.

An academic doctoral degree is offered through the Oral Biology PhD program, which can be integrated with advanced clinical training in any of the dental specialty programs, or through combined programs in biomedical sciences, neuroscience, and biomedical engineering. Completion of this program, which involves advanced scientific coursework and a dissertation approved by the Graduate School on a comprehensive research project, normally requires four years beyond the baccalaureate degree. A combined DDS/PhD program is also available.

## Information about College of Dentistry Faculty

### Types of Faculty

The COD has four types of full-time faculty (75% or greater FTE). All tenure-track, clinical, and research faculty are full-time. Some of the associated faculty are also full-time. The current numbers for the different types of full-time faculty in the COD are shown in Table 3. The present number of tenure-track faculty (52) is essentially equal to the sum (51) of the numbers of clinical faculty, research faculty, and full-time associated faculty. The ratio of the number of tenure-track faculty to the total number of tenure-track, clinical, and research faculty (52/88) is 59.1%.

**Table 3. Number of Full-Time Faculty in College of Dentistry (January 2018)**

Tenure-Track	52
Clinical	34
Research	2
Associated	15

New full-time faculty in the COD are normally hired at the assistant professor level, unless higher rank is warranted based on background and experience. Appointment/reappointment, promotion, and tenure processes for faculty are presented in detail in the Appointments, Promotion and Tenure document for the COD (appended to this document), which has been approved by the University Office of Academic Affairs.

The formal 40-hour work week for dental faculty is subdivided into ten half-days of four hours. Research-intensive tenure-track faculty generally have assignments of 75-80% research / 10-15% teaching / 10% service. Clinical scholars, on a tenure track, have 30-50% research / 30-50% teaching / 10-20% service, depending upon whether the responsibilities include an administrative component. Clinical faculty generally have 80% teaching and 20% service responsibilities, with no allocated research time. However, these faculty must present evidence of scholarship for promotion beyond assistant professor. Faculty with dental or dental hygiene degrees/licenses generally spend one-half to one day per week in the intramural Dental Faculty Practice, which provides a 10-20% service component; these faculty also perform service on Division, COD, and University committees. Research faculty are supported by research funding

as principal investigators (PI), although the research faculty member can be a co-principal investigator (Co-PI) of a funded grant. These faculty may be permitted to have some teaching responsibilities and limited committee service.

Most COD faculty in the academic Divisions other than Dental Hygiene have the DDS/DMD degree. Many have terminal MS degrees earned through advanced dental education and other academic programs, and some have PhD degrees. All faculty in the Division of Biosciences have PhD degrees in a basic science with subsequent postdoctoral research training, which enables them to mentor effectively graduate students performing basic science-oriented research for MS and PhD degrees and other faculty research. Faculty in the biomaterials area for the Division of General Practice and Materials Science have academic PhD degrees in engineering/science without the DDS degree, and also provide research mentoring for graduate students and other faculty. All dental hygiene faculty have undergraduate degrees through dental hygiene programs, and some faculty have graduate degrees through advanced education programs.

The current assignments of the 34 full-time clinical faculty in the COD by Division are summarized in Table 4. The very large number of these faculty who are assigned to the Division of General Practice and Materials Science is the result of the predoctoral dental clinics being administered by that Division. A large number of full-time and part-time faculty have principal assignments in these eight predoctoral Comprehensive Care Clinics.

**Table 4. Number of Clinical Faculty by Division in College of Dentistry (January 2018)**

Dental Hygiene	3
General Practice and Materials Science	16
Oral and Maxillofacial Pathology and Radiology	4
Oral and Maxillofacial Surgery	3
Pediatric Dentistry	4
Periodontology	2
Restorative Science and Prosthodontics	2

The COD has 115 associated faculty, with FTE's ranging from 0 (*pro bono* service) to 1.00. This number includes 20 residents in two specialty programs (Oral and Maxillofacial Surgery; General Practice Residency), who are appointed as Clinical House Staff in the College of Medicine, along with 12 part-time retired faculty who continue to provide educational service. Excluding these 20 residents, there are 16 full-time and 79 part-time associated faculty.

The COD has utilized the category of associated faculty, which was approved by the University Office of Academic Affairs, to hire new full-time faculty who would normally be placed on the clinical track in the absence of an appointment cap. If this petition to modify the clinical appointment cap is approved, all full-time associated faculty other than the Clinical House Staff residents and retired faculty would be transferred to the clinical track, the track they would

originally have been appointed to had there not been a 40% cap on the percent of such full-time faculty.

The part-time associated faculty provide much needed educational support to the full-time faculty especially in the preclinical laboratories, where students refine their hand-eye coordination on dental-mannequins during their first and second years of dental school. They are also of substantial help in the predoctoral and graduate clinics where students treat patients during their third and fourth years or during specialty programs.

The final group of faculty is the adjunct faculty. These 127 non-salaried faculty have affiliations outside of the COD, and come occasionally to the College as needs arise to provide important educational service for the individual Divisions where they are appointed. The majority of the commitment from these faculty is at our 30-plus community-based education sites around Ohio or by providing an occasional lecture or seminar in one of the predoctoral or graduate courses.

Table 5 summarizes the assignments of the present 115 associated faculty to the COD Divisions, and indicates the numbers of full-time and part-time faculty. The largest number of associated faculty are assigned to the Division of General Practice and Materials Science, because this Division administers the preclinical laboratories and predoctoral dental clinics in addition to the General Practice Residency program where the residents have this type of faculty appointment.

**Table 5. Present Number of Associated Faculty by Division in College of Dentistry (January 2018)\***

Biosciences	3 part-time
Dental Hygiene	4 part-time
Endodontics	1 full-time and 12 part-time
General Practice and Materials Science	19 full-time and 20 part-time
Oral and Maxillofacial Pathology and Radiology	1 full-time and 2 part-time
Oral and Maxillofacial Surgery	11 full-time and 5 part-time
Orthodontics	12 part-time
Pediatric Dentistry	3 part-time
Periodontology	8 part-time
Restorative Science and Prosthodontics	3 full-time and 11 part-time

\*The numbers of full-time faculty include Clinical Instructor House Staff (residents) in the Division of General Practice and Materials Science (9) and the Division of Oral and Maxillofacial Surgery (11). One Clinical Instructor House Staff resident in the latter Division has a part-time appointment.



## **COD Faculty Teaching Responsibilities and Comparisons to Medicine and Nursing**

In the COD, teaching responsibilities for the tenure-track and clinical faculty can be similar in type. Both faculty are permitted to direct courses, provide support for didactic (lecture) courses and preclinical laboratories, and supervise students in the dental clinics. Clinical faculty can also provide instruction at the graduate level for specialty training, primarily in the advanced dental clinics, and with special permission from the Graduate School serve on MS thesis committees. These expanded responsibilities are carried out through close interactions with senior tenure-track faculty who provide advice and mentoring. The major differences between the responsibilities of the clinical and tenure-track faculty is the significant scholarship requirement for tenure-track faculty who have substantial allocated research time and much less assigned teaching time, with the expectations of publications of hypothesis-driven investigations and research funding.

It is important to note that clinical faculty in the COD have broader responsibilities than clinical faculty in the College of Medicine and the College of Nursing. In the College of Medicine, clinical faculty provide the bulk of instruction for students involved with the clinical treatment of medical patients. In the College of Nursing, regulations in the profession require that clinical instruction only be provided by the clinical faculty.

Moreover, in the COD, tenure-track faculty with dental degrees have major responsibilities in the dental clinics. These faculty are involved, along with the clinical faculty, in supervising patient treatment by predoctoral students and graduate students (residents) in specialty programs, and they provide in-depth educational insights during the clinical procedures.

## **Other Background and Proposal for Clinical Faculty Cap Amendment**

### **Historic Information about Clinical Dental Faculty and Appointment Cap**

Before the early 2000's, all COD faculty had tenure-track appointments with traditional 50% teaching / 30% research / 20% service responsibilities. Considerable state-level budgetary pressures on the University led to creation of the clinical faculty category in the health sciences areas. These faculty would have clinical teaching responsibilities, without the requirement for significant research publications and research funding that are expected for tenure-track faculty.

This new faculty category was particularly advantageous to the medical science units from a budgetary viewpoint, since clinical faculty with 80% teaching / 20% service (e.g., medical or dental practice) responsibilities could cover a substantially greater portion of the given College teaching needs. Another presumptive positive aspect was that the clinical faculty would be expected to have substantial clinical experience that could be imparted during student instruction.

Faculty Rule 3335-7 (<https://trustees.osu.edu/rules/University-rules/chapter-3335-7-rules-of-the-University-faculty-concerning-clinical-faculty-appointment-reappointment-and-nonreappointment-and-promotion.html>), originally dating from July 2002, caps the number of clinical faculty appointments at no more than forty percent of the total tenure-track, clinical, and

research faculty. This rule evolved from robust discussions between the health sciences units and University about these concerns in the previous paragraph. Rule 3335-7 was subsequently successfully petitioned in February 2003 by the College of Medicine, which now has no cap on clinical faculty appointments. In February 2016, the College of Nursing successfully petitioned to have the clinical faculty cap raised to 75% over the 2017 – 2021 strategic planning time period. As previously pointed out in this document, the situations for clinical faculty are uniquely different in the Colleges of Medicine, Nursing, and Dentistry, because of variations in the educational modalities for students in these health science areas and in the rules for the educational processes from the three governing professional organizations.

### **Future Plans for COD and Proposed New Cap for Clinical Faculty**

The COD is currently renovating and expanding the Postle Hall facilities, with expected completion mid-year 2020, which will accommodate a larger number of predoctoral dental students. Beginning in the autumn semester of 2018, there will be 120 predoctoral students in the first-year class, which will be an increase of 10 over the current 110 predoctoral students in each of the classes for four-year the DDS program. This will be an increase of 9% in the overall predoctoral class size. Typically, the COD currently has 94 students from the state of Ohio in the class of 110 students, and the additional 10 students will be residents of Ohio. Thus, the number of predoctoral students from Ohio will change from 94 to 104, an increase of 11%.

In addition, there are plans underway by the OSUWMC to increase the number of community-based primary care clinics, similar to the one established in Upper Arlington in 2016, which will include dental operations staffed by COD faculty. These off-campus clinics offer communities access to the unique expertise of college faculty, in a comprehensive care delivery model, while enhancing the educational experiences of the dental students. Highly qualified clinical faculty will need to be recruited for these new clinic sites. These new clinical faculty, selected after a careful search process, will be highly qualified dental educators who also provide strong support to the COD teaching mission.

The planned future number of full-time COD faculty to accommodate these expanded responsibilities is shown in Table 6.

**Table 6. Planned Number of Full-Time Faculty in College of Dentistry**

Tenure-Track	58
Clinical	61
Research	3

Comparing Tables 3 and 6, it can be seen that the plan is to grow the number of tenure-track faculty. The associated faculty shown in Table 3 have been incorporated into the clinical faculty shown in Table 6. The ratio (50%) of the number of full-time clinical faculty (61) to the total number of full-time tenure-track, clinical, and research faculty (122) in Table 6 would be considerably below the proposed new cap on the proportion of clinical faculty.

The COD is proposing that the present clinical faculty cap of 40% be increased to 75%, the same ratio that was approved in 2016 for the College of Nursing. The COD administration has carefully considered the number of clinical faculty that would be needed for planned future activities, and an increase in the cap to 60% should be adequate. However, in the event of unexpected circumstances, the requested new cap of 75% would eliminate the need for another petition to the university to raise the cap in the foreseeable future.

An important positive aspect of the cap increase is that the former full-time associated faculty, who will automatically become clinical faculty, will receive much better faculty benefits from the University. The ability of the Dean to offer better faculty benefits is particularly important for recruiting highly qualified clinical faculty to assist in administering and managing the new clinic and service obligations of the COD.

No concerns are foreseen for the COD with the larger number of clinical faculty. Careful faculty search processes employed by the COD have previously resulted in the hiring of highly qualified clinical faculty who have integrated well into the College academic programs. Strong educational relationships have been developed over many years between the tenure-track and clinical faculty; all Divisions have positive faculty relationships. Senior faculty will continue to provide mentoring for junior faculty, and all Divisions are very experienced in the acclimation process for new faculty. This excellent internal faculty support system will assure that the COD maintains its strong emphasis on skilled faculty teaching and faculty scholarship as the number of clinical faculty increases in the future.

### **Clinical Faculty Percentages for Other Dental Schools**

The percentages for clinical faculty at other Big-Ten Academic Alliance dental schools are shown in Table 7.

**Table 7. Clinical Faculty at Other Big-Ten Alliance Dental Schools (June 2017)**

Indiana	50%
Iowa	60%
Maryland	60%
Michigan	55%
Nebraska	40%
New Jersey	80%

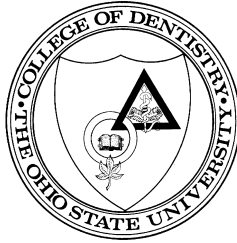
It can be seen that a new percentage cap of 60% for clinical dental faculty at Ohio State would be consistent with the percentages for these other dental schools and that the requested cap of 75% for Ohio State lies within the range for the other Big-Ten institutions. The considerably different percentages for Nebraska (much smaller) and New Jersey (tenure track only awarded to research-intensive faculty) in Table 7, compared to the other institutions, arise from

differences in the predoctoral student enrollment and the nature of the educational programs at these dental institutions, along with the relative costs of employing tenure-track dental faculty members (e.g., start-up research funding) in these geographical areas.

**Presentation of Proposal to College Faculty**

The general scope of this proposal was presented to the COD Executive Committee (EC) on November 15, 2017. The Division Chairs and senior COD administration are members of the EC. Committee members were unanimously supportive of the proposal to amend the clinical cap percentage to 75% and provided comments that were incorporated in the proposal. The document was presented to the College faculty for review and subsequently discussed at a College-wide faculty meeting on February 7, 2018, with a full-time faculty vote of 59 in favor and 3 opposed.

**The Ohio State University College of Dentistry**  
**Appointments, Reappointments, Promotion and Tenure**  
**Criteria and Procedures**



**Approved by Faculty**  
**April 18, 2013**

**Updated July 24, 2013**  
*(Based on procedural recommendations  
by the Office of Academic Affairs)*

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## **I Preamble**

This document is a supplement to Chapters 6 and 7 of the Rules of the University Faculty (<http://trustees.osu.edu/rules/university-rules.html>); the annually updated procedural guidelines for promotion and tenure reviews in Volume 3 of the Office of Academic Affairs Policy and Procedures Handbook (<http://oaa.osu.edu/handbook.html>); and other policies and procedures of the college and university to which the college and its faculty are subject.

Should those rules and policies change, the college will follow the new rules and policies until such time as it can update this document to reflect the changes. In addition, this document must be reviewed, and either reaffirmed or revised, at least every four years on the appointment or reappointment of the dean.

This document must be approved by the dean, faculty, and the Office of Academic Affairs before it may be implemented. It sets forth the missions of the college and university, its criteria and procedures for faculty appointments/reappointments and for faculty promotion, tenure and rewards, including salary increases. In approving this document, the dean and the Office of Academic Affairs accept the mission and criteria of the college and delegate to it the responsibility to apply high standards in evaluating current faculty and faculty candidates in relation to college mission and criteria. The Office of Academic Affairs considers the College of Dentistry to be equivalent to a university department for administrative purposes, with the dean serving as department chair.

The faculty and the administration are bound by the principles articulated in Faculty Rule 3335-6-01 (<http://trustees.osu.edu/rules/university-rules.html>) of the Administrative Code. In particular, all faculty members accept the responsibility to participate fully and knowledgeably in review processes; to exercise the standards established in Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) and other standards specific to this college; and to make negative recommendations when these are warranted in order to maintain and improve the quality of the faculty.

Decisions considering appointment, reappointment, and promotion and tenure will be free of discrimination in accordance with the university's policy on equal opportunity (<http://hr.osu.edu/policy/policy110.pdf>).

## **II College Mission**

The mission of the College of Dentistry is to produce dental professionals who are prepared for entry into practice, advanced education or specialized practice, and to conduct research that will expand the scientific base upon which dentistry is practiced. Graduates are prepared to meet the oral health care needs of the citizens of Ohio and the nation, to conduct research, and to provide service to the profession.

## **III Definitions**

### **A Committee of the Eligible Faculty**

#### **1 Tenure-track Faculty**

The eligible faculty for appointment reviews of tenure-track faculty consists of all tenure-track faculty whose tenure resides in the college. If rank is involved, the eligible faculty for promotion to that rank vote on the rank decision.

The eligible faculty for reappointment, promotion and tenure, and promotion reviews of tenure-track faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the

college, excluding the assistant and associate deans, the executive vice president and provost, and the president.

For tenure reviews of probationary professors, eligible faculty are tenured professors whose tenure resides in the college, excluding the assistant and associate deans, the executive vice president and provost, and the president. Historically, the College of Dentistry has not appointed probationary professors.

## **2 Clinical Faculty**

The eligible faculty for appointment reviews of clinical faculty consists of all tenure-track faculty and clinical faculty whose tenure or appointment, respectively, resides in the college. If rank is involved, the eligible faculty for promotion to that rank vote on the rank decision.

The eligible faculty for reappointment and promotion reviews of clinical faculty consists of all tenured faculty and all nonprobationary clinical faculty of higher rank than the candidate for associate professors and of the same rank for professors, whose tenure or appointment, respectively, resides in the college, excluding the assistant and associate deans, the executive vice president and provost, and the president.

## **3 Research Faculty**

The eligible faculty for appointment reviews of research faculty consists of all tenure-track, clinical and research faculty whose tenure or appointment, respectively, resides in the college. If rank is involved, the eligible faculty for promotion to that rank vote on the rank.

The eligible faculty for promotion reviews of research faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the college, all nonprobationary clinical faculty of higher rank than the candidate whose primary appointment is in the college, and all nonprobationary research faculty of higher rank than the candidate whose primary appointment is in the college, excluding the assistant and associate deans, the executive vice president and provost, and the president.

## **4 Conflict of Interest**

A conflict of interest exists when an eligible faculty member is related to a candidate or has a comparable close interpersonal relationship, has substantive financial ties with the candidate, is dependent in some way on the candidate's services, has a close professional relationship with the candidate (e.g., dissertation advisor), or has collaborated so extensively with the candidate that an objective review of the candidate's work is not possible. Generally, faculty members who have collaborated with a candidate on at least 50% of the candidate's published work since the last promotion will be expected to withdraw from a promotion review of that candidate.

## **5 Minimum Composition**

In the event that the college does not have at least three eligible faculty members who can undertake a review, the dean will appoint a faculty member from another department within the university.

## **B Appointments, Promotion and Tenure Committee**

The college has an Appointments, Promotion and Tenure Committee that assists the Committee of the Eligible Faculty in managing the personnel and promotion and tenure issues. The committee consists of six tenured faculty members, at least three of whom are at the rank of professor and one professor of clinical dentistry. The term of appointment is five years. Each year the dean appoints a new member from

nominations received from Faculty Council; the dean will request additional nominations if he/she considers that no one in the initial group of nominations is suitable for the Appointments, Promotion and Tenure Committee. The committee functions in accordance with Faculty Rules 3335-6-02 and 3335-7-05, 08, 09, and 10 (<http://trustees.osu.edu/rules/university-rules.html>).

The chair is a professor appointed by the dean just before the beginning of the third year of that member's term. The chair's term continues through the third and fourth years, and that person serves as advisor to the succeeding chair in the fifth year and acts as the Procedural Designee. In the year when the former chair has rotated off the committee, the current chair will select another member of the committee to serve as the Procedural Designee. The Procedural Designee should be a professor, since he/she will need to attend eligible faculty meetings for discussion of cases at the professor rank.

When considering cases involving clinical faculty, the Appointments, Promotion and Tenure Committee may be augmented to have two nonprobationary clinical faculty members appointed by the dean.

When considering cases involving research faculty, the Appointments, Promotion and Tenure Committee may be augmented to have two nonprobationary research faculty members appointed by the dean.

### **C Quorum**

The quorum required to discuss and vote on all personnel decisions is two-thirds of the eligible faculty not on an approved leave of absence. A member of the eligible faculty on Special Assignment may be excluded from the count for the purposes of determining quorum only if the dean has approved an off-campus assignment. Faculty members who recuse themselves because of a conflict of interest are not counted when determining quorum.

The dean can attend the meeting, but does not vote. The associate and assistant deans cannot attend the meeting. Members of the Appointments, Promotion and Tenure Committee who are eligible by rank count in determining the quorum.

### **D Recommendation from the Committee of the Eligible Faculty**

In all votes taken on personnel matters only "yes" and "no" votes are counted. Abstentions are not votes. Faculty members are strongly encouraged to consider whether they are participating fully in the review process when abstaining from a vote on a personnel matter.

Absentee ballots and proxy votes are not permitted.

### **1 Appointment**

A positive recommendation from the eligible faculty for appointment is secured when two-thirds of the votes cast are positive.

### **2 Reappointment, Promotion and Tenure, Promotion, and Contract Renewal**

A positive recommendation from the eligible faculty for reappointment, promotion and tenure, promotion, and contract renewal is secured when a simple majority of the votes cast is positive.

## **IV Appointments**

### **A Criteria**

The College of Dentistry is committed to making only faculty appointments that enhance or have strong potential to enhance the quality of the college. Important considerations include the individual's record to date in teaching, scholarship and service; the potential for professional growth in each of these areas; and the potential for interacting with colleagues and students in a way that will enhance their academic work and attract other outstanding faculty and students to the college. No offer will be extended in the event that the search process does not yield one or more candidates who would enhance the quality of the college. The search is either cancelled or continued, as appropriate to the circumstances.

For a joint appointment, the College of Dentistry and the other unit(s) should reach agreement on its terms before seeking an individual to fill the position so that these terms can be communicated clearly to candidates. These terms, modified as a consequence of negotiation with a particular candidate where appropriate, must be set forth in a memorandum of understanding (MOU). The MOU must be signed by the dean of the College of Dentistry and both the chair(s) of the other department(s) and the governing dean(s) for the department(s). (See <http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf>)

For appointments that have teaching responsibilities, the candidate will be expected to meet the following criteria that will be used for evaluation of teaching effectiveness:

- Has knowledge of the subject.
- Understands appropriate teaching tools and uses these tools for effective teaching.
- Makes efforts for continuous growth and remaining current in the field of expertise.
- Has ability to organize and present subject matter with clarity, logic and enthusiasm.
- Has capacity to interact effectively with students in order to motivate, stimulate, and inspire them.
- Maintains personal attributes of industry, integrity, open-mindedness, objectivity, and fairness.

### **1 Tenure-track Faculty**

The College of Dentistry has two types of tenure-track faculty: Scientist and Clinician Scholar. The Scientist is not involved in the clinical teaching of students but may be involved with preclinical and didactic instruction. The Clinician Scholar has responsibilities that include the clinical teaching of students and may participate in the college Dental Faculty Practice. The appointment criteria and the promotion criteria (see sections VII.A.1 and VII.A.2) vary for these two types of faculty and their areas of expertise. Scholarship is required for all tenure-track faculty members. Board certification is a positive factor for faculty appointment in clinical areas where such certification is appropriate.

**Instructor.** Appointment at the rank of instructor is made only when the applicant lacks a graduate degree and/or experience. The college will make every effort to avoid such appointments. An appointment at the instructor level is limited to three years. When an instructor has not completed requirements for promotion to the rank of assistant professor by the beginning of the third year of appointment, the third year is a terminal year of employment.

Upon promotion to assistant professor, the faculty member may request prior service credit for time spent as an instructor. This request must be approved by the college's eligible faculty, the dean, and the Office of Academic Affairs. Faculty members should carefully consider whether prior service credit is appropriate since prior service credit cannot be revoked without a formal request for an extension of the

probationary period. In addition all probationary faculty members have the option to be considered for early promotion.

**Assistant Professor.** An earned terminal degree (DDS/DMD, or the equivalent; PhD, MD, EdD; or MS or the equivalent for dental hygiene) is the minimum requirement for appointment at the rank of assistant professor. Evidence of potential for scholarly productivity, high-quality teaching, and high-quality service to the college and the profession is highly desirable. Appointment at the rank of assistant professor is always probationary, with mandatory tenure review occurring in the sixth year of service. Review for tenure prior to the mandatory review year is possible when the Appointments, Promotion and Tenure Committee determines such a review to be appropriate. The granting of prior service credit, which requires approval of the Office of Academic Affairs, may reduce the length of the probationary period, but is strongly discouraged as it cannot be revoked once granted.

**Associate Professor and Professor.** Appointment at senior rank requires that the individual, at a minimum, meet the college's criteria in teaching, scholarship, and service for promotion to these ranks. Appointment at senior rank normally entails tenure. A probationary appointment at senior rank is appropriate only under unusual circumstances, such as when the candidate has limited prior teaching experience or has taught only in a foreign country. A probationary period of up to four years is possible, on approval of the Office of Academic Affairs, with review for tenure occurring in the final year of the probationary appointment. If tenure is not granted, an additional (terminal) year of employment is offered.

Foreign nationals who lack permanent residency status may be appointed to a senior rank and approved for tenure, if appropriate, but the university will not grant tenure in the absence of permanent residency.

## 2 Clinical Faculty

Clinical faculty members serve in appointments totaling 50% or more annual employment to the college. The primary responsibility of these faculty members will normally include clinical, didactic, and laboratory instruction and, in some cases, clinic administration. Some scholarship is required.

Appointment of clinical faculty entails a three-, four- or five-year contract. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to clinical faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. If the college wishes to consider contract renewal, a formal review of the faculty member is required in the penultimate year of the current contract period. For more information see Faculty Rule 3335-7 (<http://trustees.osu.edu/rules/university-rules.html>).

**Instructor of Clinical Dentistry.** Appointment is normally made at the rank of instructor of clinical dentistry when the appointee has not completed the requirements for the terminal degree (DDS/DMD, or the equivalent; PhD, MD, EdD; or MS or the equivalent for dental hygiene) or not obtained the required licensure/certification at the time of appointment. The college will make every effort to avoid such appointments. An appointment at the instructor level is limited to a four-year contract. In such cases, if the instructor has not completed requirements for promotion to the rank of assistant professor by the beginning of the penultimate year of the contract period, a new contract will not be considered even if performance is otherwise adequate and the position itself will continue.

**Assistant Professor of Clinical Dentistry.** A terminal degree (DDS/DMD, or the equivalent; PhD, MD, EdD; or MS or the equivalent for dental hygiene), and the required licensure/certification, if appropriate in his/her area of clinical expertise, are the minimum requirements for appointment at the rank of assistant professor of clinical dentistry. Evidence of ability to teach is required and to produce scholarship is desirable. In clinical areas where appropriate, board certification is a positive factor.

**Associate Professor of Clinical Dentistry and Professor of Clinical Dentistry.** Appointment at the rank of associate professor of clinical dentistry or professor of clinical dentistry requires that the individual have the required licensure/certification in his/her area of clinical expertise, and meet, at a minimum, the college's criteria — in teaching, professional practice and other service, and scholarship — for promotion to these ranks. In clinical areas where appropriate, board certification is a positive factor.

### 3 Research Faculty

Appointment of research faculty entails one- to five-year contracts. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to research faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. If the college wishes to consider contract renewal, a formal review of the faculty member is required in the penultimate year of the current contract period. For more information see Faculty Rule 3335-7 (<http://trustees.osu.edu/rules/university-rules.html>).

**Research Assistant Professor.** Appointment at the rank of research assistant professor requires that the individual have a doctorate and a record of high-quality publications that strongly indicate the ability to sustain an independent, externally funded research program. The individual is expected to currently have grant funding or to submit a grant application within one year of appointment. The grant or grant application will be competitive and peer-reviewed, analogous to an NIH R03, R21, R01 or NSF grant.

**Research Associate Professor and Research Professor.** Appointment at the rank of research associate professor or research professor requires that the individual have a doctorate and meet, at a minimum, the college's criteria for promotion to these ranks.

### 4 Associated Faculty

Associated faculty appointments are made for up to three years in length and at 49% FTE or below (<http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf>).

**Assistant Professor, Associate Professor, Professor.** Appointment of associated faculty at tenure-track titles is for individuals at 49% FTE or below, either compensated or uncompensated. The rank of the associated faculty member with a tenure-track title is determined by applying the criteria for appointment of tenure-track faculty. Associated faculty members with a tenure-track title are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

**Clinical Instructor of Practice, Clinical Assistant Professor of Practice, Clinical Associate Professor of Practice, Clinical Professor of Practice.** Associated clinical appointments may be salaried or non-salaried. Associated clinical rank is determined by applying the criteria for appointment of clinical faculty. Associated clinical faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of clinical faculty.

**Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor.** Adjunct appointments are rarely compensated. Adjunct faculty appointments are given to individuals who give some academic service to the college, such as teaching a course or collaborating in scholarship activities, for which a faculty title is appropriate. Adjunct faculty rank is determined by applying the criteria for appointment of tenure-track faculty. Adjunct faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

**Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor.** Visiting faculty appointments may either be salaried or non-salaried. Visiting faculty members on leave from a academic appointment at another institution are appointed at the rank held in that position. The rank at which other (non-faculty) individuals are appointed is determined by applying the criteria for appointment of tenure-track faculty. Visiting faculty members are not eligible for tenure or promotion. They may not be reappointed for more than three consecutive years at 100% FTE.

## **5 Courtesy Appointments for Faculty**

Occasionally the active academic involvement in the College of Dentistry by a faculty member from another department at Ohio State warrants the offer of a 0% FTE (courtesy) appointment in the college. Appropriate active involvement includes collaboration in scholarship activities, graduate student advising, teaching some or all of a course from time to time, substantial other academic service, or a combination of these. A courtesy appointment is made at the individual's current Ohio State rank, with promotion in rank recognized.

## **B Procedures**

See the Faculty Policy on Faculty Recruitment and Selection and the Policy on Faculty Appointments in the Office of Academic Affairs Policies and Procedures Handbook (<http://oaa.osu.edu/handbook.html>) for information on the following topics:

- Recruitment of tenure-track, clinical and research faculty.
- Appointments at senior rank or with prior service credit.
- Hiring faculty from other institutions after April 30.
- Appointment of foreign nationals.
- Letters of offer.

## **1 Tenure-track Faculty**

A national search is required to ensure a diverse pool of highly qualified candidates for all tenure-track positions. Exceptions to this policy must be approved by the dean and the Office of Academic Affairs in advance. Search procedures must be consistent with the university policies set forth in the most recent update of A Guide to Effective Searches ([www.hr.osu.edu/hrpubs/guidesearches.pdf](http://www.hr.osu.edu/hrpubs/guidesearches.pdf)).

Searches for tenure-track faculty proceed as follows:

The dean provides a written approval for the division chair to commence a search process. This approval may or may not be accompanied by constraints with regard to salary, rank, and field of expertise. The dean appoints the search committee and its chair, in consultation with the division chair. The search committee consists of three or more faculty who reflect the field of expertise that is the focus of the search (if relevant) as well as other fields within the division. The dean may appoint faculty from other divisions in the college and from other colleges who could benefit the search process. The dean may also appoint students, residents, part-time faculty, and others as appropriate who could benefit the search process.

The search committee:

- Appoints a Diversity Advocate who is responsible for providing leadership in assuring that vigorous efforts are made to achieve a diverse pool of qualified applicants.

- Develops a search announcement for internal posting in the university Personnel Postings through the Office of Human Resources Employment Services ([www.hr.osu.edu/](http://www.hr.osu.edu/)) and external advertising, subject to the division chair's approval. The announcement will be no more specific than is necessary to accomplish the goals of the search, since an offer cannot be made that is contrary to the content of the announcement with respect to rank, field, and credentials. In addition, timing for the receipt of applications will be stated as a preferred date, not a precise closing date, in order to allow consideration of any applications that arrive before the conclusion of the search.
- Develops and implements a plan for external advertising and direct solicitation of nominations and applications. If there is any likelihood that the applicant pool will include qualified foreign nationals, the search committee must assure that at least one print (as opposed to online) advertisement appears in a location likely to be read by qualified potential applicants. The university does not grant tenure in the absence of permanent residency, and strict U. S. Department of Labor guidelines do not permit sponsorship of foreign nationals for permanent residency unless the search process resulting in their appointment to a tenure-track position included an advertisement in a field-specific nationally circulated professional journal.
- Screens applications (which include CV's) and letters of recommendation and presents to the dean a summary of those applicants (usually three to five) judged worthy of interview. If the dean agrees with this judgment, on-campus interviews are arranged by the search committee chair, assisted by the dean's office. If the dean does not agree, the division chair in consultation with the dean determines the appropriate next steps (solicit new applications, review other applications already received, or suspend the search).
- In some cases, such as the search for a division chair or an associate dean, off-campus interviews may be necessary. The procedures for off-campus interviews are developed by the search committee in consultation with the dean. Following completion of the off-campus interviews, the remainder of the process proceeds as described below when on-campus interviews are completed.

On-campus interviews with candidates must include opportunities for interaction with and feedback from faculty groups, including the search committee; students/residents; the division chairs; and the dean or designee. In addition, all candidates make a presentation to the faculty and others on their scholarship and area of expertise, which may be administration. All candidates interviewing for a particular position must follow the same interview format.

Following completion of on-campus interviews, the search committee meets to discuss perceptions and preferences, and to vote on each candidate. The chair of the search committee prepares a report on the strengths and weaknesses of the candidates judged by the committee to be worthy of consideration by the dean. This report is submitted to the dean without a ranking of the candidates.

If the offer involves senior rank, the eligible faculty members review the CV and external letters of recommendation, and vote also on the appropriateness of the proposed rank. Five letters from external evaluators are required for review, following the same protocol for promotion of currently appointed tenure-track faculty to senior ranks. If the offer may involve prior service credit, the eligible faculty members vote on the appropriateness of such credit. The chair of the Appointments, Promotion and Tenure Committee reports a recommendation on the appropriateness of the proposed rank or the appropriateness of prior service credit to the dean.



In the event that more than one candidate achieves the level of support required to extend an offer, the dean decides which candidate to approach first. The details of the offer, including compensation, are determined by the dean.

Potential appointment of a foreign national who lacks permanent residency must be discussed with the Office of International Affairs. The university does not grant tenure in the absence of permanent residency status. The college will therefore be cautious in making such appointments and vigilant in assuring that the appointee seeks residency status promptly and diligently.

## **2 Clinical Faculty**

Searches for clinical faculty generally proceed identically as for tenure-track faculty, with the exception that the candidate's presentation during the on-campus interview is on clinical/professional practice rather than scholarship, and exceptions to a national search only requires approval by the dean.

## **3 Research Faculty**

Searches for research faculty generally proceed identically as for tenure-track faculty, with the exception that during the on-campus interview the candidate is asked to make a research presentation, and exceptions to a national search only require approval by the dean.

## **4 Transfer from the Tenure-track**

Tenure-track faculty may transfer to a clinical or research appointment if appropriate circumstances exist. Tenure is lost upon transfer, and transfers must be approved by the division chair, the dean, and the executive vice president and provost.

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.

Transfers from the clinical or from the research appointment to the tenure-track are not permitted. Clinical faculty members and research faculty members may apply for tenure-track positions and compete in national searches for such positions.

## **5 Associated Faculty**

The appointment, review, and reappointment of all compensated associated faculty is decided by the division chair in consultation with the dean.

Appointment of non-salaried adjunct or visiting faculty may be proposed by any faculty member in the college. If the proposal is acceptable to the division chair, the division chair in consultation with the dean extends a verbal offer and the dean extends the formal, written offer.

Associated faculty appointments are generally made for a period of up to three years, unless a shorter period is appropriate to the circumstances. All associated faculty appointments expire at the end of the appointment term and must be formally renewed to be continued. Adjunct appointments may be renewed only when the non-salaried academic service for which the appointment was made continues. Visiting appointments are limited to three consecutive years at 100% FTE. Lecturer appointments are usually made on a semester by semester basis.

Associated faculty for whom promotion is a possibility follow the promotion guidelines and procedures for faculty (see Appointment Criteria above), with the exception that if the dean's recommendation is negative it does not proceed to the university level.

## **6 Courtesy Appointments for Faculty**

Any division faculty member may propose a 0% FTE (courtesy) appointment for a tenure-track, clinical, or research faculty member from another Ohio State department. A proposal that describes the non-salaried academic service to the division justifying the appointment is considered at a division faculty meeting. If the proposal is approved by the division chair, the dean extends an offer of appointment. The division chair reviews all courtesy appointments every three years to determine whether they continue to be justified, and takes recommendations for nonrenewal to the dean.

## **V Annual Review Procedures**

The college follows the requirements for annual reviews as set forth in the Faculty Annual Review Policy (<http://oaa.osu.edu/assets/files/documents/annualreview.pdf>).

The annual reviews of every faculty member are based on (1) performance in teaching, scholarship, and service, in relation to the percent effort allocated, (2) on any additional assignments and goals specific to the individual, and (3) on criteria for the rank and on progress toward promotion where relevant.

The documentation required for the annual performance review of every faculty member is described under Merit Salary Increases below. This material must be submitted to the division chair no later than April 30.

The annual review letter must include a reminder (per Faculty Rule 3335-3-35 (<http://trustees.osu.edu/rules/university-rules.html>)) that all faculty have the right (per Faculty Rule 3335-5-04 (<http://trustees.osu.edu/rules/university-rules.html>)) to view their primary personnel file and to provide written comment on any material therein for inclusion in the file.

## **A Probationary Tenure-track Faculty**

Every probationary tenure-track faculty member is reviewed annually by the division chair, who meets with the faculty member to discuss his or her performance, and future plans and goals; and prepares a written evaluation that includes a recommendation on whether to renew the probationary appointment.

If the division chair recommends renewal of the appointment, this recommendation is final. The division chair's annual review letter to the faculty member renews the probationary appointment for another year and includes content on future plans and goals. The faculty member may provide written comments on the review. The division chair's letter (along with the faculty member's comments, if received) is forwarded to the dean. In addition, the annual review letter becomes part of the cumulative dossier for promotion and tenure (along with the faculty member's comments, if he or she chooses).

If the division chair recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule 3335-6-04 (<http://trustees.osu.edu/rules/university-rules.html>)) is invoked. Following completion of the comments process, the complete dossier is reviewed by the dean who makes the final decision on renewal or nonrenewal of the probationary appointment.

## **1 Fourth-Year Review**

The fourth-year review of probationary faculty is different from preceding annual reviews in that it requires consideration by the eligible faculty, and recommendation of reappointment or nonrenewal of appointment by the dean must be forwarded to the provost who makes the final decision. The format for documentation and procedures for submission follow that for review for promotion and tenure.

Probationary faculty members seeking a renewal of appointment for the fifth year must present a dossier to the Appointments, Promotion and Tenure Committee by August 1 of the fourth year. The dossier must contain the elements required by the University for a fourth-year review (<http://oaa.osu.edu/assets/files/documents/annualreview.pdf>).

The division chair should submit his/her letter of recommendation for the fourth-year review to the Appointments, Promotion and Tenure Committee by the August 1 deadline.

External evaluations are only solicited when the division chair, in consultation with the chair of the Appointments, Promotion and Tenure Committee, determine that they are necessary to conduct the Fourth-Year Review. This may occur when the candidate's scholarship is in an emergent field, is interdisciplinary, or the Appointments, Promotion and Tenure Committee does not feel otherwise capable of evaluating the scholarship without outside input.

The Appointments, Promotion and Tenure Committee will review the dossier for completeness and consistency.

During October, all eligible faculty (above the rank of the probationary faculty member) will have an opportunity to review the dossier online or in the dean's office and provide written commentary for discussion at the meeting of the eligible faculty.

The chair of the Appointments, Promotion and Tenure Committee will call for and lead a meeting of the eligible faculty at which discussion of the candidate's credentials and a vote on the candidate's suitability for reappointment will occur. The guidelines for the review are delineated at this meeting by the chair.

The chair of the Appointments, Promotion and Tenure Committee will present to the assembled eligible voting faculty an in-depth analysis of the candidate's strengths and weaknesses, with attention to the candidate's adequacy in meeting the standards in teaching, scholarship, and service. These comments will provide a starting point for a discussion of the candidate by the assembled eligible faculty, prior to a vote of that body. The results of the vote, summaries of the Appointments, Promotion and Tenure Committee's analysis, and the discussion by the eligible faculty will be forwarded in a confidential letter to the dean by the first week of December.

The letter written by the Appointments, Promotion and Tenure Committee for the candidate will become a part of the candidate's dossier. The dean will then perform a review. Regardless of whether the review is favorable or unfavorable, the probationary faculty member will be notified by the dean of the outcome and will have the option of having ten calendar days from the date of notification to submit a written comment. Any comment from the candidate, along with the dean's response, will become part of the dossier, which is then submitted to the provost. Only one iteration of the comment process is permitted.

The dossier is also retained as a part of the faculty member's records. It becomes available to the Appointments, Promotion and Tenure Committee and the eligible faculty during the sixth-year review process.

## **2 Exclusion of Time from Probationary Period**

Faculty Rule 3335-6-03 (D) (<http://trustees.osu.edu/rules/university-rules.html>) sets forth the conditions under which a probationary tenure-track faculty member may exclude time from the probationary period. Additional procedures and guidelines can be found in the Office of Academic Affairs [Policies and Procedures Handbook](http://oaa.osu.edu/handbook.html) (<http://oaa.osu.edu/handbook.html>).

## **B Tenured Faculty**

Associate professors and professors are reviewed annually by the division chair. The chair conducts an independent assessment of performance based on the criteria for the rank and identified goals, then meets with the faculty member to discuss his/her performance and future plans and goals, and prepares a written evaluation on these topics, which is submitted to the dean. The faculty member may provide written comments on the review.

## **C Clinical Faculty**

The annual review process for clinical probationary and nonprobationary faculty is identical to that for tenure probationary and tenured faculty, although the standards or criteria vary.

In the penultimate contract year of a clinical faculty member's appointment, the division chair and dean must determine whether the position held by the faculty member will continue. If the position will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule 3335-6-08 (<http://trustees.osu.edu/rules/university-rules.html>) must be observed.

If the position will continue, a formal performance review for reappointment is necessary in the penultimate contract year to determine whether the faculty member will be offered a new contract. This review proceeds in the manner described in section VII.B.2 on page 22. External letters of evaluation are not solicited. There is no presumption of renewal of contract.

## **D Research Faculty**

The annual review process for research probationary and nonprobationary faculty is identical to that for tenure probationary and tenured faculty, although the standards or criteria vary.

In the penultimate contract year of a research faculty member's appointment, the division chair must determine whether the position held by the faculty member will continue. In cases where the PI is providing salary support, the division chair will consult the PI. If the position will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule 3335-6-08 (<http://trustees.osu.edu/rules/university-rules.html>) must be observed.

If the position will continue, a formal performance review for reappointment is necessary in the penultimate contract year to determine whether the faculty member will be offered a new contract. This review proceeds identically to the Fourth-Year Review procedures for tenure-track faculty. External letters of evaluation are solicited. There is no presumption of renewal of contract.

## **VI Merit Salary Increases and Other Rewards**

### **A Criteria**

Except when the university dictates any type of across the board salary increase, all funds for annual salary increases are directed toward rewarding meritorious performance and assuring, to the extent possible given financial constraints, that salaries reflect the market and are internally equitable.

On occasion, one-time cash payments or other rewards, such as extra travel funds, are made to recognize non-continuing contributions that justify reward but do not justify permanent salary increases. Such payments/rewards are considered at the time of annual salary recommendations.

Meritorious performance in teaching, scholarship, and service are assessed in accordance with the same criteria that form the basis for promotion decisions and reappointment decisions for clinical faculty. The college research incentive plan ([https://dentalintranet.osu.edu/system/files/college\\_of\\_dentistry\\_research\\_incentives\\_policy.pdf](https://dentalintranet.osu.edu/system/files/college_of_dentistry_research_incentives_policy.pdf)) will be followed. The time frame for assessing performance will be the past 12 months, with attention to patterns of increasing or declining productivity over the past three years. Faculty with high-quality performance in all three areas of endeavor and a pattern of consistent professional growth will necessarily be favored. Faculty members whose performance is unsatisfactory in one or more areas are likely to receive minimal or no salary increases.

Faculty who fail to submit the required documentation for an annual review at the required time will receive no salary increase in the year for which documentation was not provided, except in extenuating circumstances, and may not expect to recoup the foregone raise at a later time.

## **B Procedures**

The division chair recommends annual salary increases and other performance rewards to the dean, who may modify these recommendations. Salary increases are formulated in percent rates or dollar amounts, with the goal of distributing available funds in a manner that achieves a distribution that reflects the merits of college faculty. The dean considers the continuing productivity of the faculty member, along with market and internal equity issues as appropriate.

A faculty member who is dissatisfied with his/her salary adjustment should submit written justification to the division chair who will then discuss it with the dean. If the faculty member continues to be dissatisfied with the decision, he/she may be eligible to file a formal salary appeal. (See the Office of Academic Affairs [Policies and Procedures Handbook](#), <http://oaa.osu.edu/handbook.html>.) The college's Faculty Salary Appeals document also provides guidance about this matter.

## **C Documentation**

The annual performance review of every faculty member requires that all documentation described below, including the two bulleted summary documents, be submitted to the division chair no later than June 1.

- College annual review documentation prepared using Research in View, showing performance in teaching, scholarship, and service for past year.
- Updated CV, following the standard College of Dentistry protocol.

Any published materials presented for consideration should be in the form of reprints, photocopies of journal articles, or other final form that documents actual publication. An author's manuscript does not document publication. Material accepted for publication but not yet published must be accompanied by a letter from the editor stating that the work has been unequivocally accepted and is in final form with no further revisions needed.

Under no circumstances should faculty solicit evaluations from any party for purposes of the annual review, as such solicitation places its recipient in an awkward position and produces a result that is unlikely to be candid.

The time period covered by the documentation described below is the previous 12 months.

## **1 Teaching**

The college has many teaching venues. For example, students are taught in pre-clinical laboratories, lectures, seminars, individual instruction, small group tutorials, remediation sessions, clinics, and continuing education. Some students are mentored and directed in research and other scholarship activities.

The following documents are appropriate for evaluation of teaching:

Cumulative SEI reports (Student Evaluation of Instruction computer-generated summaries prepared by the Office of the University Registrar) for classes taught.

Peer evaluation of teaching reports as required by the division's peer evaluation of teaching program (details provided in section X of this document). The different teaching roles for faculty (such as course director, lecturer, bench instructor, or mentor) will receive due consideration for evaluation of teaching.

Other relevant documentation of teaching may also be submitted when appropriate. Examples include evidence of teaching innovation, production of substantial new course materials, teaching awards, outcomes from national board examinations, and student evaluations of clinical teaching.

## **2 Scholarship**

The College of Dentistry recognizes that faculty scholarship can have many forms, such as traditional data-driven laboratory and clinical research, research in educational methods and technology, and publication of books/manuals that present new information. The more general criterion of *scholarship* is used instead of *research* for faculty evaluation. The following documents are appropriate for evaluation of scholarship:

Copies of scholarly works, including pedagogical works, published or accepted for publication. A scholarly or pedagogical work accepted for publication but not yet published must be accompanied by a letter from the editor stating that it has been unequivocally accepted and is in final form with no further revisions needed. An accepted but unpublished work submitted for consideration in a given annual review may not be resubmitted after publication for consideration in a future annual review.

Documentation of grants and contracts awarded, including role on the grant (PI, Co-I or other), source, duration and amount of funding.

Other documentation also demonstrating evidence of scholarly activity, such as published abstracts for presentations at professional/scientific society meetings, published reviews including publications where one's work is favorably cited, and grant applications and contract proposals that have been submitted.

Copies of all scholarly papers published or accepted for publication. Papers accepted for publication but not yet published must be accompanied by a letter from the editor stating that the paper has been unequivocally accepted and is in final form with no further revisions needed.

### **3 Service**

The following documents are appropriate for evaluation of service:

Documentation of traditional division, college, and university service; service outside of the university (e.g., committees for professional organizations, reviewing for journals, and editorial board memberships); and patient care.

Documentation of other activities making a contribution to the college mission and the image of the University, including community service in dental-related and appropriate non-dental organizations.

## **VII Promotion and Tenure Reviews, Promotion Reviews, and Reappointment Reviews**

### **A Criteria**

Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) provides the following context for promotion and tenure and promotion reviews:

In evaluating the candidate's qualifications in teaching, scholarship, and service, reasonable flexibility shall be exercised, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. In addition, as the university enters new fields of endeavor, including interdisciplinary endeavors, and places new emphases on its continuing activities, instances will arise in which the proper work of faculty members may depart from established academic patterns. In such cases care must be taken to apply the criteria with sufficient flexibility. In all instances superior intellectual attainment, in accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured positions. Clearly, insistence upon this standard for continuing members of the faculty is necessary for maintenance and enhancement of the quality of the university as an institution dedicated to the discovery and transmission of knowledge.

In the College of Dentistry, the effort allocation as determined by the division chair will have primary importance in considering faculty performance for the review processes in the following sections.

#### **1 Promotion to Associate Professor with Tenure**

Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) provides the following general criteria for promotion to associate professor with tenure:

The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence as a teacher, as a scholar, and as one who provides effective service; and can be expected to continue a program of high-quality teaching, scholarship, and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the university.

Tenure is not awarded below the rank of associate professor at The Ohio State University.

The award of tenure is a commitment of lifetime employment. It is therefore essential to evaluate and judge the probability that faculty, once tenured, will continue to develop professionally and contribute to the college's academic mission at a high level for the duration of their time at the university. It is the expectation of the university and the College of Dentistry that all faculty promoted to associate professor with tenure are on a trajectory that will result in them achieving the rank of professor.

Every candidate is held to a high standard of excellence in all aspects of performance. Accepting weakness in any aspect of performance in making a tenure decision is tantamount to deliberately handicapping the college's ability to perform and to progress academically. Above all, candidates are held to a very high standard of excellence in the areas central to their responsibilities. For example, if a candidate's primary teaching role is and will continue to be pre-professional teaching, then excellence in pre-professional teaching is required. A mediocre performance in this area would not be adequately counterbalanced by excellent performance in another aspect of teaching that is a significantly smaller part of the individual's responsibilities.

Excellence in teaching, scholarship, and service are moreover defined to include professional ethical conduct in each area of responsibility, consistent with the American Association of University Professors' Statement on Professional Ethics (<http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm>).

The accomplishments listed below in the areas of teaching, scholarship, and service are expected of faculty for promotion to associate professor with tenure. In the evaluation of untenured associate professors for tenure, the same criteria apply, along with any others established in writing at the time a senior rank appointment without tenure was offered.

Candidates must document that they are likely to provide a long-term contribution to the college and university mission in teaching, scholarship, and service. The standards presented here are intended to provide candidates and their division chairs with general goals and guidance for faculty development during the probationary period. The following standards represent basic performance levels and do not guarantee tenure and/or promotion. To reiterate, quantity and quality of activity in one area cannot substitute for requirements in another area.

### Scientist

For the scientist, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching must include:
  - a. Demonstration of effective skills as a teacher, including evidence of achieving a level of excellence in teaching through student reviews, peer reviews, reports from Peer Review of Teaching Committees, and outcomes.
  - b. Participation in teaching activities to a degree that is consistent with division goals and adequate in quantity and frequency to permit a fair and meaningful evaluation of the candidate's skills and development. The quantity and role of teaching will be considered.
- 2) Evidence of scholarship must include:
  - a. Demonstration of an independent scholarly program that is likely to be sustainable and establishes the candidate's expertise and ability.
  - b. Primary authorship of scholarly publications that are predominantly data-based appearing in well-respected refereed journals.
  - c. Nationally competitive peer-reviewed funding from federal entities (e.g., NIH or NSF), charitable foundations, industry, and/or other highly regarded entities.

Publications should indicate sustained productivity and allow evaluation of scholarship by internal and external reviewers. The number of publications will vary with the work and discipline.



- 3) Evidence of service must include:
  - a. Participation on college and/or university committees during most of the time in rank.
  - b. Membership in professional organizations and contributions to professional activities outside of the university.

#### Clinician Scholar

For the clinician scholar, the candidate is expected to provide evidence of teaching, scholarship and service as follows.

- 1) Evidence of teaching must include:
  - a. Demonstration of effective skills as a teacher, including evidence of achieving a level of excellence in teaching through student reviews, peer reviews, reports from Peer Review of Teaching Committees, and outcomes.
  - b. Participation in teaching activities to a degree that is consistent with division goals and adequate in quantity and frequency to permit a fair and meaningful evaluation of the candidate's skills and development. The quantity and role of teaching will be considered.
  - c. Course directorship, which includes oversight on preparation and distribution of course materials, management of lecture/laboratory schedules, and conducting of all examinations.
- 2) Evidence of scholarship must include:
  - a. Demonstration of an independent scholarly program that is likely to be sustainable and establishes the candidate's expertise and ability.
  - b. Primary or major authorship of scholarly publications that include a significant portion that is data-based, appearing in well-respected refereed journals.
  - c. Competitive peer-reviewed funding from federal entities (e.g., NIH or NSF), charitable foundations, industry, university/college granting body, and/or other regarded entities.
- 3) Evidence of service must include:
  - a. Participation on college and/or university committees during most of the time in rank.
  - b. Membership in professional organizations and contributions to professional activities outside of the university.
  - c. Demonstration of outstanding clinical skill in patient care if appropriate (examples include board certification if applicable).

## **2 Promotion to Professor**

Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) establishes the following general criteria for promotion to the rank of professor:

Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service.

The specific criteria in teaching, scholarship, and service for promotion to professor are similar to those for promotion to associate professor with tenure, with the added expectation of sustained accomplishment and quality of contributions, a record of continuing professional growth, and evidence of established national or international reputation in the field. International reputation of a candidate may be evidenced by invitations for presentations at international scientific conferences, educational institutions, and professional organizations.

The candidate for promotion to professor should be a college role model for less senior faculty, for students, and for the profession. The candidate must demonstrate excellence in teaching, scholarship, and service in accordance with the goals and mission of the college and university. The candidate for professor must have achieved a national reputation in teaching, scholarship and service. International reputation in these areas is highly desirable. The standards presented here are intended to provide the candidates and their division chairs with general goals and guidance for faculty development during the post-tenure period. The following standards represent basic performance levels and do not guarantee promotion.

### Scientist

For the scientist, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching ability must include:
  - a. Demonstration of effective skills as a teacher.
  - b. Demonstration of a sustained level of excellence in teaching.
  - c. Mentoring of PhD students or postdoctoral researchers or faculty.

Evidence is provided through student course evaluations (SEI), peer reviews of lectures, and outcomes.

- 2) Evidence of scholarship must include:
  - a. A sustained and continuous record of scholarship throughout the post-tenure period that is recognized as excellent by peers.
  - b. Primary authorship of scholarly publications that are predominantly data-based appearing in well-respected, refereed journals.
  - c. Major responsibility for the design and execution of the candidate's scholarly program.
  - d. Sustained nationally competitive peer-reviewed funding from federal entities (e.g., NIH or NSF), charitable foundations, industry, and/or other highly regarded entities.
  - e. Invitations to participate in scientific presentations and forums, or to contribute to publications in the discipline.
  - f. Publications with PhD students, postdoctoral researchers, and faculty as a mentoring outcome.

Publications should indicate sustained productivity and allow evaluation of scholarship by internal and external reviewers. The number of post-tenure publications will vary with the work and discipline.

- 3) Evidence of service must include:
  - a. Leadership role on college and/or university committees with significant, recognized contributions.
  - b. Leadership role in professional organizations outside the university with major recognized contributions.
  - c. Participation in study sections or equivalent reviewing bodies for grant applications (e.g., NIH or NSF), if appropriate to the candidate's field of research.
  - d. Peer-reviewing of manuscripts for journals with national/international reputations, and/or membership on editorial boards.

### Clinician Scholar

For the clinician scholar, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching must include:
  - a. Demonstration of effective skills as a teacher, including a sustained level of excellence in teaching through predoctoral student reviews, reviews by residents, peer reviews and outcomes.
  - b. Significant contributions in the following areas:
    - i. Advancing the teaching program through curriculum revision.
    - ii. Management of a significant portion of the teaching program.
    - iii. Mentoring predoctoral or master's students.
    - iv. Developing and presenting continuing college-sponsored education.
- 2) Evidence of scholarship must include:
  - a. A sustained and continuous record of scholarship throughout the post-tenure period that is recognized as excellent by peers.
  - b. Primary or major authorship of scholarly publications that include a significant portion that is data-based appearing in well-respected refereed journals.
  - c. Major responsibility for the design and execution of the candidate's scholarly program.
  - d. Sustained competitive peer-reviewed funding from federal entities (e.g., NIH or NSF), charitable foundations, industry, university/college granting body, and/or other regarded entities.

Publications should indicate sustained productivity and allow evaluation of scholarship by internal and external reviewers. The number of post-tenure publications will vary with the work and discipline.

- 3) Evidence of service must include:
  - a. Participation in graduate education activities, with Category M faculty status from the Graduate School. (See <http://www.gradsch.ohio-state.edu/15.3-category-level.html>)
  - b. Leadership role on college and/or university committees with significant, recognized contributions.
  - c. Leadership role in professional organizations outside the university with major recognized contributions.
  - d. Peer-reviewing of manuscripts for journals with national/international reputations, and/or memberships on editorial boards.
  - e. Demonstration of excellent clinical service in patient care if appropriate.

**3 Clinical Faculty (Clinician Educator)** — (See page 22 for reappointment without promotion for clinical faculty)

Criteria by faculty category are as follows: (The College of Dentistry does not appoint Clinical Faculty to the rank of Instructor.)

A) Promotion to Associate Professor of Clinical Dentistry

For the clinician educator, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching must include as appropriate:
  - a. Demonstration of effective skills as a teacher, including evidence of a level of excellence in teaching through student/resident reviews, peer reviews, teaching committee input, and outcomes.

- b. Significant contributions to advancing the teaching program as a course director or through management of major teaching offerings.
  - c. Demonstration of innovation of teaching methodology.
  - d. Demonstration of excellence in college-sponsored continuing education.
- 2) Evidence of scholarship must be demonstrated with publications and presentations that are one or more of the following: data-based, laboratory or clinical technique, literature review, case report, educational methods, or novel teaching materials.
  - 3) Evidence of service must include:
    - a. Participation on college and/or university committees during most of the time in rank; or
    - b. Participation in professional or educational organizations and contributions to professional activities outside of the university.

Board certification, if applicable, is an indicator of clinical skill in patient care service, and carries weight for promotion.

When considering the dossier for promotion (or for reappointment without promotion) of a clinical faculty member holding a formal (e.g., director) administrative position, evidence of accomplishments is required in the administrative role, which is considered to be principally service, although teaching and scholarship may be involved. This evidence is given weight proportionate to the time required to fulfill the administrative role.

#### B) Promotion to Professor of Clinical Dentistry

For the clinician educator, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching must include:
  - a. Demonstration of effective skills as a teacher, including evidence of a sustained level of excellence from student/resident reviews, peer reviews, teaching committee input, and outcomes.
  - b. Significant contributions to advancing the teaching program through curriculum revision.
  - c. Management of a major portion of the teaching program.
  - d. Demonstration of sustained excellence in college-sponsored continuing education.
  - e. Demonstration of innovation of teaching methodology.
- 2) Evidence of scholarship must be demonstrated with sustained peer-reviewed publications and presentations that are one or more of the following: data-based, laboratory or clinical technique, literature review, case report, educational methods, or novel teaching materials
- 3) Evidence of service must include:
  - a. Leadership on college and/or university committees during time in rank.
  - b. Leadership in professional organizations outside of the university.

Board certification, if applicable, is an indicator of clinical skill in patient care service, and carries weight for promotion.

When considering the dossier for promotion (or for reappointment without promotion) of a clinical faculty member holding a formal (e.g., director) administrative position, evidence of accomplishments is required in the administrative role, which is considered to be principally service, although teaching and

scholarship may be involved. This evidence is given weight proportionate to the time required to fulfill the administrative role.

#### **4 Research Faculty**

Research faculty members serve in appointments totaling 50% or more annual employment to the college. The primary responsibility of these faculty members will be to conduct research. A research faculty member may, but is not required to, participate in limited educational activities in the area of his/her expertise. Teaching opportunities for research faculty, however, must be approved by a majority vote of the tenure-track faculty in a meeting of the entire tenure-track faculty.

- A) Promotion to Research Associate Professor requirements:
- 1) Evidence of sustained scholarship with recognized expertise.
  - 2) Primary or senior authorship of scholarly publications in quality refereed journals reporting data-based research.
  - 3) PI of funded research that has provided salary support for Research Assistant Professor position.
  - 4) Focus of research established with independence.
  - 5) Service on dissertation committee of at least one PhD student. P graduate faculty status requires approval of the Graduate Studies Committee and the Graduate School.
  - 6) Some service at the college, university, national, or international level.
- B) Promotion to Research Professor requirements:
- 1) Sustained scholarship judged excellent by peers.
  - 2) Substantial primary or senior authorship of scholarly publications in quality refereed journals reporting data-based research.
  - 3) Major responsibility for design and execution of scholarship.
  - 4) Sustained funding from competitive peer-reviewed sources as PI, such as federal entities (e.g., NIH or NSF), charitable foundations, industry, and/or other highly regarded entities.
  - 5) Invitations to scientific presentations, forums or publications.
  - 6) Mentoring PhD students, postdoctoral researchers and faculty.
  - 7) Leadership in college, university, national or international research committees or organizations.

#### **5 Associated Clinical Faculty**

Associated clinical faculty members are faculty members of the college on a special appointment. To be eligible for promotion, faculty must be employed by the college for a minimum of 1/2 day per week. The promotion of associated clinical faculty has the same criteria as the respective promotion for clinical faculty.

#### **B Procedures**

The college's procedures for promotion and tenure and promotion reviews are fully consistent with those set forth in Faculty Rule 3335-6-04 (<http://trustees.osu.edu/rules/university-rules.html>) and the Office Academic Affairs annually updated procedural guidelines for promotion and tenure reviews found in Volume 3 of the [Policies and Procedures Handbook](http://oaa.osu.edu/handbook.html) (<http://oaa.osu.edu/handbook.html>). The following sections, which state the responsibilities of each party to the review process, apply to all faculty in the college.

**1 Timeline for Promotion and Tenure Reviews and Other Reviews** (The deadline is the following Monday when a specific date falls on the weekend.)

- August 1: Dossiers for fourth-year reviews, promotion reviews, tenure reviews, and reappointment reviews submitted to the dean's office. Division chairs submit lists of external evaluators, if required.
- August/  
September: Appointments, Promotion and Tenure Committee reviews dossiers and chair meets with candidates, if necessary.
- October: Eligible faculty have access to dossiers and submit written comments.
- Second Thursday:  
in November: Meeting of eligible faculty to vote on fourth-year reviews, promotions, tenure, and reappointments.
- December 1: Appointments, Promotion and Tenure Committee chair provides dean with letter reflecting faculty vote on each candidate.

## 2 Candidate Responsibilities

Candidates are responsible for submitting a complete, accurate dossier fully consistent with Office of Academic Affairs guidelines. Candidates should not sign the Office of Academic Affairs Candidate Checklist (<http://oaa.osu.edu/assets/files/documents/Form105.pdf>) without ascertaining that they have fully met the requirements set forth in the Office of Academic Affairs core dossier outline including, but not limited to, those on the OAA checklist.

If external evaluations are required, the candidate and division chair develop a list that is submitted to the Appointments, Promotion and Tenure Committee. The candidate may request the removal of names from the division chair's list, providing the reasons for the request. The division chair decides whether removal is justified, consulting with the chair of the Appointments, Promotion and Tenure Committee. (Also see External Evaluations below.) The final list must not contain more names from the candidate than the division chair.

Dossier checklist for candidates for August 1 submission to Appointments, Promotion and Tenure Committee:

- a. Record of Review for Promotion in Academic Rank/Tenure/Reappointment Form (most recently revised document – see <http://oaa.osu.edu/assets/files/documents/Form109.pdf>).
- b. Personal Statement letter to the college Appointments, Promotion and Tenure Committee outlining major accomplishments in the areas of teaching, scholarship, and service.
- c. Curriculum Vitae — The CV, which is submitted for the annual review, should follow the standard College of Dentistry protocol.
- d. Core dossier prepared using Research in View. The dossier should also contain administration responsibility information when appropriate and complete teaching information, which includes a detailed summary of the student evaluations and a detailed summary of the peer evaluations of teaching from the division peer review of teaching chair. Approved college forms for evaluation in the areas of course administration, lecturing, clinical teaching, laboratory, and seminar can be found at <https://dentalintranet.osu.edu/content/faculty-teaching-support>.
- e. Appendices: letters of acceptance for publications in press, representative reprints of publications.

### 3 Division Chair Responsibilities

- a. Initiates the peer review process to evaluate the teaching effectiveness of the faculty candidate, which is included in the dossier for promotion and tenure, promotion, or reappointment.
- b. Provides a letter evaluating the faculty candidate for both mandatory and non-mandatory reviews. This letter should summarize achievements in teaching, scholarship, and service that reflect the criteria for which the candidate is seeking promotion or reappointment, and should explicitly state the degree of success or failure on the part of the candidate in meeting yearly goals in the areas of teaching, scholarship, and service that were established by the division chair and candidate. This letter is expected to provide an assessment of the faculty candidate and explain whether the candidate has met the effort allocation established by the division chair, along with reporting the achievement details (<http://oaa.osu.edu/assets/files/documents/AluttoP&T.pdf>).
- c. For promotions where substantial scholarship is involved, provides a list of potential external evaluators to the Appointments, Promotion and Tenure Committee.
- d. For a clinical faculty member applying for reappointment, the division chair appoints a review committee and identifies a committee chair from the eligible faculty in the division, who will coordinate the division evaluation of the reappointment dossier. The division chair, in consultation with the dean, will appoint eligible faculty from another division if needed to have a reviewing committee of at least three members. The review committee chair in the division for the faculty member applying for reappointment will convene a meeting of the review committee to discuss the dossier and vote on reappointment. The review committee chair will then prepare and submit a letter to the division chair that reports the discussion and vote by the review committee members, and which is signed by all committee members. This letter becomes part of the official dossier. For the first reappointment without promotion, the dossier is reviewed by all eligible faculty in the college at the same or higher rank. For subsequent reappointments without promotion, the dossier is only reviewed at the division level and presented directly to the dean for reappointment consideration.
- e. The initial decision about reappointment for a research faculty member is first made by the division chair, in consultation with the PI if he/she is providing salary support for the research faculty member (see section V.D on page 12). The division chair letter with the recommendation is then forwarded to the dean, who makes the final decision about reappointment.

### 4 Dean Responsibilities

- a. Prepares a list of faculty requiring review by the Appointments, Promotion and Tenure Committee, and notifies respective faculty and their division chairs.
- b. Where relevant, verifies the prospective candidate's residency status. Faculty members who are neither citizens nor permanent residents of the United States may not undergo a non-mandatory review for tenure, and tenure will not be awarded as the result of a mandatory review until permanent residency status is established. Faculty members not eligible for tenure due to lack of citizenship or permanent residency are not considered for promotion by the college.
- c. Prepares copies of each candidate's dossier for review by the eligible faculty at least two weeks before the faculty meeting where specific cases are discussed and voted on.

- d. Prepares an independent letter assessing the performance of the faculty candidate that is submitted to the Provost (<http://oaa.osu.edu/assets/files/documents/AluttoP&T.pdf>). This letter contains a judgment of the overall contribution of the faculty member to the college, rather than a reiteration of performance details in the areas of teaching, scholarship, and service.

### **5 Appointments, Promotion and Tenure Committee Responsibilities**

- a. Committee reviews candidates' dossiers for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; works with candidates to assure that needed revisions are made in the dossier before the formal review process begins.
- b. Chair meets with each candidate for clarification as necessary and provides the candidate an opportunity to comment on his/her dossier. This meeting is optional at the discretion of the candidate, and is not an occasion to debate the candidate's record.
- c. Committee meets as a group to discuss each faculty candidate, and draft an analysis of the candidate's performance in teaching, scholarship, and service, which will be presented at a meeting of the eligible faculty.
- d. At a meeting of the eligible faculty, the chair reviews and analyzes the candidate's dossiers, indicating the extent to which the evidence meets established criteria/standards for promotion or tenure. This analysis will provide the starting point for a full and open discussion by the assembled eligible faculty of the candidate's documented accomplishments, followed by a vote of that body.
- e. Chair prepares and submits a letter to the dean not later than 2 weeks after the meeting of the eligible faculty (by approximately December 1). The letter will (1) enumerate the strengths and weaknesses of the candidate in the areas of teaching, scholarship, and service as indicated by the eligible faculty, (2) evaluate the dossier/achievements relative to the criteria of the rank to which the candidate aspires, (3) indicate the decision and vote of the eligible faculty, and (4) attest to the adherence of the process to the policies of the college and university. The letter is signed by the chair and all committee members, and will become part of the dossier.

#### Additional responsibilities of the Appointments, Promotion and Tenure Committee:

- a. Review the college Appointments, Promotion and Tenure document annually and recommend proposed revisions to the faculty.
- b. Recommend to the dean appropriate rank for new appointments.
- c. Provide a written evaluation and recommendation to the dean in the case of joint appointees whose tenure-initiating unit is another college. The full eligible faculty does not vote on these cases since the division's recommendation must be provided to the other tenure-initiating unit substantially earlier than the Appointments, Promotion and Tenure Committee begins meeting on College of Dentistry cases.

A tenured faculty member may only be denied a formal promotion review under Faculty Rule 3335-6-04 (<http://trustees.osu.edu/rules/university-rules.html>) for one year. If the denial is based on lack of required documentation and the faculty member insists that the review go forward in the following year despite incomplete documentation, the individual should be advised that such a review is unlikely to be successful.



A decision by the committee to permit a review to take place in no way commits the eligible faculty, the dean, or any other party to the review to making a positive recommendation during the review itself.

### **6 Eligible Faculty Responsibilities**

- a. Determine the appropriateness of non-mandatory reviews.
- b. Review thoroughly and objectively every candidate's dossier in advance of the meeting at which the candidate's case will be discussed.
- c. Attend all eligible faculty meetings except when circumstances beyond one's control prevent attendance; to participate in discussion of every case; and to vote.

### **7 Internal Evaluations**

Each candidate for mandatory fourth-year, tenure or promotion review must have a minimum of four letters of evaluation in his/her dossier from college or university faculty at the same or higher rank that attest to his/her contributions to the teaching and/or service missions of the college or university, as appropriate for the appointment. Two names will be suggested by the candidate, and two names will be suggested by the division chair. The division chair submits these names to the chair of the Appointments, Promotion, and Tenure Committee who solicits such letters.

Of particular benefit to the review process are letters from the directors of courses in which the candidate provided instruction and chairs of committees for which the candidate was a member. The letters from course directors should comment on any aspect of the candidate's contributions to the course (e.g., lecture organization, format, and delivery; completeness of handouts; quality of examination questions; ability to meet deadlines). Chairs of college or university committees should comment on the candidate's overall contributions to the committee (e.g., attendance at meetings, level of preparation for meetings, and participation in meeting discussions).

For a candidate having a joint appointment with another department outside of the College of Dentistry, a letter from the other department chair is requested by the chair of the Appointments, Promotion and Tenure Committee, that will contain details about the performance of the candidate in that department, with consideration of the responsibilities and effort allocation associated with the joint appointment. If the joint appointment involves more than one department outside of the College of Dentistry, a letter is requested from each department chair.

### **8 External Evaluations**

External evaluations of research and other scholarly activity are obtained for all promotion reviews in which scholarship must be assessed. These include all tenure-track promotion and tenure or promotion reviews, all research contract renewal and promotion reviews, and all adjunct faculty promotion reviews. External evaluations of research and other scholarly activity are not obtained for faculty members on the clinical unless the faculty member has been involved in a significant amount of scholarship. The decision to seek external evaluations for a faculty member on the clinical will be made by the division chair after consulting with the candidate and the chair of the Appointments, Promotion and Tenure Committee.

A minimum of five credible and useful evaluations must be obtained. A credible and useful evaluation:

- Is written by a person highly qualified to judge the candidate's scholarship (or other performance, if relevant) who is not a close personal friend, collaborator in scholarship, or former academic advisor, or postdoctoral mentor of the candidate. Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. The College of Dentistry will normally only solicit evaluations from tenured professors at institutions comparable to Ohio State, but in the case of an assistant professor seeking promotion to associate professor with tenure, a minority of the evaluations may come from tenured associate professors.
- Provides sufficient analysis of the candidate's performance to add information to the review. A letter's usefulness is defined as the extent to which the letter is analytical as opposed to perfunctory. Under no circumstances will "usefulness" be defined by the perspective taken by an evaluator on the merits of the case.

Since the college cannot control who agrees to write and or the usefulness of the letters received, more letters are sought than are required, and they are solicited no later than early in the autumn semester of the review year. This timing allows additional letters to be requested should fewer than five useful letters result from the first round of requests.

As described above, a list of potential external evaluators is assembled by the chair of the Appointments, Promotion and Tenure Committee and the division chair. If the evaluators suggested by the candidate meet the criteria for credibility, a letter is requested from at least one of those persons. Faculty Rule 3335-6-04 (<http://trustees.osu.edu/rules/university-rules.html>) requires that no more than half the external evaluation letters in the dossier be written by persons suggested by the candidate. In the event that the person(s) suggested by the candidate do not agree to write, neither the Office of Academic Affairs nor the college requires that the dossier contain letters from evaluators suggested by the candidate.

The college follows the Office of Academic Affairs suggested format, provided at <http://oaa.osu.edu/sampledocuments.html>, for letters requesting external evaluations.

Under no circumstances may a candidate solicit external evaluations or initiate contact in any way with external evaluators for any purpose related to the promotion review. If an external evaluator should initiate contact with the candidate regarding the review, the candidate must inform the evaluator that such communication is inappropriate and report the occurrence to the dean, who will decide what, if any, action is warranted (e.g., requesting permission from the Office of Academic Affairs to exclude that letter from the dossier). It is in the candidate's self-interest to assure that there is no ethical or procedural lapse, or the appearance of such a lapse, in the course of the review process.

All solicited external evaluation letters that are received must be included in the dossier. If concerns arise about any of the letters received, these concerns may be addressed in the college's written evaluations or brought to the attention of the Office of Academic Affairs for advice.

### **C Documentation**

As noted above under Candidate Responsibilities, every candidate must submit a complete and accurate dossier that follows the Office of Academic Affairs dossier outline. While the Appointments, Promotion and Tenure Committee makes reasonable efforts to check the dossier for accuracy and completeness, the candidate bears full responsibility for all parts of the dossier that are to be completed by the candidate.

Promotion and tenure decisions for individuals are made on the basis of documentation of evidence grouped into the categories of teaching, scholarship and service. Documentation in each category is organized in a hierarchy of relative importance in the evaluation process. The hierarchy within each area

of consideration is based upon established and proven concepts for peer and administrative evaluation, yet its breadth provides a range of opportunities to demonstrate achievement and value to the university and college. The organization of evidence presented here is intended to help faculty to focus their activities in those areas that will allow them to document their strengths most convincingly.

Among the three areas, teaching and scholarship are the primary pursuits of faculty and are particularly important at the sixth-year evaluation, although evidence of service is important.

Under no circumstances should faculty solicit evaluations from any party for purposes of the review.

## **1 Teaching**

For the time period since the last promotion or the last five years, whichever is less, the evidence provided includes:

- Cumulative SEI reports (Student Evaluation of Instruction computer-generated summaries are prepared by the Office of the University Registrar for every class exceeding a minimum enrollment), Summaries of division-approved student evaluation forms can also be included.
- Peer evaluation of teaching reports as required by the division's peer evaluation of teaching program (details provided in the section X of this document).
- Copies of pedagogical papers, books or other materials published, or accepted for publication. A document accepted for publication but not yet published must be accompanied by a letter from the editor stating that the work has been unequivocally accepted and is in final form with no further revisions needed. Such materials are also evidence of scholarship.
- Other relevant documentation of teaching as appropriate, such as teaching awards.

Teaching is one primary role of the faculty. Teaching effectiveness as indicated by peer and student evaluation, outcomes, and indication of competency by students, is the strongest indicator of teaching quality. The quantity of teaching in and of itself is not an indicator of quality of effort. A candidate should demonstrate a breadth of activity that is consistent with peers, reflective of division and college needs, and sufficient in amount to allow evaluation of quality and the candidate's responsiveness to evaluation.

The three areas of documentation for teaching include in order of decreasing importance: measures of teaching effectiveness, supplemental teaching activities, and other contributions.

### Teaching Effectiveness

An effective teacher must be able to impart knowledge and stimulate the development of problem solving skills. Peer evaluation of teaching is considered the primary form of evaluation. Guidelines and procedures for peer evaluation at the college have been established by the Office of Academic Affairs. During the probationary period, peer evaluation must take place on an annual basis. Initiating the process of peer evaluation is the responsibility of the division chair. Peer evaluations, especially when supported by a faculty peer review committee, and student evaluations of teaching carry most weight when they provide evidence of the candidate's growth and development, or consistent and sustained teaching quality, over the entire evaluation period.

Where possible, student evaluation of teaching should utilize instruments approved by the college faculty and the Office of Academic Affairs. All instruments, where possible, should include division-approved measures. It is desirable that comparisons can be made within the college and university. The results should be presented in a summary format that allows for reasonable interpretation similar to the

university's standard SEI report. Sequential evaluation of teaching, using an accepted instrument in a course or series of courses, is most valuable for documentation of teaching effectiveness.

Teaching evaluation by peers and students should ideally address all areas of a candidate's activity. This should include an evaluation of the candidate's mastery of and currency in discipline content. Student evaluations of teaching should take place annually. Lecture, seminar, laboratory and clinical teaching should be weighted in proportion to the candidate's teaching responsibility. Optimally the faculty member's performance in each course he/she participates should be evaluated every time that course is taught. This is a requirement for the course director. (The University Registrar normally requires a minimum course enrollment for online SEI's.) However, the format can vary when a faculty member participates in team teaching. In that case the weight of the evaluation should be proportional to a faculty member's contribution to the course. For those faculty members who do not serve as director for any courses, i.e., they participate only in team teaching efforts, it is necessary that their most significant efforts be documented on a regular basis. Each teaching evaluation should be shared among the faculty member, chair, and dean's office.

Finally, the evaluation should follow data-gathering procedures that ensure objective and valid information. Strong efforts by the course director, emphasizing the importance of this process, should be made to assure that student evaluations (SEI forms), which are now performed online, are completed by a majority of students.

Teaching awards acknowledge outstanding teaching accomplishments through student and peer recognition. Division, college, and university level awards document high-quality teaching, with university level awards holding the most influence, followed by college and then division awards.

Outcomes of the educational process are extremely important, but often are difficult to document. Student performance in subsequent courses, national board examinations, licensing board examinations, standardized tests, or clinical qualifying examinations, where they are directly related to the candidate's teaching, can provide a strong indication of effectiveness.

#### Supplemental Teaching Activities

The contribution to the educational process can include activities outside of the classroom such as graduate mentoring, teaching innovation, and publications about teaching. Often these activities are individualized and difficult to quantify in terms of effort, contribution and level of achievement. They are important and integral to academic vitality, and should be documented by the candidate.

Graduate teaching activities noted by decreasing relative weight include: serving as principal advisor for graduate student research, serving on thesis committees, and informal involvement with individual graduate student research. Faculty who are eligible by graduate faculty appointment status but with little or no activity are at a disadvantage at promotion.

Teaching innovation in such areas as curriculum, teaching methods and new organization of course materials is an important accomplishment and may have significant value. These innovations may encompass a number of media that are appropriate to the content and student audience.

Publications regarding teaching technique, those based on education or philosophy without empirical data, and instructional aids or materials are also contributions to the teaching effort. These also may include a number of media that are appropriate to the content and student audience.

#### Other Contributions

Other teaching contributions may support candidacy for promotion. They are viewed as indicators of the breadth of a candidate's teaching and provide insight into the involvement of the faculty member in the full range of teaching. Continuing education can embody elements of academic teaching, and is most valued when documented by peer and participant evaluation. Service as a pre-doctoral and/or baccalaureate student advisor and/or as a peer-teaching mentor is also important. A candidate's self-evaluation and statement of teaching philosophy can provide additional and helpful information about values, approach and philosophy as a teacher, and becomes more important if validated by other evidence, such as peer evaluations and student evaluations.

## 2 Scholarship

For the time period since the last promotion, evidence should include:

- A complete and accurate list of all publications. Papers accepted for publication but not yet published must be accompanied by a letter from the editor stating that the paper has been unequivocally accepted and is in final form, with no further revisions needed.
- A complete and accurate list of all grants and contracts received, including source, funding, duration, and role of faculty member (e.g., PI, Co-I or other).
- Other relevant documentation of scholarship as appropriate. Examples are published reviews, including publications where one's work is favorably cited, grant applications and contract proposals that have been submitted, impact factors of journals in which publications appear, and the h-index which is one measure of the impact of the published work by the candidate.

Scholarly publications are essential. The number of scholarly publications will vary among faculty seeking promotion, and no absolute number of publications has been established for promotion in rank or tenure. Numbers should be sufficient to demonstrate a commitment to scholarship, productivity, quality, focus of the candidate's work, the ability to sustain effort, and recognition by peers.

Three kinds of activity are important indicators of scholarship:

### Written Communication

- Published papers  
Articles in refereed journals provide the strongest evidence of scholarship. Publications in which the candidate is primary, sole, or senior author are the most highly valued. In those disciplines where data collection is customary, a portion of the publication should be data-based.
- Patents awarded by the U.S. Patent office.  
These are viewed as evidence of original work and will provide evidence of scholarship.
- Book chapters or solicited papers.  
These can be important, but may be considered weaker, indicators of high-quality scholarship. This category also includes textbook authorship, textbook editorship, or textbook chapter authorship. The major factors determining the weight of publications in this category are novelty, substance, and impact on the discipline.
- Case reports and clinical technique papers

These should be a limited portion of the scholarly activities being evaluated. Descriptive case reports without interpretation are considered one of the least significant written indicators of scholarship.

#### Research Funding

- Peer-reviewed, competitive research grants from federal or other significant organizations for the field.
- Research funding from private industry.
- Research grants from university organizations.
- Research grants from college organizations.
- Research grants from foundations and philanthropic organizations.

The amount of funding is not an absolute measure of scholarship, since disciplines and funding environments vary. The greatest weight is placed on rigorously peer-reviewed funding from federal agencies and other highly respected sources, rather than proprietary or noncompetitive support. The primary investigator's role is more highly valued, and greater contribution to a collaborative project lends increased importance to the candidate's promotion application.

#### Research Abstracts and Presentations

- Published research abstracts in major journals for the field of the candidate.
- Presentations at meetings of scientific or educational organizations in the field of the candidate.
- Invited presentations (other than continuing education lectures)

Research abstracts add evidence of sustained and directed scholarship, as well as work in progress. However, they carry far more weight when an article based on the work is published. Invited presentations at conferences (which may result in published abstracts) or to other professional groups provide evidence of the candidate's reputation outside of the university.

### **3 Service**

For the time period since the last promotion, evidence should include any available documentation of the following:

- Elected offices held and/or service on committees in professional organizations (local, regional, national, international).
- Service on college and university committees, including offices held or special assignments.
- Administrative positions in division or college.
- Editor or invited reviewer for journals, book, or funding agencies.
- Membership on division committees.
- Memberships on special/ad hoc committees other than standing committees.

- Memberships on hospital committees.
- Consultation services.
- Community health education activities.
- Membership in educational or research societies or organizations.
- Engagement in clinical dental practice.

Leadership positions having impact and effectiveness in organizations are important, and these are evidenced by factors such as (a) advancement in standing, (b) unsolicited requests for reappointment, (c) requests for participation in programs, and (d) requests to act as a consultant.

### **VIII Appeals**

Faculty Rule 3335-6-05 (<http://trustees.osu.edu/rules/university-rules.html>) sets forth general criteria for appeals of negative promotion and tenure decisions. Appeals alleging improper evaluation are described in Faculty Rule 3335-5-05 (<http://trustees.osu.edu/rules/university-rules.html>).

Disagreement with a negative decision is not grounds for appeal. In pursuing an appeal, the faculty member is required to document the failure of one or more parties to the review process to follow written policies and procedures.

### **IX Seventh-Year Reviews**

Faculty Rule 3335-6-05 (<http://trustees.osu.edu/rules/university-rules.html>) sets forth the conditions of and procedures for a seventh-year review for a faculty member denied tenure as a result of a sixth-year (mandatory tenure) review.

### **X Procedures for Student and Peer Evaluation of Teaching**

#### **A Student Evaluation of Teaching**

Use of an evaluation of instruction form is required in every course offered in this college. University SEI forms may be used, as well as student evaluation forms developed by the division. Other approved forms are found under Instructional Resources for the college Office of Academic Affairs (<https://dentalintranet.osu.edu/content/faculty-teaching-support>).

#### **B Peer Evaluation of Teaching**

Peer evaluation of teaching is administered through the college Office of Academic Affairs, which assures that the process is standardized and consistent across the college. The Office of Academic Affairs is responsible for providing guidelines and instructions for the peer evaluation of teaching process.

The division chair oversees the division's peer evaluation of teaching process. Appropriate forms for peer reviews are found under Instructional Resources for the college Office of Academic Affairs (<https://dentalintranet.osu.edu/content/faculty-teaching-support>).

Annually the division chair appoints Peer Review of Teaching Committees of a size judged sufficient to meet the volume of peer review activity expected that year, without overburdening any of the faculty. A committee may include faculty from outside of the division. Reasonable efforts are made to distribute service among the tenured and reappointed clinical faculty from year to year in order to support and

encourage attention to the quality of teaching in the division. Although there is no presumption that a peer reviewer must be of equal or higher rank than the faculty member being reviewed, such a model will be followed to the extent possible.

The responsibilities of the Peer Review of Teaching Committees for probationary faculty members are to review the teaching of probationary tenure-track and clinical faculty twice during the probationary period, with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned in the course of each probationary year.

The division chair has the responsibility of ensuring that sufficient peer review of teaching occurs for nonprobationary faculty members so that adequate documentation will exist when promotion of tenure-track faculty or reappointment/promotion of clinical faculty is being considered. Rather than having formal peer review committees as done for probationary faculty, division faculty members (and faculty from other divisions as needed) are asked to provide reports of teaching effectiveness, using the approved college form for peer reviewing. All faculty members have the responsibility of providing SEI or peer review information to the division chair for the annual review.

- The teaching of tenured associate professors and non-probationary associate clinical professors should be reviewed at least twice during every five-year period and at least twice during the appointment period for clinical faculty.
- The teaching of tenured professors and non-probationary clinical professors should be reviewed at least once every five years with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned.
- At the division chair's request, peer review of teaching can occur for any faculty member not currently scheduled for review. Such reviews are normally triggered by low or declining student evaluations or other evidence of the need for providing assistance in improving teaching.
- A peer review of teaching for a faculty member not currently scheduled for review can also occur, upon that individual's request, to the extent that time and resources permit. Reviews conducted at the request of the faculty member are considered formative only. The division chair is informed that the review took place, but the report is given only to the faculty member who requested the review. Faculty seeking formative reviews should also seek the services of the University Center for the Advancement of Teaching ([www.ucat.osu.edu](http://www.ucat.osu.edu)).

Reviews conducted upon the request of the division chair or the faculty member focus on the specific aspects of instruction requested by the chair or faculty member.

Regularly scheduled peer teaching evaluation (the first two situations listed above) is comprehensive and includes, as appropriate, classroom visitation, clinical/laboratory visitation, review of course syllabi, instructional materials, assignments, and examinations. At the beginning of the semester, the division Peer Review of Teaching committee will request from the faculty member a list of dates on which visitation would be inappropriate, such as when examinations are being given or guest speakers are scheduled. Each peer reviewer should meet with the candidate to establish a time for the visit and to understand the goals of the course and the candidate's teaching philosophy. If possible, each peer reviewer should attend (or review if an online course) two different class sessions over the course of the semester.

Peer review focuses particularly on aspects of teaching that students are less qualified than faculty to evaluate, such as appropriateness of curricular choices given the goals of the course, implicit and explicit goals of instruction, quality and effectiveness of testing tools, and appropriateness of approach relative to current disciplinary knowledge. As part of its evaluation, the committee



examines copies of the faculty member's SEI summaries from recent years, and where student opinion is mixed to negative, the committee attempts to ascertain the reasons. In so doing, members are to bear in mind that they have observed only one or a few classes out of the semester, and moreover have a very different level of knowledge compared to students. Consequently, their assessment may differ considerably from that of the majority of students.

At the conclusion of the review, the committee submits a written report to the division chair, copied to the faculty member. The faculty member may provide written comments on this report and the committee may respond in writing to those comments if it wishes. All such comments are appended to the report for inclusion in the faculty member's dossier, unless the faculty member requests that the comments be excluded.

Regularly scheduled reviews are both summative and formative. They provide both an assessment of the faculty member's teaching for use in annual and promotion reviews, and advice to improve the faculty member's teaching.

The effectiveness of the peer teaching evaluation procedures outlined above would be strengthened if the division developed worksheets for use in evaluating the various aspects of instruction. The university Center for the Advancement of Teaching ([www.ucat.osu.edu](http://www.ucat.osu.edu)) offers assistance in such endeavors.

June 8, 2018, Board of Trustees meeting

(APPENDIX LXXVIII)

**From:** [Smith, Randy](#)  
**To:** [Greenbaum, Robert](#); [Hallihan, Kathleen](#); [Landsbergen, David](#)  
**Cc:** [Smith, Randy](#); [Reed, Katie](#); [Miriti, Maria](#); [Miner, Jack](#); [Brown, Trevor](#); [Bertone, Alicia](#); [Toft, Jill A.](#); [Wills, Celia](#); [Schmiesing, Ryan](#); [McPherson, Bruce A.](#); [Givens, Bennet](#); [Lilly, Blaine](#); [Torma, Hannah](#); [Griffiths, Robert](#); [Schweikhart, Sharon](#)  
**Subject:** Master's in Public Administration and Leadership  
**Date:** Thursday, April 5, 2018 11:19:54 AM  
**Attachments:** [image001.png](#)

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Rob, Kate and David:

The proposal from the John Glenn College of Public Affairs to establish a Master's in Public Administration and Leadership degree program – completely online – was approved by the Council on Academic Affairs at its meeting April 4, 2018. Thank you for attending the meeting to respond to questions/comments.

I am asking that the proposal be placed on the agenda of the next University Senate meeting on April 19, 2018. The Chair of the Council, Professor Maria Miriti, will present the proposal but it is important that at least one of you be in attendance should detailed questions/comments arise. I will connect with you soon about Senate meeting details.

If approved there it would be sent to the Board of Trustees for action at its meeting on June 8, 2018.

If approved by the University Senate, the proposal will be sent, through the Graduate School, to the Ohio Department of Higher Education for approval. The program cannot be offered until that level of approval has been secured.

Please keep a copy of this message for your file 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 Miriti (.1) or me.

Congratulations on the successful completion of this important stage in the review/approval process! This is an exciting and important new program.

Randy



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**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](mailto:smith.70@osu.edu)

June 8, 2018, Board of Trustees meeting

TO: Randy Smith, Vice Provost for Academic Programs  
FROM: Jennifer Schlueter, Faculty Fellow for Curriculum, Graduate School  
DATE: 1 March 2018  
RE: Proposal for new Master's Degree in Public Administration and Leadership

The John Glenn College of Public Affairs is proposing a new Master's Degree in Public Administration and Leadership (MPAL). This two year program will be offered completely online. It is designed to complement the extant Master of Public Administration and Master of Arts in Public Policy and Management by targeting "working professionals who may not have the flexibility or ability to commit to a residential program in Columbus."

The proposal was received by the Graduate School on 18 January 2018. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by the Faculty Fellow, on 25 January 2018, and revisions were requested that same day. The subcommittee revisited the revised proposal on 8 February 2018, and recommended it for approval. The Faculty Fellow forwarded the proposal on to the Graduate Council for their review on 15 February 2018. The proposal was reviewed and approved at the Graduate Council on 26 February 2018.

February 2, 2018

Response to feedback from the Graduate School/CAA subcommittee

(Jennifer Schlueter, Chair)

Please find our answers to your questions in-line below. We have also made the requested changes in the body and appendices of the revised proposal.

#1

Please work with the Office of Distance Education and E-learning to create an MOU for their support for your online program. More information here <https://odee.osu.edu/program-development>

Please see completed MOU attached.

#2

Please clarify the distinctions between your extant MPA and MA to help our committee better understand the need for the MPAL. When you say, on page 6 of your proposal, that the MPAL “complements the existing pre-professional MPA program and in-career MA program that remains an option for professionals who prefer in-person classes or a curriculum focused more on public policy and policy analysis,” this sounds like the MPAL is simply an online version of these degrees. Perhaps including the curriculum for all three programs for comparison would help.

The MPAL complements the other two master’s degrees in three important ways. First, the existing MPA and MA degrees are more generalist degrees that are based on a balanced approach to the theory and skills in public policy, management, and leadership. The MPAL, instead, is focused much more on the development of management and leadership skills with some mention of its connection to the policy process. Thus, the curriculum in this degree helps the Glenn College to better target a population with different needs. Second, while the MA program is also focused on the needs of the working professional and provides students a great deal of flexibility, the MPAL has been designed to provide even greater accessibility. The MPAL degree



provides access to students who do not have the ability to attend in-person classes in Columbus, whether because of work and family commitments or because of geography. The MPAL is therefore a complement to the other master's degree programs that retain in-person or hybrid classes. Finally, the MPAL also complements the other two degrees in that the MPAL is a skills and practice-based program whereas the other two master's programs are more focused upon theory and how that might eventually be useful as practice later in their careers. Both theory and skills are important to a well-trained professional in public service. The MPAL and the other two master's degrees place different emphases on skills and theory and therefore complement each other. Students now have a choice as to what is more important for their careers.

#3

Please give a bit more information on why some courses within the MPAL will be closed to students not in the program. Is this to enhance the cohort network you are aiming to nurture?

One primary reason for our policy in not allowing our MPA or MA students to take the new core MPAL classes is that, while there is some overlap in content with existing MPA/MA core classes, the MPAL classes are designed as integrated courses. Material and projects in one course build upon the work done in previous courses. Also, other than the new PUBAFRS 6055 Judgment in Managerial Decision-Making class (which MPA/MA students could take if space exists), students in the MPA or MA program would find the course material to be repetitive with their core required classes, would find the sequencing of the material somewhat different, and would find that the classes do not cover some material that is more appropriate for the MPA and MA programs. Finally, this policy was developed to help create and preserve cohorts and manage enrollment capacities. Online work can be lonely and isolating, and cohorts were chosen as one way to increase student retention. In addition, a feature of professional programs is to help students develop relationships and networks. We would like to insure that our online MPAL students have the same opportunities to develop these relationships as do students in our other two masters programs, and we plan to have in-person orientation and conclusion events as well as on-going activities for these students to strengthen their cohort. We believe that a distinguishing and competitive feature of our program are the efforts to develop and maintain relationships and networks for our MPAL students.



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#4

Please refer to courses by their official departmental abbreviations to aid our review and your students when they search for courses in Buckeyelink. More information here [http://registrar.osu.edu/transfer\\_credit/depts.asp](http://registrar.osu.edu/transfer_credit/depts.asp)

Please see revised proposal. This has been done. All Public Affairs courses are now referred to as "PUBAFRS" and Sociology courses are referred to as "SOCIOL."

#5

Please revisit course SOC 7XXX on page 13 of the proposal. Is this course already in existence? If so: can you give a precise number?

This course is in the departmental proposal stages and according to our colleague in Sociology, Professor Paul Bellair, should be vetted this month. Professor Bellair also clarified that both Sociology courses will be proposed at the 5000-level.

#6

Please confirm that all courses to be included in the MPAL are already extant and approved for offering in online format. If any are new, please include short-form syllabi that include course title, number, credits, prerequisites, course description, objectives, and a topic list. If not: please confirm that within the body of the proposal.

Per OAA guidelines, new courses associated with the MPAL proposal will be sent up for vetting after approval of the proposal. At that time, we can begin working with ODEE to develop new on-line courses, and convert any hybrids or in-person courses that are offered in the degree. A clear listing of courses in the degree, with their current and proposed status, has been added in Appendix 5 of the proposal. All new courses have full syllabi in Appendix 5 as well. The table from Appendix 5 is reproduced below.



### Appendix 5: Core Course & New Elective Course Syllabi

Department	Course Number	Title	Current Status	Proposed Action
<b>Core Courses</b>				
PUBAFRS	6051	Intro to Public Affairs and Orientation to the Program	new	Develop <sup>1</sup>
PUBAFRS	6060	Managing Human Resources in Public Organizations	Existing hybrid	Convert
PUBAFRS	6045	Fundamentals of Budgeting and Financial Administration	new	Develop
PUBAFRS	6055	Judgment in Managerial Decision-Making	new	Develop
PUBAFRS	6075	Data, Models, and Evaluation	new	Develop
PUBAFRS	7990	Capstone Course	new	Develop
PUBAFRS	6530	Negotiation	Existing in-person	Convert
<b>Public Management Specialization Courses</b>				
PUBAFRS	7557	Strategic Management	Existing in-person	Convert
PUBAFRS	7550	Contract Management	Existing in-person	Convert
PUBAFRS	7554	Performance Management	Existing in-person	Convert
PUBAFRS	7555	Project Management	Existing in-person	Convert
<b>Public Policy Specialization Courses</b>				
PUBAFRS	6000	Policy Formulation and Implementation	Existing hybrid	Convert
PUBAFRS	6030	Public Sector Economics	Existing hybrid	Convert
PUBAFRS	6080	Program Evaluation	Existing hybrid	Convert

<sup>1</sup> We will be working with ODEE to develop new on-line courses and to convert hybrid and in-person delivery courses.



PUBAFRS	5570	Risk Analysis	Existing in-person	Convert
<b>Criminal Justice Administration and Policy Specialization Courses</b>				
PUBAFRS	5506	Administration of Criminal Justice Policy	New	Develop
SOCIOL	5XXX	Evidence Based Practice	New	Develop
SOCIOL	5XXX	Offender Decision Making and Prisoner Reentry	New	Develop
PUBAFRS	7507	Criminal Justice Policy	Existing in-person	Convert
PUBAFRS	7508	Juvenile Justice System Policy	Existing in-person	Convert
<b>Nonprofit Management Specialization Courses (Tentative track)</b>				
PUBAFRS	7553	Nonprofit Management and Governance	Existing in-person	Convert
PUBAFRS	7533	Nonprofit Financial Management	Existing in-person	Convert
PUBAFRS	5590	Fundraising & Philanthropy for Nonprofit Organizations	Existing in-person	Convert
PUBAFRS	5592	Marketing for Nonprofit Organizations	Existing in-person	Convert





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### MPAL Advising Sheet

**Date:**

**Advisor:**

**Name:**

**E-mail address:**

**Specialization Track:**

**Required Foundation Courses (20 hours)**

Course	Title	Credit Hours	Grade	Term/Year taken
PUBAFRS 6051	Introduction to Public Affairs/Orientation to Program	4		
PUBAFRS 6060	Managing Human Resources in Public Organizations	4		
PUBAFRS 6045	Fundamentals of Budgeting & Financial Administration (pre-req 6051)	2		
PUBAFRS 6055	Judgment in Managerial Decision-Making (pre-req 6051)	2		
PUBAFRS 6075	Data, Models, & Evaluation (pre-req 6051)	4		
PUBAFRS 6530	Negotiation	1		
PUBAFRS 7990	Capstone (pre-reqs 6051, 6060, 6045, 6055, 6075)	3		

**Glenn College Specialization Track Options:**

- Management & Leadership
- Criminal Justice Administration & Policy
- Policy
- Nonprofit Management

**Specialization Track courses:**

Course	Hours	Grade	Term/Year taken

Public Management	Criminal Justice Admin. & Policy	Public Policy	Nonprofit Management
* PUBAFRS 7557: Strategic Management (3)	* PUBAFRS 5056: Administration of Criminal Justice Policy (3)	* PUBAFRS 6000: Policy Formulation and Implementation (4)	* PUBAFRS 7553: Nonprofit Mgt. and Governance (3)
PUBAFRS 7500 Contract Management (3)	SOC 5XXX Evidence Based Practice (3)	PUBAFRS 6030: Public Sector Economics (4)	PUBAFRS 7533: Nonprofit Financial Management (3)
PUBAFRS 7554: Performance Management (3)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PUBAFRS 6080: Program Evaluation (4)	PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PUBAFRS 7555: Project Management (3)	PUBAFRS 7507: CJ Policy (3)  (and/or)  PUBAFRS 7508: Juvenile Justice System Policy (3)	PUBAFRS 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PUBAFRS 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12 credits	12-13 credits	12 credits

\* The specialization requires this first course, and students can choose from the remaining courses to complete the specialization.



# Advising Sheet for MPA (Semesters)

Total Credits Required: 52

Date \_\_\_\_\_ Advisor: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_

RECOMMENDED	Notes
American Government	
Microeconomics	
Statistics	

## A. CORE COURSES (32 credits - complete all courses)

Course	Hours	Grade	Sem/Yr Taken
<b>POLICY STREAM</b>			
PUBAFRS 6000: Public Policy Formulation and Implementation	4		
PUBAFRS 6010: Legal Environment of Public Organizations	4		
<b>ECONOMICS STREAM</b>			
PUBAFRS 6030: Public Sector Economics	4		
PUBAFRS 6040: Public Budgeting and Finance	4		
<b>MANAGEMENT STREAM</b>			
PUBAFRS 6050: Managing Public Sector Organizations	4		
PUBAFRS 6060: Managing Human Resources in Public Organizations	4		
<b>QUANTITATIVE DECISION-MAKING STREAM</b>			
PUBAFRS 6070: Public Affairs Statistics	4		
PUBAFRS 6080: Public Affairs Program Evaluation	4		

## B. SKILLS COURSES (5 credits total required, 3 beyond required course noted below)

Course	Hours	Grade	Sem/Yr Taken
<b>REQUIRED</b>			
PUBAFRS 6500: Written and Oral Communication	2		
<b>CHOOSE ANY 3</b>			
PUBAFRS 6505: Governmental Accounting	1		
PUBAFRS 6510: Conveying Quantitative Data in Public Affairs	1		
PUBAFRS 6515: Database Management	1		
PUBAFRS 6520: Balanced Scorecards and Dashboards	1		
PUBAFRS 6525: Survey Design	1		
PUBAFRS 6890: Special Topics Skills	1		
PUBAFRS 6513: Special Topic: Excel 1 - Basic (session 1)	1		
PUBAFRS 6514: Special Topic: Excel 2 - Advanced (session 2)	1		



### C) ELECTIVE COURSES (12 credits required from the following list<sup>1</sup>)

Courses are separated by general area of relevance for the purposes of transparency for students. Not all courses are offered regularly. Students need not take courses from each subcategory and may take multiple courses from any category. Specific courses are not repeatable.

Course	Hours	Grade	Sem/Yr Taken
<b>POLICY RELATED</b>			
PUBAFRS 7501/ CRP 6610: Grant Writing in the Public Sector	3		
PUBAFRS 7502: Health Policy and the Public Sector	3		
PUBAFRS 7503: Higher Education Policy for Public Leaders	3		
PUBAFRS 7504: Science and Technology Policy	3		
PUBAFRS 7505: Wicked Policy Problems	3		
PUBAFRS 7506: Workforce Planning Policy	3		
PUBAFRS 7507: Criminal Justice Policy	3		
PUBAFRS 7508: Juvenile Justice System Policy	3		
PUBAFRS 7525: Policy and Strategy in the Nonprofit Sector	3		
<b>ECONOMICS RELATED</b>			
PUBAFRS 7530: Capital Budgeting and Capital Markets	3		
PUBAFRS 7531: Economic Development Policy	3		
PUBAFRS 7532: Governmental Accounting and Financial Management	3		
PUBAFRS 7533: Nonprofit Financial Management	3		
PUBAFRS 7534: Privatization	3		
PUBAFRS 7535: Regulation and Deregulation	3		
PUBAFRS 7536: Pensions, Savings, & Insurance – The Public Perspective	3		
PUBAFRS 7537: Economic Development and Education Policy	3		
<b>MANAGEMENT RELATED</b>			
PUBAFRS 7550: Contract Management	3		
PUBAFRS 7551/ CRP 7500: Dispute Resolution	3		
PUBAFRS 7552: Managing Innovation and Change	3		
PUBAFRS 7553: Nonprofit Management and Governance	3		
PUBAFRS 7554/CRP 6620: Performance Measurement and Management in the Public Sector	3		
PUBAFRS 7555: Project Management	3		
PUBAFRS 7557: Strategy for Public Organizations	3		



<b>QUANTITATIVE (STATISTICS) RELATED</b>			
PUBAFRS 7570: Public Management Information Systems	3		
PUBAFRS 7571: Multivariate Data Analysis for Public Policy and Management	3		
PUBAFRS 7572: Policy Simulation and Modeling	3		
<b>OTHER</b>			
PUBAFRS 5240: Race and Public Policy in the United States	3		
PUBAFRS 5590: Fundraising and Philanthropy	3		
PUBAFRS 5591: Lobbying and Government Relations	3		
PUBAFRS 5592: Marketing for Nonprofit and Public Organizations	3		
PUBAFRS 5600: Science, Engineering, and Public Policy	3		
PUBAFRS 5700: Rebuilding Failed and Weak States	3		
PUBAFRS 5750: Public Policy: The Business-Government Relationship	3		
PUBAFRS 5890: US Food Policy	3		
PUBAFRS 5900: Food System Planning and the Economy	3		

#### **D) CAPSTONE COURSES (3 credit hours required<sup>ii</sup>)**

Not all capstone courses are offered regularly. Please be sure to consult the master schedule via BuckeyeLink to make sure you have the pre-requisites in place in order to take a specific course. Consult with your advisor to plan out a program that will best suit your interests and prepare you to meet requirements.

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 7900: Capstone: Research Paper in Public Affairs	3		
PUBAFRS 7910: Capstone: Public Policy Issues	3		
PUBAFRS 7920: Capstone: Public Economics	3		
PUBAFRS 7930: Capstone: Public Budgeting and Finance	3		
PUBAFRS 7940: Capstone: Public Management	3		
PUBAFRS 7950: Capstone: Nonprofit Topics	3		
PUBAFRS 7960: Capstone: Information Management	3		
PUBAFRS 7970: Capstone: Policy in an International Context	3		

#### **MPA Exit Requirements**

- Fulfillment of credit hour requirements
- Fulfillment of course requirements
- Achievement of a cumulative GPA of at least 3.0 in all courses taken for graduate credit
- Registration during the final semester of the degree program for a minimum of three graduate credit hours
- Submission of the Application to Graduate to the Graduate School, via the GradForms system, by the deadline communicated by the Glenn College
- Please review the Graduate School Handbook for more detail on these requirements
- Successful completion of the capstone course with grade "B" or higher



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**i** With the permission of the Glenn College Graduate Studies Chair, students may count graduate-level graded coursework from outside the college to apply toward their total required elective hour total of 3 credits (e.g. one 3-credit course in most cases). In order to obtain permission, a student must fill out "Petition to Count Outside Coursework" found at [glenn.osu.edu/forms](http://glenn.osu.edu/forms) and submit it to their advisor for approval PRIOR to enrolling in the course. You must submit a syllabus from the course you are seeking to take. Please consult with your advisor for ideas and suggestions for coursework that matches your areas of interest.

**ii** Additional capstone courses may count toward the fulfillment of elective degree requirements. A grade of "C" or higher is required for a capstone course to count as an elective substitution. A grade of "B" or higher is required for the capstone course to count as your MPA exit requirement.



# Advising Sheet for MA (Semesters)

Total Credits Required: 38

Date \_\_\_\_\_ Advisor: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_

RECOMMENDED	Notes
American Government	
Microeconomics	
Statistics	

## A. CORE COURSES (32 credits - complete all courses)

Course	Hours	Grade	Sem/Yr Taken
<b>POLICY STREAM</b>			
PUBAFRS 6000: Public Policy Formulation and Implementation	4		
PUBAFRS 6010: Legal Environment of Public Organizations	4		
<b>ECONOMICS STREAM</b>			
PUBAFRS 6030: Public Sector Economics	4		
PUBAFRS 6040: Public Budgeting and Finance	4		
<b>MANAGEMENT STREAM</b>			
PUBAFRS 6050: Managing Public Sector Organizations	4		
PUBAFRS 6060: Managing Human Resources in Public Organizations	4		
<b>QUANTITATIVE DECISION-MAKING STREAM</b>			
PUBAFRS 6070: Public Affairs Statistics	4		
PUBAFRS 6080: Public Affairs Program Evaluation	4		

## B. ELECTIVE COURSES (3 credits required from the following list<sup>1</sup>)

Courses are separated by general area of relevance for the purposes of transparency for students. Not all courses are offered regularly. Students need not take a course from any particular subcategory.

Course	Hours	Grade	Sem/Yr Taken
<b>POLICY RELATED</b>			
PUBAFRS 7501/ CRP 6610: Grant Writing in the Public Sector	3		
PUBAFRS 7502: Health Policy and the Public Sector	3		
PUBAFRS 7503: Higher Education Policy for Public Leaders	3		
PUBAFRS 7504: Science and Technology Policy	3		



Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 7505: Wicked Policy Problems	3		
PUBAFRS 7506: Workforce Planning Policy	3		
PUBAFRS 7507: Criminal Justice Policy	3		
PUBAFRS 7508: Juvenile Justice Policy	3		
PUBAFRS 7525: Policy and Strategy in the Nonprofit Sector	3		
<b>ECONOMICS RELATED</b>			
PUBAFRS 7530: Capital Budgeting and Capital Markets	3		
PUBAFRS 7531: Economic Development Policy	3		
PUBAFRS 7532: Governmental Accounting and Financial Management	3		
PUBAFRS 7533: Nonprofit Financial Management	3		
PUBAFRS 7534: Privatization	3		
PUBAFRS 7535: Regulation and Deregulation	3		
PUBAFRS 7536: Pensions, Savings, & Insurance – The Public Perspective	3		
PUBAFRS 7537: Economic Development and Education Policy	3		
<b>MANAGEMENT RELATED</b>			
PUBAFRS 7550: Contract Management	3		
PUBAFRS 7551/ CRP 7500: Dispute Resolution	3		
PUBAFRS 7552: Managing Innovation and Change	3		
PUBAFRS 7553: Nonprofit Management and Governance	3		
PUBAFRS 7554/CRP 6620: Performance Measurement and Management in the Public Sector	3		
PUBAFRS 7555: Project Management	3		
PUBAFRS 7556: Research and Development Management	3		
PUBAFRS 7557: Strategy for Public Organizations	3		
<b>QUANTITATIVE (STATISTICS) RELATED</b>			
PUBAFRS 7570: Public Management Information Systems	3		
PUBAFRS 7572: Policy Simulation and Modeling	3		
PUBAFRS 7571: Multivariate Data Analysis for Public Policy and Management	3		
<b>OTHER</b>			
PUBAFRS 5240: Race and Public Policy in the United States	3		
PUBAFRS 5590: Fundraising and Philanthropy	3		
PUBAFRS 5591: Lobbying and Government Relations	3		
PUBAFRS 5592: Marketing for Nonprofit and Public Organizations	3		
PUBAFRS 5600: Science, Engineering, and Public Policy	3		
PUBAFRS 5700: Rebuilding Failed and Weak States	3		
PUBAFRS 5750: Public Policy: The Business-Government Relationship	3		
PUBAFRS 5890: US Food Policy	3		
PUBAFRS 5900: Food System Planning and the Economy	3		





**C. CAPSTONE COURSES (3 credit hours required<sup>ii</sup>)**

Not all capstone courses are offered regularly. Please be sure to consult the master schedule via BuckeyeLink to make sure you have the pre-requisites in place in order to take a specific course. Consult with your advisor to plan out a program that will best suit your interests and prepare you to meet requirements.

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 7900: Capstone: Research Paper in Public Affairs	3		
PUBAFRS 7910: Capstone: Public Policy Issues	3		
PUBAFRS 7920: Capstone: Public Economics	3		
PUBAFRS 7930: Capstone: Public Budgeting and Finance	3		
PUBAFRS 7940: Capstone: Public Management	3		
PUBAFRS 7950: Capstone: Nonprofit Topics	3		
PUBAFRS 7960: Capstone: Information Management	3		
PUBAFRS 7970: Capstone: Policy in an International Context	3		

**OPTIONAL SKILLS COURSES – (not required for completion of MA degree)**

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 6500: Written and Oral Communication	2		
PUBAFRS 6505: Governmental Accounting	1		
PUBAFRS 6510: Conveying Quantitative Data in Public Affairs	1		
PUBAFRS 6515: Database Management	1		
PUBAFRS 6520: Balanced Scorecards and Dashboards	1		
PUBAFRS 6525: Survey Design	1		
PUBAFRS 6890: Special Topics Skills	1		
PUBAFRS 6513: Special Topic: Excel 1 - Basic (session 1)	1		
PUBAFRS 6514: Special Topic: Excel 2 - Advanced (session 2)	1		

**Exit Requirements**

- Fulfillment of credit hour requirements
- Fulfillment of course requirements
- Achievement of a cumulative GPA of at least 3.0 in all courses taken for graduate credit
- Registration during the final semester of the degree program for a minimum of three graduate credit hours
- Successful completion of the capstone midterm assessment, which functions as the Master’s Written Examination (graded Pass/Fail)
- Successful completion of the capstone course with grade “B” or higher in the final semester of enrollment
- Submission of the Application to Graduate to the Graduate School, via the GradForms system, by the deadline communicated by the Glenn College
- Please review the Graduate School Handbook for more detail on these requirements

i With the permission of the Glenn College Graduate Studies Chair, students may count graduate-level graded coursework from outside the college to apply toward their total required elective hour total of 3 credits (e.g. one 3-credit course in most cases). In order to obtain permission, a student must fill out “Petition to Count Outside Coursework” found at [glenn.osu.edu/forms](http://glenn.osu.edu/forms) and submit it to their advisor for approval PRIOR to enrolling in the course. You must submit a syllabus from the course you are seeking to take. Please consult with your advisor for ideas and suggestions for coursework that matches your areas of interest.

ii Additional capstone courses may count toward the fulfillment of elective degree requirement. A grade of “C” or higher is required for a capstone course to count as an elective substitution. A grade of “B” or higher is required for the capstone course to count towards your exit requirement.

# MEMORANDUM OF UNDERSTANDING

<b>College:</b>	John Glenn College of Public Affairs
<b>Department:</b>	same
<b>Faculty director:</b>	Trevor Brown
<b>Primary contact, if different from faculty director:</b>	Kathleen Hallihan
<b>Fiscal officer:</b>	Andrea Garringer
<b>Marketing director:</b>	TBD
<b>Enrollment contact for state authorization compliance:</b>	Rob Greenbaum
<b>Additional colleges/contacts:</b>	David Landsbergen Brittany Miller

<b>Name of program:</b>	Master of Public Management and Leadership	
<b>Approval process (change in delivery or new program):</b>	New Program	
<b>Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:</b>	No.	
<b>Total credit hours:</b>	32-33	
<b># of courses to be created:</b>	8 new courses, 16 courses that are in existence and need to be converted	
<b># of courses already in an online format that need ODEE review:</b>	1 ( Plus, 4 of the 16 existing courses are in hybrid formats)	
<b># of anticipated students:</b>	1 cohort of 20 to start,, eventually 2 cohorts of 30-40 (so 60-80 total over time per year)	
<b>State authorization:</b>	For this program, does your college plan to do any of the following outside of Ohio? Yes/No	
	Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)	No.
	Recruit students (either occasionally or consistently)	Yes.
	Conduct soliciting, marketing or advertising	Yes.
	Employ full time and/or adjunct faculty (1099/W-2)	Yes.
	Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face)	Yes.
	Have contracts or agreements to provide services to students, such as proctored exams	No.
	Have partnerships with educational institutions	No.



Office of  
**Distance Education  
and eLearning**

<i>Course Name</i>	<i>Faculty Lead</i>	<i>OAA Approved for Online Delivery</i>	<i>Developed</i>	<i>Delivered</i>	<i>5 Hour Review (semester immediately following first delivery)</i>	<i>Reviewed (every 3 years)</i>
<b>Example: Principles of Basic Science</b>	<b>J. Smith</b>	<b>AU16</b>	<b>AU16</b>	<b>SP17</b>	<b>SU17</b>	<b>SU19</b>
<b>PUBAFRS 6051 : Intro to PA and Orientation to Program</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 6045: Fundamentals of Budgeting &amp; Financial Admin.</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 6075: Data, Models &amp; Evaluation</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 7990: Capstone</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 6055: Judgment in Managerial Decision-Making</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 5506: Administration of Criminal Justice Policy</b>	<b>Andrea Headley</b>	<b>(new course)</b>				
<b>SOC 5XXX Evidence Based Practice</b>	<b>Paul Bellair (Sociology)</b>	<b>(new course)</b>				
<b>SOC 5XXX Offender Decision Making and Prisoner Reentry</b>	<b>Paul Bellair</b>	<b>(new course)</b>				

PA 7507 CJ Policy	Andrea Headley	(existing in-person course)				
PA 7508 Juvenile Justice System Policy	Andrea Headley	(new course)				
PA 7557: Strategic management	D. Landsbergen	(existing in-person course)				
PA 7550: Contract Management	D. Landsbergen	(existing in-person course)				
PA 7554: Performance Management	D. Landsbergen	(existing in-person course)				
PA 7555: Project Management	D. Landsbergen	(existing in-person course)				
PA 6000: Policy Formulation and Implementation	D. Landsbergen	(existing hybrid course)				
PA 6030: Public Sector Economics	D. Landsbergen	(existing hybrid course)				
PA 6080: Program Evaluation	D. Landsbergen	(existing hybrid course)				
PA 5570: Risk Analysis	D. Landsbergen	(existing in-person course)				
PA 7553: Nonprofit Mgt. and Governance	Tentative	(existing in-person course)				
PA 7533: Nonprofit Financial Management	Tentative	(existing in-person course)				
PA 5590: Fundraising & Philanthropy for	Tentative	(existing in-person course)				

Nonprofit Orgs						
PA 5592: Marketing for Nonprofit Organizations	Tentative	(existing in-person course)				
PA 6040: Public Budgeting & Finance	J. Landers	(existing on-line course to be reviewed)				

<b>Colleges entering into this agreement will:</b>
Secure approval from the following, where applicable: <ul style="list-style-type: none"> <li>• Graduate School</li> <li>• Council on Academic Affairs (CAA)</li> <li>• University Senate</li> <li>• Board of Trustees</li> <li>• Department of Higher Education</li> </ul>
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) <ul style="list-style-type: none"> <li>• Incur the costs for your program specific advertising</li> <li>• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)</li> </ul>
Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable <ul style="list-style-type: none"> <li>• Notify ODEE of states/countries where they would like to enroll students</li> <li>• Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations</li> </ul>
Collaborate with ODEE on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> <li>• OSU identity/branding guidelines</li> <li>• Carmen course template providing students with effective navigation and online course expectations, etc.</li> <li>• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery</li> <li>• Utilize Quality Matters principles in course design</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul>
Work with faculty on the workload assignment
Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy
Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.) <ul style="list-style-type: none"> <li>• Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE</li> </ul>
Collaborate with ODEE to review and update courses every three years.
Provide at least one required student participation activity each week in a course <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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.
<b>ODEE entering into this agreement will:</b>
Administer state authorization program <ul style="list-style-type: none"> <li>• Necessary to ensure program meets federal student financial aid guidelines</li> <li>• Communicate with the colleges the status of approved state authorizations</li> </ul>
Collaborate with the college on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> </ul>

<ul style="list-style-type: none"> <li>• OSU identity guidelines</li> <li>• Course templates providing students with effective navigation and online course expectations, etc.</li> <li>• Placing course content materials into mutually agreed upon formats and technologies for distance delivery</li> <li>• Utilize Quality Matters principles in course design</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul>
Provide instructional designer production time
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 every three years
Collaborate with course instructors to provide at least one required student participation activity each week in a course <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Provide distance education faculty and students access to: <ul style="list-style-type: none"> <li>• An OCIO managed Tier 1 help desk for ODEE/OCIO provided tools/services</li> </ul>
Provide OSU online program advertising <ul style="list-style-type: none"> <li>• Two minute program specific introductory video</li> <li>• Consult with college marketing on strategies for program specific advertising</li> <li>• Program included in general OSU online marketing strategy</li> <li>• Marketing will only be conducted in states/countries in which the program has been authorized</li> </ul>
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.

\*Products and services used will be held to each service level of agreement.

<b>MOU created by:</b>	Kathleen Hallihan	
<b>MOU approved by:</b>	<b>Mike Hofherr, Vice President and Chief Information Officer:</b>	<b>Date:</b> 2.2.18
	<b>Dean, College:</b>	<b>Date:</b> 1/29/2018
	<b>Fiscal Officer, College:</b>	<b>Date:</b> 1/29/2018

\*Please review and attach program revenue projection worksheet.

Office of Distance Education and eLearning (ODDE)  
Distance Education Program Revenue Projection - DRAFT

College:	John Glenn College of Public Affairs
Program Name:	Master of Public Administration and Leadership (MPAL)

01/31/18

Number of Courses:	10
Total Credit Hours:	30-33
Rank:	Graduate
Residency (In/Out State Split)	

Rank	1st Year	2nd Year	3rd Year	4th Year	5th Year
<b>Graduate</b>	10 Courses 20 Students	10 Courses 40 Students	10 Courses 60 Students	10 Courses 80 Students	10 Courses 80 Students
<b># of Courses</b>	10 Courses	10 Courses	10 Courses	10 Courses	10 Courses
<b># of Students</b>	20 Students	40 Students	60 Students	80 Students	80 Students
<b># of Credit Hours</b>	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours
<b>Total Credit Hours of Instruction</b>	640.0 hours	1,280.0 hours	1,920.0 hours	2,560.0 hours	2,560.0 hours
<b>Instructional Fee</b>					
Fees - Effective Rates	\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34
<b>State Subsidy</b>					
Projected Fees	\$407.33	\$407.33	\$407.33	\$407.33	\$407.33
Projected Subsidy	\$322,030	\$966,090	\$1,788,120	\$1,610,140	\$1,610,140
<b>Projected Revenue Generated</b>	\$0	\$322,030	\$966,090	\$1,788,120	\$1,610,140
<b>Marginal Revenue</b>	\$0	\$322,030	\$654,060	\$322,030	\$322,030
<b>Support Units Tax rate</b>	24%	24%	24%	24%	24%
<b>Support Units Tax</b>	\$0	\$77,290	\$154,570	\$77,290	\$77,280
<b>Cumulative Support Units Tax</b>	0	77,290	231,860	309,150	386,430
<b>Net Margin</b>	\$0	\$244,740	\$489,490	\$244,740	\$244,740
<b>Colleges Share %</b>	70%	70%	80%	80%	80%
<b>Colleges Share - Annual PBA</b>	\$0	\$171,320	\$391,580	\$195,790	\$195,790
<b>Colleges Share (Cumulative Cash Generated)</b>	\$0	\$171,320	\$562,910	\$758,700	\$954,490
<b>ODDE Share %</b>	30%	30%	20%	20%	20%
<b>ODDE Share Annual PBA</b>	\$0	\$77,420	\$97,890	\$189,940	\$189,940
<b>ODDE Share (Cumulative Cash Generated)</b>	\$0	\$77,420	\$177,310	\$307,250	\$497,190
<b>Current Budget Model:</b>					
SSA 1 - Student Service Assessment 1 - UG - \$116.12	\$0	\$0	\$0	\$0	\$0
SSA 2 - Student Service Assessment 2 - Grad - \$492.26	\$157,520	\$472,570	\$630,090	\$787,670	\$787,670
SSA 3 - Student Service Assessment 3 - \$4.36	\$1,400	\$4,190	\$5,580	\$6,980	\$6,980
<b>Total Current Assessments</b>	\$0	\$158,920	\$476,760	\$633,670	\$794,650
<b>College Assessment savings under new model</b>	\$0	\$85,500	\$305,450	\$415,420	\$525,410

Assumptions:

No other Student Services Assessments would apply to Colleges under this model.  
The Distance Education assessment applies to marginal revenues.  
The Distance Education assessment only apply to students who are 100% distance Ed.  
No inflationary adjustments is taken for instructional fees.  
The projected numbers in this model are best estimates and the actual allocations might be slightly different.

Revenue and Assessments Calculation is based on the following current FY18 rates:

Fees	Subsidy
Undergraduate	\$393.58
Graduate	\$1,006.34
	\$407.33



Proposal for a new Master's degree in  
Public Administration and Leadership

Respectfully submitted by the  
John Glenn College of Public Affairs  
January 18, 2018

Vice Provost W. Randy Smith  
Graduate School &  
Council on Academic Affairs  
Office of Academic Affairs  
203 Bricker Hall  
190 North Oval Mall  
Columbus, OH 43210

Dear Randy,

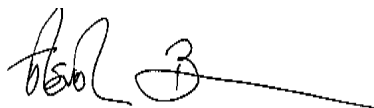
The Glenn College is excited to present for consideration the enclosed proposal for a new on-line Master of Public Administration and Leadership (MPAL) degree. Directly aligned with our mission to “inspire citizenship and develop leadership,” the MPAL is designed to afford greater access to working professionals in Ohio and beyond, who wish to prepare themselves for leadership in the public and non-profit sectors in order to impact the critical issues facing society.

Online delivery is a signature feature that distinguishes the MPAL from our current Master’s degrees, the Master’s in Public Administration (MPA) and the residential In-Career Master of Arts in Public Policy and Management (MA). Another key feature is a newly designed curriculum developed by faculty with input from alumni and employers.

The proposal was approved by the faculty on October 20, 2017, and we have obtained concurrences and support from colleges and departments across the University. As a tagged master’s degree, the MPAL would also be proposed for accreditation to the National Association of Schools of Public Affairs and Administration (NASPAA).

We appreciate your consideration and welcome your feedback.

Sincerely,

A handwritten signature in black ink, appearing to read 'Trevor Brown', with a long horizontal line extending to the right.

Trevor Brown

Dean, John Glenn College of Public Affairs

January 18, 2018

Vice Provost W. Randy Smith  
Graduate School &  
Council on Academic Affairs  
Office of Academic Affairs  
203 Bricker Hall  
190 North Oval Mall  
Columbus, OH 43210

Dear Randy:

Please find attached a proposed online Master of Public Administration and Leadership (MPAL) degree. This new graduate degree is a strong complement to the Glenn College's existing pre-service Master of Public Administration (MPA) and in-career Master of Arts in Public Policy and Management (MA). Targeted at working professionals who may not have the flexibility or ability to commit to a residential program in Columbus, the MPAL degree emphasizes skills that can be immediately used in the workplace and at the same time is responsive to the needs of public and nonprofit employers.

While the proposed degree is necessary to compete with other top public affairs graduate programs, almost all of which have online degree options, the Glenn College MPAL degree distinguishes itself because it is not merely an online version of an existing program. Our graduate faculty designed the new degree from the ground up, keeping in mind that online course delivery is much different than face-to-face delivery. We designed this brand new integrated curriculum with the working professional's needs in mind. Applicants bring real work problems to us as part of the application process, and they have the opportunity to address these problems throughout the program that culminates in a capstone experience that challenges the students to present solutions to these problems. The curriculum builds key competencies needed for leadership in the public and nonprofit sectors, and it emphasizes ethical leadership; civic engagement and civil discourse; and diversity throughout the program. We also hope to continue to engage with our program alumni to both continue to be a resource for them and to draw upon their expertise.

The MPAL consists of 32-33 credit hours of coursework, which is fewer than our 38 hour MA degree. Of that, seven courses for 20 credit hours are required core classes, which range from 1 to 4 credit hours. Five of these classes are brand new classes designed for the program and restricted to MPAL students, and two of the classes are online versions of existing classes (PUBAFRS 6060 and PUBAFRS 6530). In addition, students have the option of choosing a minimum of 12 credits of electives or specializing in one of four initial areas, Public Management, Public Policy, Criminal Justice Administration & Policy, or Nonprofit Management. These specializations both address workforce needs identified during our market research and build on the strengths of existing faculty. In the case of the Criminal

Justice Administration & Policy, the Department of Sociology is collaborating with the Glenn College to offer elective coursework.

As with our two existing master's degrees, we will seek accreditation for the MPAL degree from our disciplinary accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA). As such, the learning goals in the proposed degree are taken directly from NASPAA's Standards for Accreditation, and we have proposed an assessment plan that meets the needs of NASPAA, OSU, and our students.

We are very excited to submit this proposal, as it will allow us to both meet the flexible scheduling needs of the working professional student and to extend the geographic footprint of our program as we work to fulfil the University's educational mission. We are also very excited at the prospects of delivering the new program.

Thank you for taking the time to review this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Landsbergen'. The signature is fluid and cursive, with a large initial 'D' and 'L'.

David Landsbergen

Graduate Studies Committee Chair



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **“Master of Public Administration and Leadership”**

#### **Proposal for a New Degree Program:**

##### **Table of Contents**

1. Rationale for Program, Description of Disciplinary Purpose and Significance
2. Description of the Proposed Curriculum
3. Administrative and Computational Arrangements for the Proposed Program
4. Evidence of Need for New Degree Program (Including Opportunities for Employment of Graduates and State/Regional Duplication Statement)
5. Prospective Enrollment
6. Special Efforts to Enroll and Retain Underrepresented Groups
7. Faculty and Facilities Available for the New Degree Program
8. Need for Additional Facilities and Staff and Plans to Meet these Needs
9. Projected Additional Costs and Capacity
10. Admissions Standards and Procedures
11. Accreditation
12. Appendices

## **“Master of Public Administration and Leadership” (MPAL)**

### **A Proposal for a New Degree Program**

#### **1. Rationale for Program, Description of Disciplinary Purpose and Significance**

The goals of the proposed degree are to offer a working professional degree that 1) meets the needs of mid-career professionals by tailoring the curriculum to this population; 2) realizes the Glenn College vision to “become a leading educator of public and nonprofit sector professionals prepared for leadership roles at local, state, and national levels”; and 3) increases enrollments. Our target timeframe for implementation of this degree, if approved, is Autumn 2019.

Currently students in both our pre-professional Master of Public Administration (MPA) and In-Career Master of Arts in Public Policy and Management (MA) students take the same core courses. Having MPA and MA students in the same class benefits the MPA students because they gain from hearing the experiences and insights from working professionals. However, working professionals possess different experiences and strengths, have less scheduling flexibility, and are at a different stage their careers. The proposed addition of the Master of Public Administration and Leadership (MPAL) degree addresses this by developing a new online, integrated core curriculum targeted at advancing the management and leadership skills of working professionals.

Higher education has a responsibility to increase the accessibility of education to working professionals. As stated in our mission, the College is committed to

“Foster the creation of knowledge of public affairs and to disseminate knowledge of public affairs to students, public affairs professionals, and citizens to enable them to make positive impacts on communities, states and regions, the nation, and the international community.”

Working professionals have different scheduling constraints than the pre-professional population. The current MA program addresses this by scheduling evening and hybrid classes, but this still limits the population of potential students seeking to advance their careers to those who both have the flexibility to attend in-person classes and are able to travel to the Columbus campus once or twice a week by 5:45 pm. While the MPAL degree still requires a significant time commitment from its students, the online nature of the program delivery allows the program to be accessible to a much larger population of public and nonprofit professionals beyond central Ohio and beyond Ohio’s borders.

Further, the new degree addresses the challenge that the College continues to face greater competition within central Ohio. Emerging leaders who do not have the flexibility or proximity to take our current residential degrees are obtaining their education elsewhere. In many cases, they are either enrolling in online programs offered by out-of-state institutions or are simply not enrolling in any degree program, thus failing to reach their full potential. While enrollments in our professional master’s degree programs have remained stable, our goal is to increase the

degree enrollments from 84 to 100. We plan to increase enrollments by offering a curriculum that is more accessible, more relevant for this group of potential students, and has better value.<sup>1</sup>

## 2. Description of the Proposed Curriculum

### *Overview*

The proposed degree program provides a better balance of academic tradition and professional development for those who are familiar with working in the public and non-profit sectors and now need additional skills and knowledge to advance in their workplace or career. The program can also attract professionals who are contemplating a career change to a new field and need the skills and knowledge to make a successful transition. The intended audience is working professionals who have a minimum of three years of post-baccalaureate significant managerial (managing people or budgets) or analytic (analysis supporting organizational decision-making) experience. It complements the existing pre-professional MPA program and in-career MA program that remains an option for professionals who prefer in-person classes or a curriculum focused more on public policy and policy analysis.

While the program is designed to enhance students' management and leadership skills, it also builds on one of the strengths that helps to distinguish the Glenn College from its peers. Our curriculum design is based upon the belief that public managers need to understand both public management and public policy. Thus, while the focus is on developing effective public and nonprofit managers and leaders, the curriculum still offers a basic understanding of policy.

Based on our scan of current programs around the country, both online and in traditional classroom classrooms, the College has identified many distinguishing features that set this degree apart.

1). **More emphasis on skills and the application of theoretical knowledge to real problems and actual workplace challenges.** Using an experiential learning approach, learning occurs through working with specific problems drawing upon relevant skills and theories to understand and address the problem. We do not teach theory with the hope that students will eventually see its application in the future. We do not teach "first principles" in theory without showing how that theory is immediately useful in a workplace situation.

As a degree for working professionals, the MPAL will have a stronger emphasis on developing important workplace skills but within the larger context of useful theory. This will help students learn how theoretical and conceptual lenses can be applied to better understand and solve real

<sup>1</sup> The residential In-Career MA currently costs \$31,800 for in-state students and \$81,600 for non-residents (5 terms = normal time to degree). The total resident cost for the MPAL (5 terms = normal time to degree) is \$23,120. All online students pay in-state rates. The significantly reduced cost is due to lower required credit hours and how that lower credit hour requirement interacts with our fee structure.

world challenges. Throughout the program, student will apply skills and theories to their own real work situations or suitably applied problems.

Relating coursework and work experience together with theory is also a more effective teaching approach with adult learners (andragogy versus pedagogy).

2). An **integrated curriculum** that is purposefully designed to identify the student's needs and interests early to maximize the relevance of the curriculum. This begins as soon as when they first apply to the program, and it continues with an orientation program that builds on their identified workplace projects or problems that may apply to the assignments and projects through their academic career. It proceeds through the accumulation of their own portfolio of projects through their final capstone in which they are asked to reflect on the work that they have accomplished and are asked to identify future learning goals. Ideally, learning will continue after graduation, as students will have a network of professionals and Glenn College faculty members to rely on, and we already actively engage the College's graduate alumni.

The details of the process leading up to the capstone course are as follows:

- A. As part of the **application stage**, students identify projects and skills that professionally interest them. This statement of interest is not a contract but a way for students to take ownership of their education by ensuring that the online degree program is a good fit for the student and will benefit the student and their employer from start to finish. The application process will also include a diagnostic for applicants so that they can assess their readiness and clarify their expectations of what is required to complete an online degree.
- B. Students begin to identify projects and interests during the **orientation** and then bring that project with them throughout the curriculum. In particular, they are asked to begin identifying the final professional project that will rigorously analyze a work place problem that results in a set of managerial or policy recommendations based upon analysis and application of coursework. The goal is to have products that can actually be utilized by a client. Again, this is not a contract, as a student's interests vary and the feasibility of the project will vary as the coursework proceeds. It is, however, a device to get students to think about projects early. This is to avoid late decisions about projects from which they may not recover if the project ideas are not feasible. The goal is to have students already thinking about a project they will be working on well before they enroll in a particular course.
- C. Students synthesize and apply knowledge, skills and values **throughout the curriculum** that address management or policy problems. The analysis will result in recommendations to be used in their organization. It must include implementation details that deal with management, budget, law and policy concerns.



- D. Students are also required to repeatedly practice and demonstrate their **professional oral and written presentation skills** within the courses.
- E. For their final deliverable, students will assemble a **portfolio** of their work in the program. This will include their original plans in beginning the program, accumulated work done over their academic career, and a short reflection paper on what they have learned and what their next lifelong learning goals are. The portfolio not only makes it clear what they have learned, but it is a useful device to make sure that beginning students are looking forward across all of the courses that they will be taking and making sure that they are making sufficient progress toward their career goals. This portfolio will also be used for student learning outcomes assessment. This practice reflects a growing trend in Public Administration and Management education.<sup>2</sup>
- F. A **new capstone course** will integrate the skills and concepts tailored to this population by writing a short professional brief rather than a long research paper. The professional brief requires students to develop managerial recommendations or policy suggestions that result from analysis done in a homework or project covered in an earlier class. Students will also communicate the results of their professional brief via various delivery modes such as policy briefs, oral presentations and testimony, visual and graphic display of information, social media, or press releases). See the capstone course description below.

3). The MPAL is a **cohort-based** program. Cohort programs are easier to manage and plan for both administrators and students. We will provide opportunities for students who can travel to central Ohio to meet in person at the orientation and at several other points during the program, and online alternatives be available for those who cannot attend in person. Cohorts support the development of relationships, which is an important goal for students in working professional programs. The new core MPAL courses will generally not be open to MPA or MA students.

4). The MPAL is **more convenient and accessible for working professionals**. The MPAL is an online degree program. Online programs will increase access to individuals who do not have the flexibility and capacity to attend classes on campus. While some specialization classes may still be residential during the development phases for the new degree, the core, and at least one specialization path will be available fully online when the degree begins. Over time, paths to complete all specializations completely online will become available.

<sup>2</sup> Kapucu, N. and Koliba, C. "Using Competency-based Portfolios as a Pedagogical Tool and Assessment Strategy in MPA Programs." *Journal of Public Affairs Education* (23:4) 2017.  
[http://www.naspaa.org/JPAEMessenger/Article/VOL23-4/JPAE%2023\\_04\\_20170921\\_05\\_Kapucu.pdf](http://www.naspaa.org/JPAEMessenger/Article/VOL23-4/JPAE%2023_04_20170921_05_Kapucu.pdf)

5). This new cohort-based curriculum will have an **orientation program** where students begin developing their professional relationships with their classmates and instructors. It will also ask students to do an assessment of their current skills and knowledge. Orientation will also build upon the application process by asking students to reflect again about ways that the curriculum can directly meet their needs. Students will be strongly encouraged to attend the orientation in person to meet their classmates and instructors in person. Students for whom this is impossible will be able to attend virtually.

6). Important learning objectives, aligned with our accreditation learning goals, are designed and integrated across the core curriculum to address today's management and leadership challenges. Continuous program assessment will ensure that the curriculum remains relevant. A curricular map was used in course development to make sure the following objectives were included during the course design process, that the objectives are integrated across the curriculum, and that they are introduced and reinforced in the appropriate classes (see Appendix 1).

- A. *Writing and Oral skills* are repeatedly identified by faculty and alumni as an important skill that needs constant refinement. A 2016 survey of alumni ranked written and oral communications as the most useful skill for their careers. By explicitly designing these skills into the curriculum, most notably in the capstone class, the completion of the degree assures that students are working on the variety of communications skills necessary and that there have been repeated opportunities across the curriculum to practice and refine these skills.
- B. In an era where distrust of government is at its highest level, improving trust will depend on how well managers deal with the many ethical dilemmas they will encounter. Rather than having a course on ethics, modules on *ethics* will be infused into many of the courses where appropriate.
- C. *Civic Engagement and Civil Discourse* – Civil discourse in government, and institutions in general, is at an all-time low. Government needs respectful and productive communication in order to operate effectively and to thus regain the trust of the public. The mission of the Glenn College is to remedy this gap and

“Engage public officials, representatives of public groups and citizens in dialog, deliberation, and action to improve the performance of democratic governance.”

Emphasis on civic engagement and civil discourse will be included in the coursework throughout the curriculum rather than as a free-standing course to reinforce that this is a concept and skill that is widely applicable.

- D. *Diversity* will be incorporated throughout the program by seeking a diverse student body taught by a diverse set of instructors, choosing readings from diverse authors, and via a curriculum that utilizes course modules, examples, and case studies that highlight inclusion and underserved populations. Discussions and analysis of such material, taught in the model of civil discourse, will better prepare students for managing in an increasingly diverse workforce.
  
- E. As a degree within a public affairs college, the new degree should utilize a *governance* perspective. This is necessary not only to prepare some of our students for management positions in the nonprofit sector but it also reflects the reality that public, private, and nonprofit sectors are integrated. As such, public sector leaders also need a good understanding of the challenges in the nonprofit sector.

### ***Student Learning Goals***

The MPAL will conform to the student learning goals (i.e. “Standards”) given to us by our accreditation agency (National Association of Schools of Public Affairs and Administration – NASPAA).

1. The ability to lead and manage in public governance [Standard 5.1.1]
2. The ability to participate in and contribute to the policy process [Standard 5.1.2.]
3. The ability to analyze, synthesize, think critically, solve problems and make decisions [Standard 5.1.3.]
4. The ability to articulate and apply a public service perspective [Standard 5.1.4.]
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry [Standard 5.1.5.]
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context [Standards 5.2, 5.1.3., 5.1.2.]
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field [Standards 5.4, 5.1.2., 5.1.4., 5.1.5.]

**Core Courses, Electives, and Specializations**

The curriculum will consist of 32-33 credits of coursework. Within that, 20 credits will be core courses and 12-13 credit hours will be for a specialization. (See Appendix 2 for Advising Sheet)

**1. Program Plan** (and credit hours)

<b>Autumn Spring</b>	<b>Spring Summer</b>	<b>Summer Autumn</b>	<b>Autumn Spring</b>	<b>Spring Summer</b>
PUBAFRS 6051: Intro to Public Affairs and Orientation to the Program (4)	PUBAFRS 6060: Managing Human Resources in Public Orgs. (4)	PUBAFRS 6045: Fundamentals of Budgeting & Financial Admin. (2) (1 <sup>st</sup> 7 weeks)	PUBAFRS 6075: Data, Models & Evaluation (4)	PUBAFRS 7990: Capstone (3)
Specialization/ Elective 1 (3)	Specialization/ Elective 2 (3)	PUBAFRS 6055: Judgment in Managerial Decision-Making (2) (2 <sup>nd</sup> 7 weeks)	Specialization/ Elective 4 (3)	PUBAFRS 6530: Negotiation (1) (1 <sup>st</sup> 7 weeks)
		Specialization/ Elective 3 (3)		
7 credits	7 credits	7 credits	7 credits	4 credits

The first column represents the first semester of the program. Longer term, the MPAL sequence could begin in Autumn with a second sequence beginning Spring. These sequences would be offset to allow students to catch up if they fall out of sequence. Students sometimes experience life events that require them to reduce their course load or skip a semester. By offering two cohorts each year, students will be able to easily rejoin the program sequence if they need to take a semester off.

There are certain courses where students will strongly benefit by taking the sequence displayed above. Therefore, we will institute pre-requisites for certain courses, such as the Capstone course (see Advising Sheet, Appendix 2). The Capstone must be taken at the end of their academic career.

**2. Electives and Specializations**

Students choose a minimum of 12 credits of electives. We request that these specializations be transcriptable. They are required to define a program of study that advances their career goals.

As an alternative, students can choose a more focused degree specialization. Initial specializations will be offered in Public Management, Criminal Justice Administration and Public Policy. Short descriptions of those specializations are below. The college also may develop future specialization, such as in Education or Local Government. Whether and when these specializations are developed depend on how quickly the college can build the capacity for the

online program and how quickly enrollments increase. For the first cohort, there will be at least one path available for students to move through in a completely online manner. Prospective and incoming students will be carefully advised of which courses are initially offered online and which will be offered residentially. As new courses and specializations come online, prospective, incoming, and current students will be fully informed in a timely manner.

Beyond providing a specialized set of courses, well-defined specializations allow us to define a course offering pattern that students can count on to complete the program with the specialization in five semesters.

The **Public Management** specialization is designed for students who would like to focus even more on the managerial and leadership skills. Students completing the specialization will be prepared to effectively apply management theory to practical management challenges; will be prepared to diagnose complex situations and resolve them in ways that enhance organizational performance; will engage in fundamental strategic management techniques; will be suited to set organizational priorities, use performance data to manage operations and use performance information to develop more effective employees and make financial decisions; and will be prepared to effectively manage projects. This specialization will be offered when the online program begins.

The **Criminal Justice Administration and Policy** specialization, developed in conjunction with the Department of Sociology, is designed for students who would like to develop their managerial skills in the field of criminal justice. Students completing the specialization will understand the criminal justice system generally as well as specifically in Ohio; will understand the role of administrators in a criminal justice system; will understand the crime and society's responses to crime based on public policy and the criminal justice system; will be able to make evidence-based recommendations regarding key correctional populations (arrestees, probationers, prisoners, parolees, drug abusers, and others); will be able to articulate best practices related to prisons and jails; and will develop an understanding of criminal careers and recidivism. Coursework for this specialization will be offered by the Department of Sociology in addition to the Glenn College.

The **Public Policy** specialization is designed for students who would prefer to develop their public policy knowledge and policy analysis skills. Students completing the specialization will understand the public policy process; will be able to apply the concepts from economics to policy problems; will be able to set up basic program evaluations and evaluate the evaluations conducted by others; and will have the opportunity to further develop their analytic tools or knowledge of a specific policy area.

The **Nonprofit Management** specialization is designed for students who would like to focus even more on the management skills unique to nonprofit organizations. Students completing the specialization will be prepared to assess and manage nonprofit capacity to achieve organizational performance and system impact; will learn the fundamentals of nonprofit budgeting, accounting, and financial management; will be prepared to engage in development and fundraising strategies, process and systems; and will grow their expertise in marketing for nonprofit and public sector organizations.

### 3. Tentative Specialization

The following tentative specialization is also included to further illustrate the nature and direction of the proposed MPAL program.

The **Education Policy** specialization will train students interested in careers for the education sector, broadly envisioned, including both traditional public schools as well as the charter and private school sectors. Students will receive broad based public policy training in K-12 education, higher education, and workforce training. The focus on the course work will be on applying public policy theory and practice – leadership and policy analysis – to education practice. What this means is an explicit emphasis on, strategic planning, and evaluation – not on curriculum, foundations, or administration.

#### MPAL Specializations and Electives

<b>Public Management</b>	<b>Public Policy</b>	<b>Criminal Justice Admin. &amp; Policy</b>	<b>Nonprofit Management</b>
* PUBAFRS 7557: Strategic management (3)	* PUBAFRS 6000: Policy Formulation and Implementation (4)	* PUBAFRS 5506: Administration of Criminal Justice Policy (3)	* PUBAFRS 7553: Nonprofit Mgt. and Governance (3)
PUBAFRS 7550: Contract Management (3)	PUBAFRS 6030: Public Sector Economics (4)	SOC 5XXX Evidence Based Practice (3)	PUBAFRS 7533: Nonprofit Financial Management (3)
PUBAFRS 7554: Performance Management (3)	PUBAFRS 6080: Program Evaluation (4)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PUBAFRS 7555: Project Management (3)	PUBAFRS 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PUBAFRS 7507 CJ Policy (3) (and/or) PUBAFRS 7508 Juvenile Justice System Policy (3)	PUBAFRS 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12-13 credits	12 credits	12 credits

\* Each specialization requires this first course. Students can choose from the remaining courses, or other electives with approval, to complete the specialization. A sample of some of the electives available to students for each specialization are included in this table. We will develop online versions of different electives as the program grows and develops.

Please see Appendix 2 for the advising sheet and Appendix 5 for listing of each course and their current and planned status, as well as course syllabi for new courses.

**3. Administrative and Computational Arrangements for the Proposed Program**

Like our other degree programs (Ph.D., M.A., M.P.A., B.S., B.A.), the program will be administratively housed within the college as opposed to within a separate department. The college's standing Graduate Studies and Curriculum Committee will be responsible for the administration of this new program, including admissions. Student services staff members will be responsible for recruitment and student support services such as advising and career services. The Glenn College IT department will be responsible for the technological needs of maintaining the program. In addition, the college plans to hire a new Program Manager to manage recruitment, admissions assistance, and advising specifically for this program.

Students will need to have access to a computer with specifications that allow them to participate in the program. Students taking residential classes within the degree will have access to our computer lab in Page Hall, Room 030, and to classroom computers in Page Hall, Room 040. Students will also have access to the Ohio State Library System.

**4. Evidence of Need for the New Degree Program, including Opportunities for Employment of Graduates, and Other Programs in the State and Region that are Potentially Duplicative.**

The Graduate Studies Committee reviewed several data sources to determine whether there is a need for the program. The Graduate Studies Committee worked with the Office of Distance Education and eLearning (ODEE) to procure EDUVENTURES market snapshot research and labor market demand research, conducted its own environmental scan of programs that are competing within central Ohio, and conducted its own survey and focus group sessions of our alumni.

The labor demand research revealed that positive growth is forecasted in leadership and management positions both nationally and within central Ohio. Median hourly wages for managers in Columbus are expected to be paying \$44/hr. as compared to \$21/hr. for all occupations.

At the same time, there is an increase in national academic programs serving this population. "National programs" are those operating across many states. Almost all of these "national programs" offer an online option. Competition within central Ohio reflects these national trends with many new providers coming from out of state and providing an online delivery option within Ohio. This is reflected by both the EDUVENTURES research and corroborated by the College's own environmental scan. Additional highlights of the scan revealed that tuition ranged between \$19k (ASU), \$25k (OSU) and \$29k (OU online). Programs require approximately the same number of credit hours, with a range of 33 credits (ASU), 38 credits (OSU) and 48 credits (Akron).

The survey and focus group revealed that many of the alumni saw online and hybrid courses as a growing reality for working professionals within their organizations. Many of them had taken

online courses themselves after graduating from Ohio State. Based on their own experiences and the experiences of their colleagues, they generally concluded that the growth in online education was a reality, that it is more convenient than returning to a classroom, and that they have experienced both very good and bad online courses. A minority of the focus group participants volunteered that they would never take an online course. For such students, our residential In-Career MA degree remains an option. The alumni focus groups and the survey results also had specific suggestions for creating hybrid and online classes that have been drawn upon in our program and course development.

In terms of employment, most students in the new degree program will be currently employed but likely seeking a promotion or a career change. Our Career Services Advisor currently serves our residential In-Career MA population in this capacity. Last year, this population had a 96% rate of employment (one person dropped out of the workforce to stay home), and we are confident that we will be able assist our new degree graduates in a similar fashion. Within the next 10 years, over 40% of the state government workforce in Ohio will be of retirement age.<sup>3</sup> Other sectors of public service will be similarly affected. It is imperative that the up and coming workforce be trained to take the places of these retirees. This will open up a great deal of opportunity for our graduates to succeed in future careers.

## **5. Prospective Enrollment**

We plan to increase overall master's enrollments by offering a curriculum that is more accessible, more relevant and has better value for working professionals throughout the state, the region, and the nation. We plan to begin with a cohort of around 20 students. We will run two cohorts through the program and predict that enrollments will eventually grow to 30-40 students per cohort, amounting to an annual enrollment of 80 students in the program.

We do anticipate that the new online degree will take enrollments away from our residential In-Career Master of Arts in Public Policy and Management degree, but not fully. Some students in central Ohio (many of whom are current Ohio State employees) still prefer the residential delivery mode and/or a more policy-centered focus, and we are leaving that degree in place to serve that population. While we anticipate that the new degree will draw some students away from the residential degree, we also believe that, on balance, it will draw many new students from areas outside central Ohio. As the residential In-Career MA degree shares a common core courses with our MPA population, there will be change in staffing needed to maintain the residential program.

## **6. Special Efforts to Enroll and Retain Underrepresented Groups**

As with all our programs, we make concerted efforts to attract and retain underrepresented groups. For recruitment purposes, we plan to market the new degree through associations such as

<sup>3</sup> <http://ohiolmi.com/research/publications/2016Graying.pdf>



the National Forum for Black Public Administrators, with whom we have alumni contacts in the central Ohio. Another example is a group located within one of our disciplinary associations, the American Society for Public Administration's Conference of Minority Public Administrators (COMPA). Through targeted marketing to these and other associations and groups, we look forward to reaching prospective students from various underrepresented backgrounds, broadly defined. The more flexible nature of an online program will also allow us to reach a population that we cannot currently service.

Our retention efforts will continue to be characterized by professional competence with a personal touch. Our advisors regularly reach out to underrepresented students (a typically "at risk" group for attrition) to check in and make sure their needs are being met. We also have a standing College Diversity Committee and a student organization that serves those interested in multicultural affairs (the Public Affairs Student Multicultural Organization – PAMSO). Through these institutional supports, we look forward to developing programming accessible to our on-line populations so that they can participate and be supported. In addition, all students will have access to our Career Services Office, which conducts resume reviews and other services on-line and already provides specialized services such as Skype appointments and mock-interviews.

For information on current college and university enrollment, and degree recipients, from underrepresented groups please see Appendix 4.

## **7. Faculty and Facilities Available for the New Degree Program and their Adequacy**

The Glenn College currently has 22 tenured or tenure-track faculty and recently successfully completed two faculty searches for tenure-track positions. The College also has one full-time clinical faculty position starting in autumn 2018. We also have three Distinguished Adjunct Professors, seven affiliated faculty, a visiting assistant professor, and a list of over 50 professional practitioner instructors (adjuncts). Approximately one-third of our courses are taught by these professional practitioners in a given year. See Appendix 10 the Curriculum Vitae of those core faculty members who will be taking the lead in this new program.

The Department of Sociology has committed to offering at least two courses each year as part of the criminal justice administration and policy specialization. See Appendix 7 for their letter of support.

The anticipated decrease in residential In-Career Master's students will free up faculty and instructors to teach online core courses for the new degree. We predict a reduction of sections by one-third, enabling at least eight sections per term to be offered without adding new instructors. Also, we will add online offerings of many of the elective courses currently offered in our MPA and MA degree programs, thus making them accessible to new students. In addition, for some of our specializations, where the program has residential elective options, students will be able to take existing electives with existing instructors. Finally, the college will continue to hire "professional practitioner" instructors as adjuncts as needed for our programs; this is a requirement for our accreditation.

**8. Need for Additional Facilities and Staff and the Plans to Meet these Needs**

Due to the online nature of this program, there will be little to no need for additional facilities. Any students in the new degree program who have residential aspects to their degree plan will be given permissions to use our existing study and computer lab facilities. Because all the new students will need staff support, the college will hire an additional full time Program Manager whose job it will be to recruit and advise our new students.

**9. Projected Additional Costs and Evidence of Institutional Commitment and Capacity to Meet these Costs**

To develop and administer this new degree program, we anticipate the hire of one full-time, regular staff member to serve as the MPAL Program Manager, as well as the use of supplemental compensation to faculty members for the transition and refresh of courses for online delivery. Online courses will be instructed by a combination of core and associated faculty within the college, as well as qualified professional practitioners (adjuncts). No additional cost is expected for online course instruction as sections of traditional course offerings will be reduced when online course sections are deployed. Instructional costs are expected to shift evenly from residential courses to online courses. Grading assistance will be provided to online course instructors in the form of hourly student employees. We anticipate the hire of three (3) student employees at a 50% FTE for this work. Primary marketing of the degree program will be managed by ODEE at no cost to the college. Existing general fund balances will be used to cover these expenses for the first three (3) years of the program. As revenue is generated in the MPAL through enrollments, operational costs will be covered by those new revenues.

Anticipated five-year costs for the development and delivery of the MPAL as described above are expected to be approximately \$475,000. The college's general funds carry-forward balance is sufficient to cover these costs until revenue generated from the MPAL is allocated to the college.

Based on the college's strategic plan goals for its undergraduate and graduate programs, the addition of 20 MPAL students in cohort 1, 30 MPAL students in cohort 2, and 40 MPAL students in cohorts 3, 4, and 5 will result in an increase of approximately \$625,000 in general fund allocations by Fiscal Year 2023. If enrollments in the MA program decrease at a rate of 5% annually after Fiscal Year 2018 while MPAL enrollments generate as stated above, general fund allocations will increase by approximately \$415,000 by Fiscal Year 2023. If MA enrollments decrease by 10% annually after Fiscal Year 2018, general fund allocations will increase by approximately \$325,000 by Fiscal Year 2023.

The MPAL program is not expected to affect the undergraduate, MPA, or PhD enrollments for the college.

#### **10. Admissions Standards and Procedures**

Our admissions standards will ensure the competency of the students in the new degree program. Students will need to have a minimum 3.0 undergraduate GPA and a minimum of three or more years of significant managerial and/or analytical post-baccalaureate work experience to qualify to apply for the program. Personal statements will require identification of the kind of work products applicants seek to develop given the courses we offer and will include an on-line learner readiness prompt. International students are recommended to score at least a 100 in the TOEFL iBT. Resumes, transcripts, and letters of recommendation will also be required from all applicants. All applications will be reviewed by faculty members on the Graduate Studies Curriculum Committee.

#### **11. Accreditation**

If approved, this program will be proposed for formal accreditation to our disciplinary accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA). The Learning Goals for the program are taken directly from NASPAA's Standards for Accreditation. NASPAA's requirements for accreditation are comprehensive, requiring proof of Strategic Management and Mission for the program (Standard 1); Administrative Capacity and Faculty Governance (Standard 2); Faculty Qualifications, Faculty Diversity, and Research, Scholarship and Service Output (Standard 3); Mechanisms in place for successful Student Recruitment, Student Admissions, Advising and Career Counseling for Students, and Student Diversity (Standard 4); Universal, Mission-Specific, and Professional Competencies (Standard 5); Resource Adequacy needed to launch and maintain the program fiscally (Standard 6); and Appropriate Communication of current information regarding a program's "mission, policies, practices, and accomplishments including student learning outcomes" (Standard 7). For a full listing and explanation of NASPAA's Standards please see:

<https://naspaaccreditation.files.wordpress.com/2015/02/naspaa-accreditation-standards.pdf>

## List of Appendices

1. Curriculum Map
2. Advising Sheet
3. Assessment Plan
4. Underrepresented Groups Enrollment Profiles
5. Course Syllabi
6. Fiscal Charts/Information
7. Concurrences and External Letters of Support
8. Program Standards for Distance Learning Programs (ODHE statement)
9. Faculty Curriculum Vitae

**Appendix 1: Curriculum Map**

**(see next page)**

June 8, 2018, Board of Trustees meeting

	PUBAFRS 6051: Intro to PA, Leadership, & MPAL Program (4 cr.)	PUBAFRS 6060: Managing Human Resources in Public Orgs. (4 cr.)	PUBAFRS 6045: Fundamentals of Budgeting & Financial Admin. (2 cr.)	PUBAFRS 6055: Judgment in Managerial Decision- Making (2 cr.)	PUBAFRS 6075: Data, Models, & Evaluation (4 cr.)	PUBAFRS 6530: Negotiation (1 cr.)	PUBAFRS 7990: Capstone (3 cr.)
1. The ability to lead and manage in public governance [Standard 5.1.1.]	F	I	I	I	I		A
2. The ability to participate in and contribute to the policy process [Standard 5.1.2.]	F	I	I		I	A	A
3. The ability to analyze, synthesize, think critically, solve problems and make decisions [Standard 5.1.3.]	F	I	A	A	I	A	A
4. The ability to articulate and apply a public service perspective [Standard 5.1.4.]	F	F		I		A	A
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry [Standard 5.1.5.]	F	I		I		A	A
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context [Standards 5.2, 5.1.3., 5.1.2.]	F			I	I		A
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field [Standards 5.4, 5.1.2., 5.1.4., 5.1.5.]	F	I	I	I	I	A	A

F = Meets goals at a foundational level

I = meets goals at an intermediate level

A = meets goals at an advanced level

## Appendix 2: Advising Sheet

Date:

Advisor:



**THE OHIO STATE UNIVERSITY**

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Name:

E-mail address:

Specialization Track:

### Required Foundation Courses (20 hours)

Course	Title	Credit Hours	Grade	Term/Year taken
PUBAFRS 6051	Introduction to Public Affairs/Orientation to Program	4		
PUBAFRS 6060	Managing Human Resources in Public Organizations	4		
PUBAFRS 6045	Fundamentals of Budgeting & Financial Administration (pre-req 6051)	2		
PUBAFRS 6055	Judgment in Managerial Decision-Making (pre-req 6051)	2		
PUBAFRS 6075	Data, Models, & Evaluation (pre-req 6051)	4		
PUBAFRS 6530	Negotiation	1		
PUBAFRS 7990	Capstone (pre-reqs 6051, 6060, 6045, 6055, 6075)	3		

### Glenn College Specialization Track Options:

- Management & Leadership
- Criminal Justice Administration & Policy
- Policy
- Nonprofit Management

**Specialization Track courses:**

Course	Hours	Grade	Term/Year taken

Public Management	Criminal Justice Admin. & Policy	Public Policy	Nonprofit Management
* PUBAFRS 7557: Strategic Management (3)	* PUBAFRS 5056: Administration of Criminal Justice Policy (3)	* PUBAFRS 6000: Policy Formulation and Implementation (4)	* PUBAFRS 7553: Nonprofit Mgt. and Governance (3)
PUBAFRS 7500 Contract Management (3)	SOC 5XXX Evidence Based Practice (3)	PUBAFRS 6030: Public Sector Economics (4)	PUBAFRS 7533: Nonprofit Financial Management (3)
PUBAFRS 7554: Performance Management (3)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PUBAFRS 6080: Program Evaluation (4)	PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PUBAFRS 7555: Project Management (3)	PUBAFRS 7507: CJ Policy (3) (and/or) PUBAFRS 7508: Juvenile Justice System Policy (3)	PUBAFRS 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PUBAFRS 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12 credits	12-13 credits	12 credits

\* The specialization requires this first course, and students can choose from the remaining courses to complete the specialization.



### **Appendix 3: Assessment Plan**

The assessment plan for the MPAL begins with the learning goals, or “Standards,” established by our accrediting body, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). These learning goals are then mapped to the learning objectives through a curriculum map to insure each is met with sufficient coverage and depth. (See Appendix 1, above).

The purpose of our assessment plan is to

- know how well we are meeting our student learning goals. Are students learning what we feel they need to learn in order to earn the degree and be successful afterwards?
- help with curriculum design in the future. For example, are skills and concepts in earlier courses providing an adequate foundation for later courses? Is there unwanted duplication of material in classes?
- identify ways to improve the program for students in terms of relevance and usefulness.
- meet NASPAA and Ohio State reporting requirements.

There are several values informing the design of our assessment plan. The first value is the consideration of whether assessment efforts yield recommendations for continuous program improvement in terms of student learning outcomes. Another value is that the process is sufficiently rigorous, yielding regular recommendations for action. Also important is that the plan is reasonably easy for faculty and staff to implement and sustain. Finally, we want to ensure that the data, lessons learned, and actions taken are shared among faculty to increase knowledge and support of assessment, and to support ongoing accreditation.

#### **Timeline**

The seven curricular goals will be assessed over a continuous two-year cycle. This two-year planning horizon is designed to meet Ohio State’s assessment reporting requirements. In the terms labeled “execute,” this is where assessment will be conducted in courses and/or with portfolio products that line up to the student learning objectives associated with the stated learning goals. In terms labeled, “report,” findings from those assessment efforts will be shared with the Graduate Studies and Curriculum Committee. At least once per year, assessment efforts will be reported through the University’s system, TracDat, to our accreditation body, and to Glenn College faculty and staff. These reports will highlight progress made as a result of assessment, as well as future plans to continue assessment efforts.

	Au 19	Sp 20	Su 20	Au 20	Sp 21	Su 21	Au 21	Sp 22	Su 22
Goal 1	execute	report					execute	report	Cont.
Goal 3	execute	report					execute	report	Cont.
Goal 6			execute	report					
Goal 2			execute	report					
Goal 7					execute	report			
Goal 5					execute	report			
Goal 4					execute	report			

### Data Collection and Analysis

Specifically, in the “execute” phase, data will be collected by faculty and instructors through in-course assessment tools, and at times through a survey of graduates and employers. This data will be reviewed and analyzed by a Subcommittee of the Graduate Studies and Curriculum Committee. Findings will then be presented to the larger committee and recommendations will be made and shared with faculty as appropriate each semester, and to the university and NASPAA annually. Data will be archived by Student Services.

### Data Collection Instruments

Faculty will be provided an Excel template that contains the learning objectives for the course along with cells for them to enter the methods, criteria, results, and analysis for their individual assessments. That template will be completed and returned to the Student Services and will be collated for sharing and reporting purposes.

We will use Qualtrics to administer our surveys of students, alumni, and employers.

### Measures Utilized

Both direct and indirect measures will be used for assessment. The focus will be on developing direct in-classroom measures of student learning that can be used as part of a course’s normal assessment process. Periodically, indirect measures will be used to complement the direct measures.

A key assessment tool is the student portfolio. Students will accumulate their assignments and projects during their academic program and then include a short, written reflection paper on what they have learned during their enrollment in the program and their next life-long learning goals are. The portfolio

will then be reviewed by a committee of faculty to make sure that the program is both relevant and rigorous. Ongoing development of the program is dependent on this important source of information. Elements of the portfolios can be assessed before a student completes the program to ensure that students are achieving required competencies as they move through the program, rather than just as they exit.

### **Measures**

#### **Direct Measures**

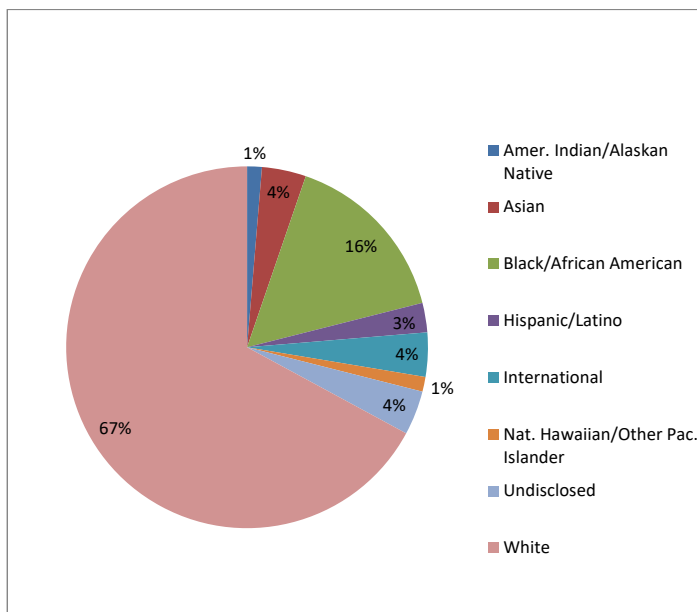
Student portfolio  
Capstone course reports, papers, or presentations  
Other classroom assessment methods

#### **Indirect Measures**

Student survey  
Alumni survey  
  
Employer feedback or survey  
Student interviews or focus groups  
Career Outcomes  
External program review  
Curriculum or syllabus review  
Comparison or benchmarking

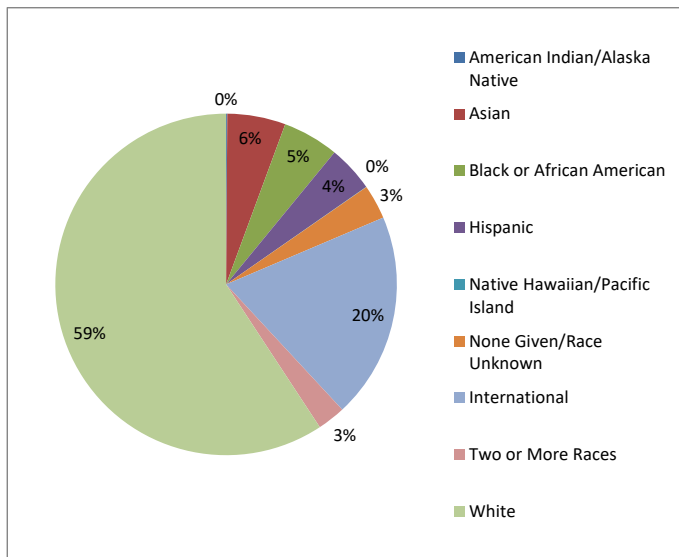
## Appendix 4: Underrepresented Groups Enrollment Profiles

### Autumn 2017 Enrolled In-Career MA students



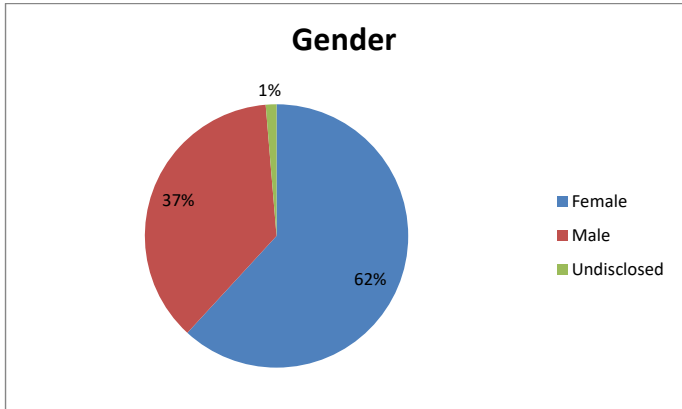
This chart represents the self-reported ethnic/racial makeup of our current In-Career Masters enrolled student body as of autumn 2017. Because it is anticipated that the MPAL degree audience will be similar to the In-Career MA audience, this chart represents the potential diversity of the MPAL students. It is our hope that the MPAL student body (as with all our degrees) will reflect university, regional, and national population percentages.

Autumn 2017 University Graduate and Graduate Professional Population



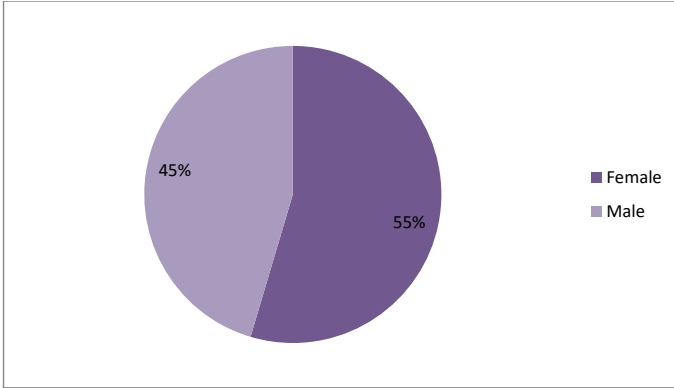
As a comparison to the preceding chart, this is the university's demographic breakdown for all students in Graduate and Graduate Professional programs as of autumn 2017. Compared to the university, our programs tend to have a higher percentage of domestic students, which is understandable given the domestic focus of our degrees.

Autumn 2017 In-Career MA Gender Breakdown



The above chart shows that women make up the majority of the In-Career MA degree program currently. Women are traditionally underrepresented in the field of public service and as such, represent a minority group at many institutions. We hope that the MPAL will continue to offer women a pathway into public service.

Autumn 2017 Ohio State University Graduate & Graduate Professional Student Gender Breakdown



The university gender breakdown also favors women, although this is less informative than looking discipline by discipline to determine unique gender equity situations. While Public Affairs would like to increase the number of women in the field, in Nursing, for example, the focus is on increasing the male population.

### Appendix 5: Core Course & New Elective Course Syllabi

Listing of all courses in degree, current status and proposed action:

Department	Course Number	Title	Current Status	Proposed Action
<b>Core Courses</b>				
PUBAFRS	6051	Intro to Public Affairs and Orientation to the Program	new	Develop <sup>4</sup>
PUBAFRS	6060	Managing Human Resources in Public Organizations	Existing hybrid	Convert
PUBAFRS	6045	Fundamentals of Budgeting and Financial Administration	new	Develop
PUBAFRS	6055	Judgment in Managerial Decision-Making	new	Develop
PUBAFRS	6075	Data, Models, and Evaluation	new	Develop
PUBAFRS	7990	Capstone Course	new	Develop
PUBAFRS	6530	Negotiation	Existing in-person	Convert
<b>Public Management Specialization Courses</b>				
PUBAFRS	7557	Strategic Management	Existing in-person	Convert
PUBAFRS	7550	Contract Management	Existing in-person	Convert
PUBAFRS	7554	Performance Management	Existing in-person	Convert
PUBAFRS	7555	Project Management	Existing in-person	Convert
<b>Public Policy Specialization Courses</b>				
PUBAFRS	6000	Policy Formulation and Implementation	Existing hybrid	Convert
PUBAFRS	6030	Public Sector Economics	Existing hybrid	Convert
PUBAFRS	6080	Program Evaluation	Existing hybrid	Convert
PUBAFRS	5570	Risk Analysis	Existing in-person	Convert
<b>Criminal Justice Administration and Policy Specialization Courses</b>				
PUBAFRS	5506	Administration of Criminal Justice Policy	New	Develop

<sup>4</sup> We will be working with ODEE to develop new on-line courses and to convert hybrid and in-person delivery courses.



SOCIOL	5XXX	Evidence Based Practice	New	Develop
SOCIOL	5XXX	Offender Decision Making and Prisoner Reentry	New	Develop
PUBAFRS	7507	Criminal Justice Policy	Existing in-person	Convert
PUBAFRS	7508	Juvenile Justice System Policy	Existing in-person	Convert
<b>Nonprofit Management Specialization Courses (Tentative track)</b>				
PUBAFRS	7553	Nonprofit Management and Governance	Existing in-person	Convert
PUBAFRS	7533	Nonprofit Financial Management	Existing in-person	Convert
PUBAFRS	5590	Fundraising & Philanthropy for Nonprofit Organizations	Existing in-person	Convert
PUBAFRS	5592	Marketing for Nonprofit Organizations	Existing in-person	Convert



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6051:**

**Introduction to Public Administration, Leadership, and the MPAL Program**

**Semester 20XX Syllabus**

**Online Delivery via Carmen**

Credit hours: X

**Professor:**

**Contact Info:**

**Office Hours:**

### **COURSE OVERVIEW**

Managing and leading in the public sector takes place within a context of public policy, public law, and public administration. The public policy process establishes the goals and performance expectations public managers and leaders pursue and the resources available to carry out directives. Public law establishes what managerial actions are permissible and what steps are prohibited. Public administration determines the processes and procedures that govern the implementation of policies and laws. Taken together, public policy, public law, and public administration are the source of a diverse set of public sector values – efficiency, effectiveness, fairness, justice, accountability, equality – that guide public management and leadership.

Within this context public managers and leaders have to act. This course prepares students for their roles as action-oriented administrators, managers and leaders within a democratic system of governance. Through class online readings, videos, and exercises students will explore the context of public sector management and leadership. Within this context, students will uncover their own professional ethics, engage in civil discourse, and prepare to manage and lead in an increasingly diverse decision making context.

As the class in the Master of Public Administration and Leadership, this course will also expose students to the full curriculum and provide a roadmap through the degree. Students will solidify the work-based project that will span the degree program and culminate in the final capstone course.

The format for this course is online. All activities required in the course will occur through Ohio State's online learning management system, Carmen.

### **COURSE LEARNING GOALS**

Upon successful completion of the course, students should have a strong understanding of:

- The legal, policy and governance context of administration, management and leadership in the public and nonprofit sectors
- Their roles and responsibilities as administrators, managers and leaders in the public and nonprofit sectors
- The learning objectives and the curriculum of the MPAL program

Upon successful completion of the course, student should be able to

- Identify the authorities and constraints public managers and leaders face as they implement public policies and laws
- Engage in debate about public policy and public management issues in a civil manner
- Plan their course of study through the MPAL program

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an introductory level:

- Students can lead and manage in public governance.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions.
- Students can articulate and apply a public service perspective.
- Students can communicate and interact productively with a diverse and changing workforce and citizenry.
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context.
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

## **COURSE MATERIAL**

There is no required textbook for the course. There are required articles and chapters from books. All reading material, PowerPoint slides, and videos will be posted to Carmen.

## GRADING AND COURSE REQUIREMENTS

Assessment	Points
Introduce Yourself Video	2.5
Organization Selection	2.5
Group Case Study Responses (3 * 5 points)	15
Class Contribution	10
Knowledge Checks	10
Stakeholder Analysis	25
Stakeholder Analysis Presentation	5
SWOT Analysis	25
SWOT Analysis Presentation	5
<b>TOTAL POINTS</b>	<b>100</b>

Transformation of numerical grade to a letter grade will be according to the schedule below:

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
		B-	80-82.9	C-	70-72.9	E	< 60

### Due Dates

Assessment	Due Date
Introduce Yourself Video	
Organization Selection	
Hurricane Katrina Practice Case	
Group Case Study Responses (only 3 of 7 required)	
Michelle Rhee and DC Public Schools	
Managing a Press Feeding Frenzy	
Missouri v. Jenkins	
Cambridge Hospital	
Last Flight of Space Shuttle Challenger	
Deepwater	
Mid-Ohio Food Bank	
Stakeholder Analysis Presentation	
Stakeholder Analysis	
SWOT Analysis Presentation	
SWOT Analysis	

**All assignments are due to Carmen by 11:59 PM on the day they are due.** Aside from the final assignment, all due dates are on a Sunday at midnight. You are more than welcome to turn in assignments before the day that they are due. I hold virtual/in-person office hours from 12:00-1:00 PM on Fridays to answer any assignment questions. I am also more than happy to set up a different time to meet virtually with an individual or group during the week.

### **Introduce Yourself Video (2.5 points)**

By XXXXXXX, post a short video bio introducing yourself to the other members of the class. You can use a device as simple as your cell phone camera. Let me know if you do not have access to a video camera and we will make alternative arrangements. Your introductory video should be short, no more than 1-2 minutes.

Here's what I'd like you to include in the video:

- Your name, professional and educational background
- Your current and prior management experience, if any – whether you currently work in the field or you're new to it
- Your goals for what you currently plan to do when you complete the degree

You will post the video to a Carmen Dropbox.

### **Organization Selection Post (2.5 points)**

By XXXXXXX, identify a “public” organization that is of interest to you, ideally the organization that you work for. It does not have to be a traditional public agency or organization. It could be a nonprofit organization or a private sector organization that is involved in “public” work. In identifying your organization, explain why and what you are specifically interested to learn about how it operates. Again, the most desirable choice is the organization you work for. This organization will become the basis for the two major assignments you conduct for the course – the stakeholder analysis and the SWOT analysis. For organizations that are large and complex (e.g. most federal and state agencies or national or international nonprofits), you should select a specific unit or department to make the assignments manageable. Your response should be between 150-200 words. You can post your response directly to the Carmen site in the designated Dropbox.

### **Group Case Study Responses (5 points \* 3 cases = 15 points)**

The class relies heavily on cases to provide insight into real-world challenges faced by managers and leaders in the public sector. The cases presented generally contain background information on the objective of the activity, the people involved, and a series of events and administrative difficulties that confront the manager. The problem may or may not be clearly defined.

A significant part of your job will be to determine and define the management and leadership problem. The aim of the case is to present the facts that were known or available to parties in the case situation and which formed the basis for their analysis and decision. The decision is sometimes described in the case, other times not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision.

Each case study response should include the following elements:

- Summary of important details of the case
- Identification of the key decision maker/makers and the basic decision she/he has to make
- Identification of the fundamental management challenge the decision maker faces
- Answers to the specific case study response questions for that week

For the weeks in which a case study is assigned, a set of case study response questions is posted on Carmen to guide your reading. The questions are designed to reinforce key concepts from the reading materials and videos, and to engage critical thinking about how the materials relate to contemporary public management. The questions, by design, are open-ended, requiring critical thinking. There is no one right answer, but there are insufficient and incorrect responses.

Early in the semester you will be assigned to a group consisting of four to five students. You will do the group case studies together. That means you will need to collectively agree on which three of the seven case studies you will do and how you will apportion the work required to complete the case. I will set up group discussions for each group so that you can discuss each case online before it is due. Each case assignment will have four component questions so a potential division of labor is to assign one component question to four of the group members and then have one group member responsible for overall project completion. I recommend rotating the responsibilities for each case. I would be happy to connect with each group online to help ensure successful collaboration.

There are seven cases scheduled plus an additional practice case. The practice case – Hurricane Katrina on week 3 – is required for every group. Use this case as an opportunity to familiarize yourself with the assignment requirements and the working style of your group members. After this first practice case, each group is required to perform three of the remaining cases.

Your case study responses should be no longer than 2 pages, single spaced, 12 point Times New Roman font. You are welcome and encouraged to include tables or figures.

The Case Study Response is your opportunity to apply each week's course materials, and demonstrate your critical thinking and grasp of concepts - **not only** to summarize the case study.

Your responses will be evaluated based on the following criteria:

- Understanding of course materials, as indicated by the accuracy of your response from assigned course readings *for that week*
- Critical thinking, as demonstrated by your own evolving assessment of the particular issue presented in the case study
- Writing quality and organization, logic, etc.

Each group member will receive the same grade for the assignment. Each case response is due at 11:59 PM on the Sunday of the week the case is assigned.

### **Class Contribution (10 points)**

Class contribution is one of the best and most reliable ways that you can demonstrate your understanding of the ideas and models presented in class, as well as your ability to apply them to real public sector situations. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class.

Your opportunity to contribute to class will be through weekly online discussions with other classmates. In those weeks in which you elect not to complete a written case assignment, you are still expected to discuss the case with your classmates. There will be a discussion board for each case with the required case questions. Each group will be expected to discuss the case questions through online written responses (and potentially additional questions that group members pose to each to continue and deepen the discussion).

Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts of your groupmates and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or “gut feeling”. Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Discussion boards for each week will be open all week long. You do not have to conduct your discussion synchronously with all group members at one time (although it is not a bad strategy to schedule a time each week when each group member can be present to engage in discussion online). The online format provides flexibility to participate at different times during the week. However, if you wait until the end of the week (e.g. Saturday night), the likelihood that you will be able to actively participate in the discussion is low.

The expectation is that you will engage in online discussion with your groupmates each week – the weeks in which your group elects to turn in a formal written case assignment and the other weeks.

Contribution represents 10% of your final grade.

### **Knowledge Checks (10 points)**

For ten of the weeks, the reading and video material will be followed by four multiple choice questions. The questions are designed to assess your comprehension and mastery of the material. Each question will be worth .25 points for a total of 1 point. In this way, each question is low stakes, but taken together all the knowledge check questions represent 10% of your final grade.

### Stakeholder Analysis (25 points)

In the stakeholder analysis assignment, you will first describe the **context of the selected organization or unit/department**, including brief background about your organization (incorporating statutes or authority, public purpose, and key activities), and a brief description. You will also make the case for why a stakeholder analysis is important and potentially beneficial for this particular organization or unit/department. This section should be about one page (single spaced, 12-point font).

Second, you will **identify and categorize organizational stakeholders** for the organization or unit/department that you have selected (e.g. clients and service recipients, legislators, regulators, competitors). Identification of the stakeholders will likely be relatively straightforward – stakeholders are any organization, individual or group who are either impacted by or impact the organization. The more challenging activity will be to categorize stakeholders based on the *degree* to which they affect or are affected by the organization (relative power and interest), and their potential influence over the organization or unit/department. Some stakeholders are more important than others. Your task will be to sort through the list of stakeholders you have identified and determine which are more important than the others (and provide explanations as to why). In class, we will examine a particular framework for categorizing stakeholders in order to assist you in this process.

**In addition to identifying and categorizing stakeholders, you will also be expected to identify the preferences or expectations that key stakeholders** have for the organization you have selected. Here you will identify what it is that key stakeholders want from your organization (e.g. higher performance, resources) and what criteria these key stakeholders use to judge the organization's performance (e.g. efficiency, effectiveness, equality).

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6-page limit for this assignment. You are welcome and encouraged to include tables or figures.

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.



Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six-page threshold. Include your name and page number in the header or footer of each page.

The assignment is due by 11:59 PM on XXXX in the assignment Dropbox on Carmen.

### **Stakeholder Analysis Presentation (5 Points)**

On the week before the Stakeholder Analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

- Brief description of the organization
- Brief identification of the criteria used to sort stakeholders (e.g. power and interest)
- Categorization of stakeholders
- Identification of the preferences key stakeholders

Your presentation should be five minutes or less and you are welcome to use visuals.

The assignment is due by 11:59 PM on XXXXX in the assignment Dropbox on Carmen.

### **SWOT Analysis (25 points)**

The second major assignment tied to your organization or unit/department is to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). A SWOT analyses consists of an environmental scan and internal assessment to identify opportunities and threats, and organizational strengths and weaknesses. This tool is designed to assist managers in making decisions about how to position their organization to meet the demands of targeted stakeholders, capitalize on external conditions, and harness organizational capabilities.

SWOT is a generic framework with few protocols. As such there is no standard form for presentation. While you want to be comprehensive in the analysis you conduct, you also want to be succinct in the material that you present. In a management context, concise documents are far more likely to get consumed than extensive ones. However you decide to present the results of your analysis, your SWOT assignment should include the following elements.

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high

that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to:

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6 page limit for this assignment. You are welcome and encouraged to include tables or figures.

The assignment is due by 11:59 PM on XXXXXX in the assignment Dropbox on Carmen.

### **SWOT Analysis Presentation (5 points)**

The week before the SWOT analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

Your presentation should be five minutes or less and you are welcome to use visuals.

The assignment is due by 11:59 PM on XXXXXX in the assignment Dropbox on Carmen.

## COURSE POLICIES

Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>. Your work should be original. Quotation and paraphrasing of other's work without citation will not be accepted. If you have any questions about the policy or what constitutes academic misconduct in this course, please contact me.

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "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) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

All work is to be submitted through Carmen, as a Word or PDF document, as I grade and provide feedback for all assignments electronically. If you cannot deliver an assignment through Carmen, you are responsible for submitting assigned material to me through some other means (email a Microsoft Word attachment to brown.2296@osu.edu.) Informing me of your intention to be absent does not waive your obligation to submit assigned work. **Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g. A- to B+).**

### Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

### Turnitin

When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. See the OSU website: <http://odee.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite#overview>. OriginalityCheck is a service provided that scans your entire submission and then compares

your text to other works (including your own) to determine how much of your paper matches. See the following web page for best practices when writing your homework and papers: <https://odde.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite-students>  
[Accommodation Policy](#)

## **Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Social Support Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via:

- The Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building.
- 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## **Diversity Values Statement**

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone

by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

## **COURSE CALENDAR**

This calendar provides the dates for the beginning of each week of the course. The calendar also provides the **required** dates for when assignments are due.

### **Week 1 (XXXXXX) – Introduction, Course and Degree Overview, and Managing and Leading Public Organizations**

#### *Readings*

- Course Syllabus
- Wilson, James. 1989. “Chapter 1: Armies, Prisons, and Schools” and “Chapter 2: Organization Matters” in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books), pp. 3-28.

#### *Videos*

- Overview – Week 1
- Course and MPAL Degree Overview
- Managing and Leading Public Organizations

#### *Activities*

- Post “Introduce Yourself” video to Carmen Dropbox (due XXXXXX)

### **Week 2 (XXXXXX) – Mission, Goals and Objectives**

#### *Readings*

- Moore, Mark. 1995. “Chapter 2: Defining Public Value: The Aim of Managerial Work” in *Creating Public Value: Strategic Management in Government* (Boston, MA: Harvard University Press), pp. 27-56.
- Collins, James and Jerry Porras. 1996. “Building Your Company’s Vision”, *Harvard Business Review* 65-77.

#### *Videos*

- Overview – Week 2
- Learning by the Case Method
- Mission, Goals and Objectives

#### *Activities*

- Knowledge Check #1
- Post Organization Selection to assignment Dropbox on Carmen (due XXXXXX)

### **Week 3 (XXXXXX) – Public vs. Nonprofit vs. Private Organizations**

#### *Readings*

- Rainey, Hal. 2010. “Chapter 3: What Makes Public Organizations Distinctive” in *Understanding and Managing Public Organizations* (San Francisco: Josey Bass), pp. 53-85.
- Weisbrod, Burton. 2000. “The nonprofit mission and its financing: Growing links between nonprofits and the rest of the economy” in *To Profit or Not To Profit: The Commercial Transformation of the Nonprofit Sector* (Cambridge, UK: Cambridge University Press), pp. 1-24.
- Hurricane Katrina case material

#### *Videos*

- Overview – Week 3
- Public vs. Nonprofit vs. Private Organizations
- Hurricane Katrina Aftermath: In the Shadow

#### *Activities*

- Knowledge Check #2
- Required group case analysis of Hurricane Katrina case [Questions on Carmen] (due on XXXXXX)

### **Week 4 (XXXXXX) – Stakeholder Identification, Prioritization, and Engagement**

#### *Readings*

- Bryson, John. 2011. “Stakeholder Analyses” Chapter 4 pgs 132-137 & “Resource A,” pages 405-427, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Michelle Rhee and DC Public Schools

#### *Videos*

- Overview – Week 4
- Stakeholder Identification, Prioritization, and Engagement
- Stakeholder Assignment
- Michelle Rhee in DC: Episode 1 – Pt 1
- Controversial DC Schools Chief Calls it Quits

#### *Activities*

- Knowledge Check #3
- Analysis of Michelle Rhee and DC Public Schools case [Questions on Carmen] (due XXXXXX)

### **Week 5 (XXXXXX) – Organizational Environment: Political**

#### *Readings*

- The U.S. Constitution and Amendments
- Meier, Kenneth. 2000. “Chapter 6: Controlling the Bureaucracy: External Checks by Political Institutions”, in *Politics in the Bureaucracy*. 4th Edition.
- Managing a Press ‘Feeding Frenzy’ case material

#### *Videos*

- Overview – Week 5
- Organizational Environment: Political

#### *Activities*

- Knowledge Check #4
- Analysis of Managing a Press Feeding Frenzy case [Questions on Carmen] (due XXXXX)

### **Week 6 (xxxxxx) – Organizational Environment: Legal**

#### *Readings*

- Wilson, James Q. 1989. “Courts” and “Rules” in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books): 277-294 & 333-345.
- Missouri v. Jenkins case material

#### *Videos*

- Overview – Week 6
- Organizational Environment: Legal

#### *Activities*

- Knowledge Check #5
- Written analysis of Missouri v. Jenkins case [Questions on Carmen] (due XXXX)

### **Week 7 (xxxxxxx) – Organizational Environment: Market**

#### *Readings*

- Milward, Brinton and Keith Provan. 2000. “Governing the Hollow State,” *Journal of Public Administration Research and Theory* 10(2): 359-379.
- Michael E. Porter. 2008. “The Five Competitive Forces That Shape Strategy”, *Harvard Business Review* 86(1): 78-93.
- A Public Hospital’s Strategy for Survival: The Story of Cambridge Hospital case material

#### *Videos*

- Overview – Week 7
- Organizational Environment: Market

*Activities*

- Knowledge Check #6
- Analysis of Cambridge Hospital case [Questions on Carmen] (due on June 18, 2017)

**Week 8 (XXXXXX) – Organizational Alignment and Strategy**

*Readings*

- Bryson, John. (2011). “Why Strategic Planning is More Important Than Ever”, Chapter 1, pgs 3- 40, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Mintzberg, Henry (1994). “Rethinking Strategic Planning Part 1: Pitfalls and Fallacies,” *Long Range Planning* 27(3): 12-21.

*Videos*

- Overview – Week 8
- Organizational Alignment and Strategy
- SWOT Analysis

*Activities*

- Knowledge Check #7
- Post stakeholder presentation video to Carmen (due XXXXXX)

**Week 9 (xxxxxxx) – Organizational Design**

*Readings*

- Stanton, Thomas (2002). *Moving Toward More Capable Government: A Guide to Organizational Design*. (Washington, DC: IBM Center for the Business of Government).

*Videos*

- Overview – Week 9
- Organizational Design

*Activities*

- Post stakeholder assignment to Carmen (due XXXXXX)

**Week 10 (XXXXXX) – Organizational Design: Hierarchy**

*Readings*

- Charles Goodsell. 2004. “Chapter 1: Bureaucracy Despised, Disparaged, and Defended” and “Chapter 3: More Bureaucracy Myths to Delete” in *The Case for Bureaucracy* (Washington DC: CQ Press): 1-23 and 42-58.
- Last Flight of the Space Shuttle Challenger case material



*Videos*

- Overview – Week 10
- Bureaucracy Basics: Crash Course Government and Politics #15
- Organizational Design: Hierarchy
- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

*Activities*

- Knowledge Check #8
- Analysis of Last Flight of the Space Shuttle Challenger case [Questions on Carmen] (due XXXXXXX)

**Week 11 (XXXXXX) – Organizational Design: Contracts**

*Readings*

- Brown, Trevor, Matt Potoski, and David Van Slyke. 2006. “Managing Public Service Contracts: Aligning Values, Institutions, and Markets.” *Public Administration Review* 66 (3): 323-331.
- Contracted Versus Internal Assembly for Complex Products: From Deepwater to the Acquisition Directorate in the U.S. Coast Guard

*Videos*

- Overview – Week 11
- Organizational Design: Contracts
- The Troubled Waters of “Deepwater”

*Activities*

- Knowledge Check #9
- Analysis of Deepwater case [Questions on Carmen] (due XXXXX)

**Week 12 (XXXXXX) – Organizational Design: Networks and Partnerships**

*Readings*

- H. Brinton Milward and Keith Provan. 2006. A Manager’s Guide to Choosing and Using Collaborative Networks (Washington, DC: IBM Business of Government)
- Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case material

*Videos*

- Overview – Week 12
- Organizational Design: Networks and Partnerships

*Activities*

- Knowledge Check #10
- Analysis of Integrating Housing and Social Services case [Questions on Carmen] (due XXXXXXX)

**Week 13 (XXXXXX) – Course Evaluations + SWOT Presentation Due**

*Videos*

- Overview – Week 13

*Activities*

- Conduct Course and Group Evaluations
- Post SWOT presentation to Carmen (due XXXXXX)

**Week 14 (XXXXXX) –SWOT Analysis Due**

*Videos*

- Overview – Week 14
- Course Summary and Next Steps in the MPAL Degree

*Activities*

- Post SWOT analysis to Carmen (due XXXX)



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6060:**

#### **Managing Human Resources in Public Organizations**

**Semester 20XX Syllabus**

**Mendenhall Lab 0191**

**Wednesday 5:45-8:15pm**

Credit hours: 3

**Professor:** Russell S. Hassan, PhD

**Contact:** 614-292-7423, [hassan.125@osu.edu](mailto:hassan.125@osu.edu)

**Office hours:** 310A Page Hall, W 4:00-5:30pm/or by appointment

### **COURSE OVERVIEW**

Public organizations are designed to solve complex problems. Those who are responsible for managing such organizations need to assemble talented and committed individuals and lead them towards achieving the organization's public service mission. Furthermore, public managers often need to make things happen with limited resources and not under ideal conditions or time frames. The attainment of the organization's goals requires a manager to be able to understand how people from various backgrounds, interests, and skill sets can work together and contribute towards the organization's mission, influence people both inside and outside of the organization, optimize the structure and culture of their organization, make effective decisions, resolve conflicts, and drive change for higher organizational performance. PUBAFRS 6060 will help you to achieve these objectives by providing you with the analytical tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors. The goal of this course is to help you to develop and enhance your supervisory and leadership skills so that you can manage and lead a high-performing, successful public organization.

The course has two separate but related segments. In the first part of the course (weeks 1-8), you will learn how to recruit, motivate, and retain talents in public organizations. The main purpose of these sessions is to help you to learn about the best practices for supervising and managing people in organizations. Each week, we will focus on a particular human resource management challenge and learn how to address it effectively. In the second part of the course (Weeks 8-15), you will learn about the leadership skills and practices needed to lead high-performing public service organizations. All class sessions in both parts A and B will rely heavily on case studies, individual and group exercises and film/video analysis in addition to reading about the best practices from the existing organizational research.

## **COURSE LEARNING GOALS**

Upon successful completion of the course, students should be able to:

- Manage and lead public organizations towards policy goals.
- Understand public organizations as a unit of analysis
- Identify and manage external/environmental challenges to organizational performance.
- Identify what constitutes feasible performance outputs for public organizations.
- Engage in strategic planning for public organizations.
- Identify and manage internal challenges to organization performance.
- Lead and motivate workers in public organizations.
- Manage innovation and change.

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to Glenn College learning goals and objectives related to foundational knowledge in public affairs; and intermediate competencies in management, leadership, and policy analysis; In particular, the course focuses on the following objectives at a foundational or intermediate level:

- Students can lead and manage in public governance. (intermediate)
- Students can participate in and contribute to the policy process. (intermediate)
- Students can analyze, synthesize, think critically, solve problems and make decisions. (intermediate)
- Students can articulate and apply a public service perspective. (foundational)
- Students can communicate and interact productively with a diverse and changing workforce and citizenry. (intermediate)
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (intermediate)

## **Grading**

### Group case analysis and presentation (10 percent)

Throughout the semester, case studies will be presented in class by students to help reinforce the course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion on any given week. I will assign you to a group at the beginning of the semester that you will serve as the facilitator for a case with 3-4 other classmates. You will receive a group grade for your analyses and facilitation of class discussion. To prepare for your case facilitation, you should meet ahead of time (outside of class) with your team. It is also advised that your team meet with the instructor to review your plan at least one week prior to your facilitation. Your team will be graded on the following five components:

Clear synopsis of the management challenge(s) evident in the case, as it relates to the course materials for the week (20 points);

- Application of concepts, tools or insights from course materials/readings to the identified management challenge in the case (20 points);
- Discussion of different solutions available to the decision-maker(s) (20 points);
- Assessment of the lessons learned from the case as they relate to the course materials for the week (20 points); and
- Effectiveness of the presentation style (20 points).

#### Case Analysis Memos (4 x15 = 60 percent)

You will write a total of four case analysis memos (two memos for each part of the course). The memos are designed to assess your ability:

- to diagnose key management problems/challenges evident in the case (30 points),
- apply the course readings and discussions to solve the management challenges/problems in the case (30 points),
- suggest of specific and viable course of actions to address the challenges (30 points), and
- communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing) (10 points).

For these assignments, you can choose any 2 of the four cases assigned in each part of course (there are a total of 8 cases). However, you CANNOT choose the case for which your group is the designated facilitator. The length of each memo should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Memos substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit the memos electronically using Canvas by the end of the week (Friday midnight) in which the case will be discussed in the class.

#### Weekly Film/Video Analysis and Class Participation (14 + 6 = 20 percent)

Each week, starting from week 2, you will watch a video or a film relevant to that week's class topic and discussion. You will need to prepare a short summary (no more than 300 words, double-spaced, 1-inch margin, 12-point Times New Roman font) of the key issues and ideas presented in the video/film. In your summary, you also need to discuss what you have learned after watching the video/film and ideas/thoughts that you found intriguing. The analysis should synthesize or be informed by the week's readings. Some of these videos are available in local public libraries. The videos that are NOT publicly available, you will need to rent them using Netflix, Amazon, Hulu, etc. The usual cost for renting a movie is 0-3 dollars. The summaries need to be posted by Sunday Midnight. In addition to preparing the summaries, you are expected to attend all class sessions and participate in discussions.

#### Public Sector Manager Interview Paper (10 percent)

The purpose of this assignment is for you to explore a public sector organization's human resource management system. All senior public managers need to deal with strategic human resource management issues in a variety of ways. Your goal for this paper will be to acquire as much knowledge as possible about how the organization (formal and informal practices) recruits, develops and retains its human resources. Develop a paper articulating the results of an in-depth

interview with a public sector manager (e.g., city manager, a county administrator, HR director of state agency, or director of a nonprofit organization who is/has been involved in the organization's human resources planning, recruitment, and development along with a thorough review of publicly available documents that describe the organization's HRM system.

At a minimum, include the following information in your paper:

1. Name and location of the organization you select, brief history of the organization and basic overview of their mission, and name, title, and role of the individual interviewed.
2. Priorities related to their current human resources strategies.
3. Alignment of the organization's operations to recruitment, selection, training, and development concepts discussed in class through weeks 1 to 7.
4. Plans about new and innovative talent acquisition and management strategies.

Your paper will be evaluated based on quality of content, depth of coverage, and writing mechanics. Please submit a business card or a copy of your email exchange to set up a time to meet with the human resource officer when you turn in your paper. The length of the paper should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Papers substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit this paper in hard copy. The paper will be due on **March 8, 2017**.

## **COURSE MATERIALS**

There is NO textbook for this course. Instead, each week you will be reading few short articles published in practitioner-oriented management journals such as the Harvard Business Review/Sloan Management Review/California Management Review. All of the articles and some of the case studies will be posted on Canvas. The cases that are not posted on Canvas need to be purchased directly from the Harvard Business Review's site designed for the course. Click on the following link to purchase the HBR case studies: <http://cb.hbsp.harvard.edu/cbmp/access/58296746>.

### Grading scale

Your final grade will be comprised of your scores on the group project, case analysis memos, weekly summaries, HR paper, and your class participation. I will use the following grading scale: 93% – 100% = A, 90% – 92.9% = A-, 87% – 89.9% = B+, 83% – 86.9% = B, 80% – 82.9% = B-, 77% – 79.9% = C+, 73% – 76.9% = C, 70% – 72.9% = C-, 67% – 69.9% = D+, 60% – 66.9% = D, <60% = E.

### **Academic Misconduct**

#### Misconduct

Academic and personal misconduct will be dealt with according to the procedures in the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

### Late assignments

If you cannot deliver an assignment through Canvas, you are responsible for submitting assigned material to me through some other means (e.g., email a Microsoft Word document [no other file types, please] to hassan.125@osu.edu). Informing me of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a **five-point** penalty for each day that it is late.

### Grade appeals

Grades on assignments and exam are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. I will re-grade the entire assignment. The final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

### Class preparation

You are expected to have all readings (e.g., book chapters, scholarly and popular articles, reports, cases, and monographs) and presentations (e.g., if your group is leading a case study) completed before the class session under which they are listed.

### **Mental Health Statement:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on 1640 Neil Ave, Columbus, OH 43201. 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or [atsucidepreventionlifeline.org](http://atsucidepreventionlifeline.org)

## **Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Diversity Values Statement**

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

## **Course Outline/Schedule**

### **PART A: Effective Managerial Practices in Public Organizations**

#### **Week 1: Recruitment and Retention**

Building Sustainable Organizations: The Human Factor (Pfeffer)

ABCs of Job Interviewing (Jenks & Zevnik)

How to Avoid Hiring a Toxic Employee (Porath)

Keeping Talent: Strategies for Retaining Valued Federal Employees (Booz Allen Hamilton)

#### **Week 2: Rewards and Motivation**

On the folly of rewarding A while hoping for B (Kerr)

150 Ways to Encourage the Heart, Ch 2. (Kouzes & Posner)

Pay for Performance in Georgia State Government (Kellough & Nigro)

Video: <https://www.youtube.com/watch?v=hmWD2HdoZ7k>

#### **Week 3: Work Design and Engagement**

The meaning of work (Cartwright & Holmes)

The Road to Empowerment (Quinn & Spreitzer)

Motivating creativity at work (Grant)



Case Study: Improving Decision Making in the King County Library System (Canvas)  
Video: TED's video "Dan Ariely on What makes us feel good about our work?"

**Week 4: Performance Appraisal and Feedback**

The Performance Management Revolution (Cappelli & Davis)  
Emotions and Leadership: The Role of Emotional Intelligence (George)  
Coaching and the Art of Management (Evered & Selman)  
Case Study: James Cranston Colonial Food Services  
Video: James Cranston Colonial Food Services (Canvas)

**Weeks 5: Negotiation and Conflict Resolution**

Are You Giving Away the Store? (Neale)  
Their Gain is Our Loss (Bazerman, Baron & Shonk)  
How to Make the Other Side Play Fair (Bazerman & Kahenaman)  
The Evolution of Public Policy Dispute Resolution (Susskind & McKernan).  
Video: 12 Angry Man  
Case Study: Negotiating from the Margins (HBS)

**Week 6: Stress and Work Life Balance**

Extreme Jobs. The Dangerous Allure of the 70-Hour Workweek (Hewlett & Luce)  
Managing the High Intensity Workplace (Reid & Ramarajan)  
What to Do for a Struggling Colleague (Quelch, Knoop & Gallo)  
Videos: Nigel Marsh on Work-Life Balance, Four-way Win: How to Integrate Work, Home, Community and Self (<http://knowledge.wharton.upenn.edu/article/four-way-win-how-to-integrate-work-home-community-and-self/>)  
Case Study: Paragon Legal (HBS)

**Week 7: Diversity and Inclusion in the Workplace**

Power, Status, and Abuse at Work (Lopez, Hodson, & Roscigno)  
Making Differences Matter (Thomas & Ely).  
Why diversity programs (Dobbins & Kalef)  
Video: Remember the Titans

**PART B: Effective Leadership Practices in Public Organizations**

**Week 8: Designing High Performing Teams**

Why teams don't work (Hackman)  
Managing your team (Hill)  
Speeding up team learning (Edmondson et al.)  
Videos: Leading Teams by Hackman (<https://www.media.mit.edu/video/view/hackman-2005-02-25>), Bolero (in class)  
Case Study: Taran Swan at Nickelodeon Latin America (HBS)

**Week 9: Building High Quality Relationships**

Dutton, J. & Healthy, E. (2003). The power of high quality connections at work  
Cuddy, A.J.C., Kohut, M. & Neffinger, J. (2013). Connect, then Lead

Cross, R., Baker, W. & Parker, A. (2003). What creates energy in organizations?  
Video: Why Doctors Should Care About Happiness by Sarah Pressman (TED Talk)  
Case Study: Ramesh and Gargi (HBS)

### **Week 10: Spring Break**

#### **Week 11: Exercising Power and Authority**

Understanding Power in Organizations (Pfeffer)  
Diagnose the Political Landscape (Heifetz)  
Act Politically (Heifetz)  
Video: 12 O' Clock High

#### **Week 12: Unlocking the Subtle Forces of Change**

Creative Deviance on the Frontline (Heifetz)  
Modulating the Provocation (Heifetz)  
Tempered Radicals: How Everyday Leaders Inspire Change at Work (Meyerson 2004)  
Video: Norma Rae  
Case Study: Bobbie D'Alessandro (Canvas)

#### **Week 13: Making Decisions under Uncertainty**

Bazerman, M. H. (2006). Introduction (selected pages); Common Biases. In Judgment in Managerial Decision Making (6th ed.), pp. 6-9, 13-40. New York: Wiley & Sons. [CP].  
Bazerman, M. H. (2006). Decisions without Blinders.  
Rundall, T. G. et al. (2007). The Informed Decisions Toolbox: Tools for Knowledge Transfer and Performance Improvement.  
Video: Dan Arieli TED Talk: [Are we in control of our own decisions?](#)

#### **Week 14: Resilience in Times of Crisis**

Trauma Loss and human resilience (Bonanno)  
How Resilience Works (Coutu)  
Leading in traumatic times (Dutton et al.)  
Video: Kings Speech  
Case Study: The Heart of Reuters (Canvas)

#### **Week 15: Promoting Public Values, Fairness, and Social Justice**

Ethical Breakdowns (Bazerman & Tenbrunsel)  
How (Un)Ethical Are You? (Banaji et al.)  
Moral Manager and Moral Person (Trevino et al.)  
Video: (Dis)Honesty - The Truth About Lies  
Group Exercise: Kidney Allocation Exercise



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6045: Fundamentals of Budgeting and Financial Administration**

#### **Semester 20XX Syllabus**

#### **Online Delivery**

Credit hours: 2

#### **Professor:**

#### **Contact Info:**

#### **Office Hours:**

### **COURSE OVERVIEW**

This course focuses on planning and financial decision-making in public and nonprofit organizations. It provides a higher-level understanding of government and nonprofit budgeting processes. Students learn the fundamentals of budgeting, accounting, and financial management through assigned readings, real-world examples, and lectures. The goal of this course is to prepare students for leadership roles within their organizations so they can understand, communicate, and participate in the budgetary process.

### **COURSE LEARNING OBJECTIVES**

Upon completion of the course, students should understand

- The components of a budget and the different types of budget formats
- The benefits and implications of each type of budget format
- The political budgeting process and its impact on policy
- How leaders can use budgets to manage resources and accomplish goals

Upon completion of the course, students will be able to

- Use spreadsheets effectively for budgeting
- Create a budget from the ground up and analyze impacts of prospective changes to a budget.
- Identify the key components an administrator should look for in a budget in order to diagnose a government's or organization's financial strengths and weaknesses
- Conduct a simple Cost Benefit Analysis to evaluate the impacts of both quantified and unquantified costs and benefits.
- Understand the politics and budgeting cycles well enough to know when they can effect change in the process.
- Perform basic analyses of financial information, including budgetary calculations, cost allocation techniques, capital planning, and operational needs.
- Communicate basic financial information to leadership, a legislative body, and community stakeholders.

## DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives:

1. Students can lead and manage in public and nonprofit organizations. (Intermediate)
2. Students can participate in and contribute to the policy process. (Intermediate)
3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced)
7. Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

## CATALOG BLURB

Provides a high-level understanding of budgeting processes at all levels of government and in the nonprofit sector, as well as the fundamentals of public budgeting from the perspective of a manager. Reviews basic methods for public sector budgeting and analysis.

Prerequisite: PUBAFRS 6001 Introduction to Public Affairs

## COURSE MATERIALS

### Carmen

Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen ([carmen.osu.edu](http://carmen.osu.edu)).

### Textbook

Greg G. Chen, Lynne A. Weikart, Daniel W. Williams, *Budget Tools: Financial Methods in the Public Sector*, 2<sup>nd</sup> edition, ISBN 978-1-4833-0770-1.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

## COURSE FORMAT

Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles in the budgeting process. This online class is designed for students to learn the basic budgeting tools and processes they will need to succeed in their jobs. Self-paced competency-based modules are designed in a way such that, early in the term, students with little to no background in budgeting will be able to learn the necessary skills to complete assignments later in the term, and students who have more extensive budgeting experience will

be able to quickly move through the material. In addition to the skill-building exercises, students have a number of homework assignments based around the budgets of their own organizations (or one provided to them as necessary), and students will be required to participate in weekly discussion board forums designed in a way that students can learn from their classmates.

### **DELIVERABLES**

The course grade is based upon discussion board participation and five assignments that help students to apply course materials to their own organization's budget (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Discussion Board Posts	10
Excel Assignment	15
Performance Measures Assignment	20
Budget Process Assignment	20
Cost Benefit Analysis Assignment	15
Budget Analysis Assignment	20

### **Weekly Discussion Board**

Students are expected to actively participate in each week's discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or "gut feeling." Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week's discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks two and three will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 12 classes. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

### **Excel Assignment**

This assignment requires students to work with both numeric and text data in Excel, reference other Excel cells, perform basic math functions, and create formulas and graphics in Excel. This assignment will constitute 15% of the overall course grade.

### **Performance Measures Assignment**

This assignment requires students to develop performance measures for a public or nonprofit program and write a memorandum explaining the performance measures. The student will develop all of the following for the program: (1) program objectives; (2) program inputs; (3) program outputs; (4) program outcomes; (5) cost efficiency measures; and (6) cost effectiveness measures.

**Budget Process Assignment**

This assignment requires students to draw on the class readings and discussion to outline the entire budget process for their own organization (or suitable other agency or organization), identifying key stakeholders and their roles, friction points, and strategies for successfully negotiating the process.

**Cost Benefit Assignment**

This assignment requires students to perform some basic cost benefit analysis for a case provided to the class.

**Budget Analysis Assignment**

This assignment requires students to select a budgetary document from their own organization or one relevant to their job/career, analyze the budget using the criteria discussed in class, and prepare a memo presenting that analysis to a supervisor. This memo will be part of students' program portfolios.

**Grading Scale**

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

## Weekly Schedule

Week	Topic	Materials	Assignments	Deliverables
1	Course Introduction, Overview of Budgeting, Basic Concepts	<ul style="list-style-type: none"> <li>• Week 1 Video</li> <li>• BT: Module 1 (Craft of budgeting)</li> <li>• BT: Module 2 (Organizing Budget Data)</li> <li>• BT: Module 3 (Fixed and Variable Costs)</li> <li>• BT: Module 4 (Breakeven Analysis)</li> <li>• BT: Module 5 (Cost Allocation)</li> </ul>	<ul style="list-style-type: none"> <li>• Excel Assignment</li> <li>• BT: Appendix B (Spreadsheet Basics)</li> </ul>	
		<p>Role of time</p> <ul style="list-style-type: none"> <li>• Week 2 Video</li> <li>• BT: Module 6 (Time Value of Money)</li> <li>• BT: Module 7 (Inflation)</li> <li>• BT: Module 8 (Sensitivity Analysis)</li> <li>• BT Module 9 (Performance Budgeting)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Measures Assignment</li> <li>• Excel Assignment</li> <li>• Discussion Board Postings</li> </ul>	
2	Performance Budgeting	<ul style="list-style-type: none"> <li>• New Mexico Department of Finance and Administration. Guidelines to performance-based budgeting. Santa Fe, NM: Department of Finance and Administration. <a href="http://www.nmdfa.state.nm.us/Performance_Based_Program.aspx">http://www.nmdfa.state.nm.us/Performance_Based_Program.aspx</a></li> </ul>		
		<ul style="list-style-type: none"> <li>• Week 3 Video</li> <li>• BT Module 10 (Process Overview)</li> <li>• BT: Module 11 (Baseline Budget)</li> <li>• BT Module 12 (Baseline Budget)</li> <li>• BT Module 13 (Cost Estimates)</li> <li>• BT Module 14 (Budget Justification)</li> <li>• BT Module 15 (Budget Cutbacks)</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Process Assignment</li> <li>• Performance Measures Assignment</li> <li>• Discussion Board Postings</li> </ul>	
3	The Budget Process Overview			
		<ul style="list-style-type: none"> <li>• Week 4 Video</li> <li>• BT Module 16 (Legislative Budget Tools)</li> </ul>		
4	The Budget Process: State and Local	<ul style="list-style-type: none"> <li>• Rubin, <i>The Politics of Public Budgeting</i>, Chapter 1</li> <li>• Ebdon, C., and A. L. Franklin. (2006). Citizen participation in budgeting theory. <i>Public Administration Review</i> 66(3), 437-447.</li> </ul>		

	<ul style="list-style-type: none"> <li>Franklin, A. L., Ho, A. T., &amp; Ebdon, C. (2009). Participatory budgeting in Midwestern states: Democratic connection or citizen disconnection?. <i>Public Budgeting &amp; Finance</i>, 29(3), 52-73.</li> <li>Congressional Budget Office (2017), The Budget and Economic Outlook: 2017 to 2027 (<a href="https://www.cbo.gov/publication/52370">https://www.cbo.gov/publication/52370</a>) (Read the summary and skim the report)</li> <li>Financial Sustainability for Nonprofit Organizations, Rand (2012) <a href="https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf">https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Cost Benefit Assignment</li> <li>Cost Benefit Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Budget Process</li> <li>Assignment</li> <li>Discussion</li> <li>Board Postings</li> </ul>
5	<p>The Budget Process: Federal</p> <p>The Political Budget Process: Organizational</p> <p>Cost Benefit Analysis</p> <p>Capital Budgeting</p> <ul style="list-style-type: none"> <li>Week 5 Video</li> <li>BT Module 17 (Cost Benefit Analysis)</li> <li>BT Module 18 (Life Cycle Costing)</li> <li>BT Module 19 (Capitalization and Depreciation)</li> <li>BT Module 20 (Long-Term Financing)</li> <li>BT Module 21 (Investment Strategies)</li> </ul>		



Implementation	<ul style="list-style-type: none"> <li>• Week 6 Video</li> <li>• BT Module 22 (Operating Plan and Variance Analysis)</li> <li>• BT Module 23 (Cash Management and Internal Controls)</li> <li>• BT Module 24 (Forecasting and Managing Cash Flow)</li> <li>• Anthony R. &amp; Young, D. (1984). Cost Accounting In <i>Management Control in Nonprofit Organizations</i>. McGraw-Hill Companies. (Carmen)</li> <li>• BT Module 25 (Government and Nonprofit Accounting)</li> <li>• BT Module 26 (Financial Statement Analysis)</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Analysis Assignment</li> <li>• Cost Benefit Assignment</li> <li>• Discussion</li> <li>• Board Postings</li> </ul>
6		
Payroll	<ul style="list-style-type: none"> <li>• Week 7 Video</li> <li>• BT Module 27 (online chapter) (Calculating Payroll)</li> <li>• BT Modules 28-30 (online chapters) (Forecasting)</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Analysis Assignment</li> <li>• Discussion</li> <li>• Board Postings</li> </ul>
7		
Forecasting		

BT = Budget Tools: Financial Methods in the Public Sector

### **Academic Misconduct**

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In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as "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) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **Glenn College Diversity Values Statement**

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

### **Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue."

## **Mental Health**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4<sup>th</sup> Floor of the Younkil Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800--273--TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**PUBAFRS 6055:  
Judgment in Managerial Decision-Making  
Semester 20XX Syllabus  
Online Delivery  
Credit Hours: 2**

**Professor:  
Contact Info:  
Office Hours:**

### **COURSE OVERVIEW**

Decision making is fundamental to good management. Every day, every hour, managers make decisions that have large and small consequences. If decision makers can improve just a small percentage of those decisions, they could realize significant time and costs savings, and improved outcomes.

Public affairs decisions are made in the context of imperfect information; uncertain events, conditions, and outcomes; and conflicts over values. Yet despite these challenges, decisions must be made in order to meet a wide range of societal objectives. A diverse set of models and skills are available to analyze and guide decisions in operational and managerial settings.

In addition to reviewing the rational ideal of decision-making, this course draws on scholarship from economics, psychology, sociology, political science, and management that examines how and why human beings so often deviate from this classic model of “economic man.” People often make irrational decisions in predictable ways. The course will offer opportunities for managers to practice learning how to identify these common biases and logical fallacies and employ skills and techniques to compensate for them.

Finally, the course will offer opportunities to apply skills to improve group decision-making.

### **COURSE LEARNING GOALS**

Upon completion of the course, students will

- Possess a portfolio of decision making skills that are applicable to a wide variety of managerial problems and contexts
- Have tools that can incorporate data, evidence and values into decisions about complex problems in the public and non-profit sectors

Upon completion of the course, students should understand:

- The nature of decision-making in public affairs from both a theoretical and practical perspective
- The theoretical assumptions about human decision-making underlying public policy and management practices

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management and leadership and developing an appreciation for multiple perspectives in public affairs. In particular, the course attends to the following Glenn College program goals and objectives.

1. Students can lead and manage in public and nonprofit organizations. (Intermediate)
3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced)
4. The ability to articulate and apply a public service perspective. (Intermediate)
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry. (Intermediate)
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context. (Intermediate)
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

### ***PREREQUISITE***

Admission to the MPAL Degree Program

### ***BASIS FOR ASSESSMENT***

Your grades will be based on the following activities (detailed rubrics and prompts can be found on Carmen):

#### ***Final Paper (20%)***

This assignment provides an opportunity to integrate and apply the material from the course to a very practical problem. How can you introduce better decision making approaches to your organization or policy? A central theme of the course is better use of information, tools and models to improve decision-making. In this paper, you will identify a managerial or policy problem that could be improved through informed decision-making. This will include develop procedures to defining the problem, gathering information, how you are going to analyze the problem and identifying a way to make a decision about that problem.

Formatting Instructions: Microsoft Word document; double-spaced, 12-point font, 1 inch margins, include your name and page numbers.

***Class Participation (20%)***

Your participation in online class discussions and group exercises is imperative to doing well in this course. All assignments build on each other to help you synthesize information.

***Assignments (70%)***

1. Apply PRO-ACT to an important decision that your organization will need to make. (15%)

PRO-ACT is a structured approach to support decision makers as the: 1) define problems; 2) clarify objectives, develop decision alternatives, and examine how different alternatives can meet objectives.

You will select a decision that is important to your organization and apply the PRO-ACT approach.

2. Apply MAUT to a personal or organizational decision. (15%)

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis

3. Identify a dysfunctional heuristic in your organization and a way to compensate for it. (15%)

Heuristics are “shortcuts” we use to make the many decisions that are required every day. We simply do not have the time to go through a paper and pencil exercise of looking at all the alternatives available, collecting information on those alternatives and doing our analysis. Who needs analysis when we need to make a decision on what we are going to eat for lunch. But sometimes we use heuristics in ways that will lead to bad decisions.

In this assignment, you will use the description of heuristics to take a closer look at the heuristics we use all the time. In particular, you will pick a decision that your organization makes and see if they are any hidden heuristics that should be

questioned. You will offer a policy or management practice that can overcome this dysfunctional heuristic.

#### 4. Build a Model and Design a Protocol to Support Civil Engagement (15%)

In this assignment, you will be asked to apply your understanding how groups work by creating a set of materials that will support the public's engagement in a problem your organization is facing.

This will include describing the problem you are working on, identifying the kinds of information that important to understanding the problem, what decision rules you are using to frame the problem, the various alternatives that are / were being considered and your final recommendation.

You need not actually assemble these materials but discuss how you would present this information to a group to minimize the potentially dysfunctional ways in which groups make decisions.

#### 5. Understanding How Systems Work (10%)

Most of the problems we face are complicated and the appropriate tools to help us manage complex problems. Typically, however, we simplify complex problems by saying that "A causes B" and if we can control A then get B to change too. The reality is more complicated because not only A affects B, but B can also effect A and not only that, X, Y, and Z can affect both A and B. We need systems tools to be able to manage systems.

In this assignment, we are going to play with an existing systems model about climate change. When we play with this model we will see how a systems model can capture the interdependency of social and physical factors as they affect the world's climate. We will see how both linear and nonlinear relationships can surprise our expectations about how policy will work. We will begin identifying what are typically called "unintended consequences."

You will be presented with a "flight simulator" that allow you to change policies to see how easy it is to change human behavior and improve our climate. You will be asked to write down the policy changes and now how the system responds. Based upon these observation, you will be asked to make policy recommendations.

**I do not accept late assignments.**

### **Grading Schema**

Transformation of numerical grades to letter grades will correspond to this schedule:

A	93-100	C+	77-79.9	E	59.9 and below
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

### **Grade Appeals**

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. You must cite specific components of the rubric for the given assignment. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

### **READINGS**

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

There are two **required** texts for this course:

Thaler, R.H., & Sunstein, C.R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. New York, NY: Penguin Books. [ISBN-13: 978-0143115267 ISBN-10: 014311526X]

Hammon, J.S., Keeney, R.L., & Raiffa, H. (2002). *Smart Choices: A practical guide to making better decisions*. New York, NY: Broadway Books. [ISBN-13: 978-0767908864 ISBN-10: 0767908864]

Additional materials will be posted on Carmen.



### ***PREREQUISITE CONCEPTS***

Multidimensional nature of public affairs (legal, economic, managerial, political)

### ***WRITING SUPPORT***

The University Center for the Study and Teaching and Writing (<https://cstw.osu.edu/writing-center>) is a resource available to all students. The Writing Center at the CSTW offers free help with writing at any stage of the writing process in a variety of formats, including research papers, proposals, and reviews. You can schedule online or call 614-688-4291.

- Clients may schedule ONE appointment at our Smith Lab and/or The Research Commons (3rd Floor, 18th Ave Library) location each week. Clients may have one walk-in tutorial daily (up to four per week) at our satellite center on the first floor of Thompson Library.
- Clients registered with [the Office of Disability Services](#) may have two appointments per week.
- Clients with more than their allowed number of appointments per week will have the overflow appointments canceled.

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(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

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If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>  
*Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coamtensuggestions.html>  
*Eight Cardinal Rules of Academic Integrity*: [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

It is also important to be clear on your syllabus about what your policy is regarding collaboration on assignments, as some instructors encourage it, while others prohibit it.

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## WEEKLY COURSE SCHEDULE

### Week 1. Improving Decision-Making

#### *Concepts*

Thinking Fast and Thinking Slow

Problem Definition, Defining Objectives, Describing Alternatives and Consequences

#### *Skill*

Using a structured approach to improving decision-making

#### Reading

Hammond, Keeney and Raiffa, Chapters 1-5: "Making Smart Choices"

Assignment: Apply PRO-ACT to an important decision that your organization will need to make.

Apply PRO-ACT to an important decision that your organization will need to make.

Decision-making can be Select a decision that is important to your organization and apply the PRO-ACT approach.

### Week 2. Rational Decision-Making I

#### *Concepts*

The Rational Approach to Decision-Making

Explicit and Implicit Models of Decision-Making

Values of Models

Expected Values

#### *Skills*

Calculating Expected Values

Creating Decision Trees to estimate risk and estimate benefits

### Week 3. Rational Decision-Making II

#### *Concepts*

Sunk Costs

Opportunity Costs

Discount Rates

Transaction Costs

#### *Skill*

Multi-Attribute Utility Analysis (MAUT)

Reading:

Hammond, Keeney and Raiffa, Chapters 6: “Tradeoffs”

Assignment: Apply MAUT to a personal or organizational decision.

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis is a way that individuals and organizations can simplify these complex problems.

#### **Week 4. Avoiding Psychological Traps**

*Concepts*

Prospect Theory

“Nudge”

Kinds of Decisions That Need Public Support and Guidance

Heuristics that Bias Decision-Making (Availability, Representative (including heuristics that affect how diverse populations are seen), etc.)

*Skill*

Identifying Dysfunctional Heuristics and Ways to Overcome Them

Reading:

Nudge, Chapter 1, “Biases and Blunders” and Chapter 2, “Resisting Temptation”

Assignment: Identify a dysfunctional heuristic in your organization and a way to compensate for it.

#### **Week 5. Group Decision-Making**

*Concepts*

Social Pressures on Decision-Making

Supports for Group Decision-Making

*Skills*

Building Aids to Support Group Decision making

Readings

Nudge, Chapter 3, “Following the Herd”

Stone, “The Market and the Polis?”

Assignment: Build a Model and Design a Protocol to Support Civil Engagement

### **Week 6. Systems Thinking – Understanding the Bigger Picture**

#### *Concepts*

Linear vs. Systems Thinking

Mental Models

#### *Skills*

How to Apply Systems Thinking

How to Understand a Complex Problem Using Systems Dynamics

#### Readings:

Meadows, “Thinking in Systems”, Chapter 1

Assignment: Understanding Systems - Exploring Problem Space and Solution Space

### **Week 7. Data-Driven Decision-Making and Analytics**

#### *Concepts*

What is Data-Driven Decision-Making entail?

Why is Information Management important?

#### *Skills*

Designing A Data-Driven Decision-Making Organization

#### Readings:

Caudle, “Managing Information Resources in State Government”

MacAfee and Brynjolfsson, “Big Data: The Management Revolution”

Assignment (Written Paper): Identify a Strategy to Introduce a Data-Driven Approach for an Important Organization Decision.

### **CATALOG DESCRIPTION**

Introduces students to research on decision-making and its practical application in the public and non-profit sectors. Draws on interdisciplinary scholarship that examines how people make decisions and considers the application of these insights and tools in the management of public and non-profit organizations.



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6075: Data, Models and Evaluation**

#### **Semester 20XX Syllabus**

#### **Online Delivery**

Credit hours: 4

#### **Professor:**

#### **Contact Info:**

#### **Office Hours:**

### **COURSE OVERVIEW**

This course will provide students with 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. The class places emphasis on the interpersonal skills involved with the practice of interactive evaluations, which include culture, conflict, and politics. Students will work on applied project related to their jobs that will form the basis of their 7990 Capstone projects.

### **COURSE LEARNING GOALS**

Upon successful completion of the course, students should have a strong understanding of the following:

- What constitutes credible evidence in support of a management decision or policy argument in the public and nonprofit sectors
- Basic statistical logic
- Program evaluation and its value in public sector decision making

Upon successful completion of the course, student should be able to

- Calculate, communicate, and consume applied statistics related to public and nonprofit management and public policy problems
- Conduct computer-based statistical analyses
- Interpret and communicate statistical information in both technical and non-technical language
- Test basic statistical hypotheses
- Critique statistical analyses produced by others

- Identify and assess the appropriate use of evaluation methods, including understanding study limitations
- Interpret the results of outcome/impact evaluation studies for decision makers
- Evaluate connections between public problems, goals, public programs, output and outcomes

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to the Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an intermediate level:

- Students can lead and manage in public and nonprofit organizations.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

## **CATALOG BLURB**

Provides students with analytical knowledge and tools necessary to analyze data. Students learn statistics to conduct analysis and evaluation and evaluate the quality of analyses conducted by others. Equips students with knowledge and skills to evaluate public policies and programs. Students learn about different types of evaluations and research designs for conducting evaluations. Exposure to ethical considerations in conducting evaluations.

**Prerequisite:** PUBAFRS 6051 Intro to Public Affairs

## **COURSE MATERIALS**

### **Carmen**

Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen ([carmen.osu.edu](http://carmen.osu.edu)).

### **Textbooks**

Robert W. Pearson, *Statistical Persuasion: How to Collect, Analyze, and Present Data...Accurately, Honestly, and Persuasively*. **Print ISBN:** 9781412974967 / **Online ISBN:** 9781452230122

**DOI:** <http://dx.doi.org/10.4135/9781452230122>

Jean A. King and Laurie Stevahn, *Interactive evaluation Practice: Mastering the Interpersonal Dynamics of Program Evaluation*. Print ISBN: 9780761926733 / Online ISBN: 9781452269979  
DOI: <http://dx.doi.org/10.4135/9781452269979>

Students can access the textbooks electronically for free when logged into Ohio State.

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### **COURSE FORMAT**

Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles with program evaluation.

The course is motivated by the fundamentals of course evaluation, and then students learn the fundamental statistical tools to conduct an evaluation. Class examples and a group applied case exercise will serve as a model for students to use data from their own organizations to conduct statistical analyses and evaluation of management or policy issues central to those organizations. Students will be required to present the results in a manner that can be understood by decision makers. Students can use the results of their analysis as the basis for their 7990 projects, which will further focus on effective communication of the findings.

### **COURSE DELIVERABLES**

The course grade is based upon discussion board participation, a group case study assignment, and a five-part Evaluation Design Project in which students design and implement a simple evaluation related to their jobs. These assignments help students learn how to use basic evaluation tools and statistical analysis to evaluate an aspect of their own organizations (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Discussion Board Posts	10
Group Case Study Assignment	15
Evaluation Design Project (EDP)	
Part 1. Introduction and Process Evaluation	15
Part 2. Maintaining Civility	15
Part 3: Lit Review and Outcome Evaluation	15
Plan	
Part 4: Descriptive Statistics and Graphs	15
Part 5: Evaluation Results	15

### **Weekly Discussion Board**



Students are expected to actively participate in each week's discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or "gut feeling." Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week's discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks one and two will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 11 classes with discussion assignments. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

#### **Grading Scale**

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

## Weekly Schedule

Week	Topic	Readings	Deliverables
1	Overview of Evaluation and statistical data analysis Evaluation Framing and Theoretical Foundation	KS: <a href="#">Chapter 1</a> KS: <a href="#">Chapter 2</a> KS: <a href="#">Chapter 3</a> P: <a href="#">Chapter 1</a>	Discussion Board
2	Process Evaluation	C: Bliss & Emshoff	Discussion Board
3	Research Design, Data Collection, and Measurement	P: <a href="#">Chapter 2</a> P: <a href="#">Chapter 3</a> Converse & Presser: <a href="#">Survey Questions</a> (Skim)	EDP: Part 1 Discussion Board
4	Evaluation Conversations and Interactive Strategies	KS: <a href="#">Chapter 4</a> KS: <a href="#">Chapter 5</a>	Discussion Board
5	Managing Conflict, Creating a Viable Process, and Dealing with the Unexpected	KS: <a href="#">Chapter 6</a> KS: <a href="#">Chapter 7</a> KS: <a href="#">Chapter 8</a>	EDP: Part 2 Discussion Board
6	Group Case Study: Controversial Shelter Project, or Remedial Math Program, or Healthy Nutrition Program	KS: <a href="#">Chapter 9</a> , or KS: <a href="#">Chapter 10</a> , or KS: <a href="#">Chapter 11</a>	Discussion Board
7	Work on Evaluation Design		Case Study Synch with Professor
8	Preparing Data for Analysis	P: <a href="#">Chapter 4</a>	EDP: Part 3 Discussion Board
9	Descriptive Statistics	P: <a href="#">Chapter 5</a>	Discussion Board
10	Displaying Data with Charts and Graphs and Percentages and Contingency Tables	P: <a href="#">Chapter 6</a> P: <a href="#">Chapter 7</a>	EDP: Part 4 Discussion Board
11	Sampling and Hypothesis Testing	P: <a href="#">Chapter 8</a>	Discussion Board
12	Group Differences	P: <a href="#">Chapter 9</a>	Discussion Board
13	Measures of Association	P: <a href="#">Chapter 10</a>	Discussion Board
14	Regression Analysis	P: <a href="#">Chapter 11</a>	Discussion Board
15	Work on Evaluation Results		EDP: Part 5 Synch with Professor

P= Pearson

KS= King &amp; Stevahn

C= Carmen

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## **Accommodation Policy**

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## **Mental Health**

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# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6530: Negotiation Skills**

**Semester 20XX Syllabus**

**Location**

**Thursday, 1:50-3:40pm**

**Credit Hours: X**

**Professor:** Maggie Lewis

**Contact Info:** lewis.933@osu.edu

**Office Hours:** After class or by appointment

### **COURSE OVERVIEW**

#### **COURSE LEARNING GOALS**

The goal of this course is to explore the major concepts and theories of the psychology of bargaining and negotiation and to improve students' negotiation skills. More specifically, upon successful completion of the course, students will have:

- An improved awareness and understanding of her/his individual negotiation style;
- An understanding of the core strategic approaches to negotiation and the management of differences;
- An understanding of how to negotiate with multiple parties and with the assistance of a third party;
- Enhanced self-confidence with respect to individual negotiation skills.

#### **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to the Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an advanced level:

- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can articulate and apply a public service perspective
- Students can communicate and interact productively with a diverse and changing workforce and citizenry
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

### **Format**

Class will meet once a week during the first half of the semester. Class time is devoted to lectures, class discussions and role plays /exercises.

### **COURSE MATERIALS**

#### **Textbooks**

*Essentials of Negotiation*, Roy Lewicki, David M. Saunders and Bruce Berry, Sixth Edition (preferred) McGraw Hill ISBN 978-0-07-786246-6

*Getting to Yes: Negotiating Agreement Without Giving In*, Roger Fisher, William Ury and Bruce Patton

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

#### **Handouts**

The role play and simulation activities require handouts which will be distributed in class. Students are responsible to obtain all materials due to any class absence.

#### **Attendance**

Attendance in class is expected. Absence is likely to cause an inconvenience and loss of opportunity to both the absent student and to classmates. Points will be deducted for excessive absences.

#### **Student Work Requirements**

1. Class Preparation and participation-This course requires that students come prepared to class. Active participation is critical to learning and in class exercises and activities depend upon each student being well-prepared. The class participation segment of the grade will be based on class attendance and the quality of your preparation and contributions. There are two forms of preparation, reading and assignments:

Reading has been assigned for each class. Students will be responsible for all reading assignments.

Assignments are the role plays, questionnaires and assessments that must be completed for class or between classes.

2. Graded Negotiation and Accompanying Paper-There will be one graded negotiation in the course. Students will be evaluated on the basis of their performance in the role play and the paper they submit o that role play.

3. Final Paper-This paper will require you to conduct a live negotiation outside of class. Guidance for this paper will be provided in class.

## Summary of Graded Components

### Points

Class Participation 25

Assigned Negotiation and Paper 35

Final Negotiation and Paper 40

Guidance for assignments will be provided in class.

### Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

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your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

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**Course Outline**

<b>DATE</b>	<b>TOPIC</b>	<b>PREPARATION</b>
Jan. 12	Introduction to Negotiation Styles	EON Chapters 1 and 4 Planning for Negotiation
Jan. 19	Distributive Negotiation	EON Chapter 2
Jan. 26	Integrative Negotiation	EON Chapter 3 Skim GTY (All)
Feb. 2	Power and Ethics in Negotiation	EON Chapters 8 and 5
<b>Graded Negotiation Due</b>		
Feb. 9	Public Issues Negotiation	Multi-Party Negotiation EON Chapters 9 & 10
Feb. 16	Multi-Party Negotiation Skim	
<a href="http://www.businessofgovernment.org/sites/dfault/files/ConflictsCollaborativeNetworks.pdf">www.businessofgovernment.org/sites/dfault/files/ConflictsCollaborativeNetworks.pdf</a>		
Feb. 23	Assisted Negotiation and Third Parties / “When and How to Use Third Party Help” posted to Carmen; View <a href="http://www.acas.org.us/index.sapx?articleid=2825">www.acas.org.us/index.sapx?articleid=2825</a>	
<b>Final Negotiation Due</b>		





# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 7990: MPAL Capstone**

#### **Semester 20XX Syllabus**

#### **Online Delivery**

Credit hours: 3

#### **Professor:**

#### **Contact Info**

#### **Office Hours:**

### **COURSE OVERVIEW**

This course builds on the core curriculum that students have completed in the program. Students will integrate the fundamental knowledge and skills gained in the MPAL curriculum and further apply them to relevant workplace situations.

The course has three main components: 1) completing a portfolio of the accumulated body of work completed during their academic career; 2) developing one of the core course assignments or products to include specific managerial recommendations so that it can be utilized in the workplace; and 3) acquiring and displaying a set of skills to effectively communicate the management recommendation to relevant audience(s).

### **COURSE LEARNING GOALS**

Upon successful completion of the course, students should have a strong understanding of the following:

- Their roles and responsibilities as leaders and managers in the public and nonprofit sectors.
- How the knowledge and skills they have acquired during their studies fit together, as well as how they might apply what they have learned to advancing their careers in the public and nonprofit sectors

Upon successful completion of the course, student should be able to

- Synthesize and apply knowledge, skills and values from the curriculum to a management or policy problem. The analysis completed in previous coursework will result in a recommendation that can be used in their organizations. It must include implementation details that deal with management, budget, law and relevant policy concerns.
- Develop a final set of deliverables including managerial recommendations based upon analysis and application of coursework. The goal is to have products that can be actually utilized by a client.

- Apply the knowledge and skills they have acquired as they complete a series of exercise designed effectively communicate previous analytic results to multiple and diverse audiences in written, oral, and visual formats and be able to civilly engage in discourse.
- Develop and communicate a set of contingency plans for their organization to be used in the event of an emergency.
- Complete the portfolio of major work accomplished in the program. This will include reviewing their original plans in the beginning the program, assembling the work done over their academic career, and a short reflection paper on what students have learned to identify their next set of lifelong learning goals.

### **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an advanced level:

- Students can lead and manage in public and nonprofit organizations.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can articulate and apply a public service perspective.
- Students can communicate and interact productively with a diverse and changing workforce and citizenry.
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context.
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

### **COURSE MATERIALS**

Required Textbook

Smith, Catherine, *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*, 4th Edition, ISBN # 9780199388578

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## **CATALOG BLURB**

A capstone course for MPAL students that focuses on the integration and application of public affairs knowledge and skills and prepares students to be effective public and nonprofit sector leaders and managers. Students complete multiple assignments to effectively communicate managerial and policy recommendations to key stakeholders.

**Prerequisite:** All Core classes (6045, 6050, 6055, 6060, 6075) with the exception of 6530, which is taken concurrently.

## **Course Format**

Students will be guided through a series of steps to develop the results of one of their written assignments into a full management report. Guidance and feedback will occur throughout the course by both their group members and the instructor. Further, building off robust competency-based online modules, students will be responsible individually and with their assigned groups to learn the basic skills of four communication modalities that are related to their organizations and their managerial report. Finally, students are expected to complete a short portfolio that asks them to reflect on what they have learned and then establish their future career goals. Deliverables will be submitted via Carmen and will include text-based material, electronic material, and videos.

## **DELIVERABLES**

The course grade is based upon the portfolio, management development plan, and five assignments that help students to apply course materials to their own organization's budget (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Portfolio	10
Management Development Plan	30
Crisis Management communication Plan	15
Press release and interview	15
Short professional presentation	15
Social media/electronic communication	15

### **Portfolio (10%)**

Students begin developing their portfolio early in their academic career by identifying what specific workplace problems might be applicable to the many skills and assignments covered in the various courses in the program. If students cannot identify a specific workplace problem other common managerial problems are provided. After each major assignment is completed, students are asked to reflect on their work including what they have learned and how they may apply these skills and concepts in the future.

During the capstone, students will complete their portfolio by collecting and organizing all of the work that they have accomplished during their academic career and then writing a four-five page reflection on what they have learned in the program and their future life-learning goals.

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- 1) what they have learned; and
- 2) how they may apply these skills and concepts in the future.

During the capstone, students will complete their portfolio by collecting and organizing all of the work that they have accomplished during their academic career and then writing a four-five page reflection on what they have learned in the program and their future life-learning goals. They will need to answer the following questions:

- 1) How do you intend to apply any new awareness on-the-job or in personal relationships? (one page);

- 2) What do you picture for yourself as a future career path and how is that different given your participation in the program? (half page);
- 3) What do you regard as your three most important strengths and why? (one page)
- 4) What elements of this course you have found most worthwhile to your own experience and career perspective. Identify the elements and discuss each of these, elaborating how each is relevant to your job (2 pages).

### **Developing a Management Recommendation (30%)**

As their academic portfolio accumulates throughout the program, a number of assignments will emerge as having particular relevance and utility for their workplace. Students will pick one of these assignments and develop managerial recommendations using the various skills covered in the program. The goal is to develop specific recommendations that are useful and have been sufficiently developed that it can be implemented in the organization.

The final product is a one-page executive summary and a five-to-seven page report that expands on and provides context for the assignment by providing additional detail on the problem, how alternative solutions were developed, how they were evaluated, and a set of specific recommendation that includes a discussion of important implementation details. The report is not a research paper but an analysis of a managerial problem and the development of recommendations that are accessible, rigorous and credible.

### **Effectively Communicating Your Work (4X15 = 60%)**

The final goal of the course is developing and applying communications skills to effectively communicate your professional work.

The class is designed around a number of online modules and competency-based deliverables designed to help students develop skills on the topics of written, oral, and visual communication, crisis management, and interaction with the media. Students are then assigned to two skills groups. They are expected to first individually complete four modules and work with their peers to apply these skills to communicating their management recommendations.

#### *Communication Modules*

- 1) Develop a crisis management communication plan
- 2) Develop a press release and related interview with a reporter
- 3) Professional presentation to management team or testimony before a committee
- 4) Social media and other electronic communication

**Deliverables**

<b>Week</b>	<b>Topic</b>	<b>Deliverables</b>
1	Course Overview	Identify topic for course
2	Management Plan	Background and Problem Statement draft
3	Management Plan	Description and Evaluation of Alternatives draft
4	Management Plan	Recommendation draft
5	Management Plan	Implementation draft
6	Management Plan	Executive summary draft
7	Management Plan	Final Deliverable
8	Press Release	Draft
9	Press Release and Reporter Interview	Final Deliverable
10	Social Media and Electronic Communication	Draft
11	Social Media and Electronic Communication	Final Deliverable
12	Crisis Management Communication Plan	Draft
13	Crisis Management Communication Plan	Final Deliverable
14	Professional Presentation	Practice
15	Professional Presentation Portfolio	Final Deliverable Final Deliverable



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**PUBAFRS 5506: Administration of Criminal Justice Policy**  
**Semester 20XX Syllabus**  
**Online Delivery**  
Credit Hours: X

**Professor:**  
**Contact Info:**  
**Office Hours:**

### COURSE OVERVIEW

Students will become familiar with the structure of the criminal justice system and the application of public management and organizations theory to the criminal justice system. Many of the applications will focus on Ohio, but the theories and concepts are broadly applicable to the American system of criminal justice.

### COURSE LEARNING GOALS

- Become familiar with the structure of the criminal justice system
- Be able to describe how the criminal justice system works in Ohio
- Describe and analyze the role of administrators in a criminal justice system

### COURSE MATERIALS

Course material is available on Carmen at <http://www.carmen.osu.edu/>

#### Online Course Logistics:

Provide relevant logistical information here

#### Textbooks:

#### Required:

- Ken Peak (2016), *Justice Administration: Police, Courts, and Corrections Management*, 8<sup>th</sup> edition (Print ISBN- 9780133591194, 0133591190; eText ISBN - 9780133769548, 0133769542)
- Joshua Hill, Nancy Marion, Kevin Cashen, Jarnes Orr, III, and Kendra Kec (2015), *Ohio's Criminal Justice System* (ISBN- 978-1-31136-450-1; eText ISBN - 978-1-53100-217-6)
- John Pfaff, *Locked In: The True Causes of Mass Incarceration and How to Achieve Real Reform* (ISBN-978-0465096916)



Additional supplemental materials will be linked to on Carmen.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

**Course Format:**

Online class materials will combine online lectures and other online activities (videos, discussion boards, etc.) that focus on the relevant material from the textbook and other readings with student participation via discussion boards.

**Academic Misconduct**

While students may work together on preparing homework assignments, each student is required to turn in his or her own work. Collaboration on exams is strictly forbidden, and violators are subject to all Ohio State rules on academic misconduct.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* (<http://studentaffairs.osu.edu/csc/>) and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct." Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as: "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) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

**Course Requirements and Evaluation:**

The course grade is based upon performance on five essay assignments, two exams, online discussion posts, and a group project. Each is weighted as below. The final course grade is based on the standard OSU grading scheme (93-100 A, <93-90 A-, <90-87 B+, <87-83 B, <83-80 B-, etc.).

***Homework***

- Five Essays (5 pts each)
  - One page essays that apply that topic's reading materials to a current relevant topic of the student's choice (Late submissions receive a one point per day deduction.)
- Online discussion posts (10 pts)
  - Students are expected to contribute (in a positive and productive manner) to the weekly discussion posts (Late submissions will not be accepted.)

***Exams***

One midterm and one final exam (25 pts each)

***Group project***

Group project (15 pts)

- Small group project in which the groups post a short video presentation on a relevant topic and accompanying policy brief.

**Preliminary Course Outline**

Week	Date	Topics	Text Readings			Assignment
			Peak	Hill, et al.	Pfaff	Due
1		Introduction: Justice Administration	Ch1-3			
2		Introduction: Local policy and crime in Ohio		Ch1-2, 5		
3		Police: Organization and personnel	Ch4-5	Ch3		
4		Police: Issues and Practices	Ch6			Essay 1
5		Courts: Organization and personnel	Ch7-8	Ch4		
6		Courts: Issues and Practices	Ch9	Ch7		Essay 2
7		Corrections: Organization and personnel	Ch10-11	Ch6	Ch 1-4	
8		Corrections: Issues and Practices	Ch12	Ch9	Ch 5-8	Essay 3
9		Midterm Exam				
10		Issue: Ethical leadership in criminal justice	Readings	on	Carmen	
11		Issue: Ethics in policing, the courts, and corrections	Ch13			Essay 4
12		Issue: Human Resources	Ch14			
13		Issue: Financial Administration	Ch15			Essay 5
14		Issue: Advances in technology and big data	Ch16			
15		View and Respond to Group Presentations				Group project

**Final Exam**

**Grade appeals**

If you believe that you unfairly lost points on an assignment or exam, you must turn in a **written** appeal that briefly explains why you believe that points should be restored in order for that problem to be re-graded.

### **Glenn College Diversity Values Statement**

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

### **Accommodation Policy**

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### **Mental Health**

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SYLLABUS: SOCIOL 5XXX

TITLE: EVIDENCE-BASED PRACTICE IN CRIMINAL JUSTICE

COURSE OVERVIEW

As the number of individuals entering the criminal justice system continues to grow, the criminal justice system, and especially community corrections agencies and policymakers seek effective strategies to alleviate overcrowding in prisons and jails while maintaining public safety. There is an extensive literature describing cost-efficient practices that are proven to reduce offender risk.

Unfortunately, knowledge of evidence-based practices does not mean that an agency can effectively implement and sustain these practices. There must be a capacity to undergo a significant shift in the culture of the organization and in the way clients are supervised. Several models for the implementation of evidence-based policy and practice have been developed, and are focused on research on effective corrections practice and practical approaches needed to create and sustain an evidence-based organization. The course will focus on those models, and students will gain experience developing a plan to implement evidence-based practice in an organization that is grounded in scientifically supported evidence.

COURSE LEARNING GOALS

Evidence-based practice (EBP) utilizes scientific research and the best available data to guide policy and practice decisions, such that outcomes for clients is improved. In the case of corrections, clients include prisoners, probationers, parolees, victims and survivors, communities, and other key stakeholders. Evidence-based practice focuses on approaches that have been shown to be effective through scientific (especially experimental) research rather than through the anecdotal, professional experiences of staff.

Students completing this course will: 1) have a familiarity with the history of evidence-based practice in criminal justice settings, 2) a working knowledge of the principles of evidence-based practice, 3) be able to identify and understand the organizational requisites for implementing evidence-based practice, 4) capable of researching literature and developing an evidence based solution to a problem in a criminal justice organization of the student's choosing (i.e., employer, internship), and 5) can design a rudimentary experiment to assess the outcome of a program.

## CATALOG DESCRIPTION

This course examines the history and principles of effective evidence-based programs in criminal justice setting. Students will develop an evidence-based solution to a real world problem, in a criminal justice agency of their choosing.

## COURSE SCHEDULE

1. History of what works in corrections
2. Principles of evidence based practice and models for selection of evidence-based practices
3. Identifying the evidence base for what works
4. Organizational change
5. Strategies to Adopt, Implement, and Sustain Effective Practices and current state of practice
6. Idiosyncrasies of correctional and treatment environments
7. Interagency implementation
8. Evaluating Outcomes
9. Experimental Criminology

## POTENTIAL READING FOR TOPICS 1-2

Martinson, Robert. "What Works? Questions and Answers about Prison Reform." *The Public Interest* 35 (1974): 22-54

Palmer, Ted. "Martinson Revisited." *Journal of Research in Crime & Delinquency* 12, no. 2 (1975): 133-152

Martinson, Robert. "New Findings, New Views: A Note of Caution Regarding Sentencing Reform." *Hofstra Law Review* 7, no. 2 (1979): 243-258.

Palmer, Ted, Patricia Van Voorhis, Faye Taxman, and Doris Mackenzie. "Insights from Ted Palmer: Experimental Criminology in a Different Era." *Journal of Experimental Criminology* 8, no. 2 (2012): 103-115.

Aguiar-Amaya, Maria, Dr. "Aligning Leadership and Management Practices with EBP." *Perspectives* 39, no. 2 (Spring 2015): 78-85.

Box Set: Evidence-Based Principles for Reducing Offender Risk. 2005-2009. Collection of resources developed by Crime and Justice Institute and the National Institute of Corrections, Aurora, CO.

Orchowsky, Stan, Ph.D. *An Introduction to Evidence-Based Practices*. April 2014. Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice

#### POTENTIAL READING FOR TOPICS 3-7

*Proactive Policing: Effects on Crime and Communities*. 2017. National Academy of Sciences.

Taxman, Faye. 2012. *Implementing Evidence-Based Practices in Community Corrections and Addiction Treatment*. Springer Verlag.

*Implementing Evidence-Based Policy and Practice in Community Corrections*. 2009. National Institute of Corrections.

George Patterson Warren Graham. 2018 *Clinical Interventions in Criminal Justice Settings Evidence-Based Practice* (1st Edition). Elsevier.

#### POTENTIAL READING FOR TOPICS 8-9

Cook, Thomas and Donald Campbell, eds. (1979). *Quasi-Experimentation: Design and Analysis Issues for Field Settings*. Boston, MA: Houghton Mifflin Company. Chapter 2: 37-94.

Weisburd, David. (2003). Ethical Practice and Evaluation of Interventions in Crime and Justice: The Moral Imperative for Randomized Trials. *Evaluation Review*, 27(3), 336-354.

McCord, Joan. (2003). Cures that Harm: Unanticipated Outcomes of Crime Prevention Programs. *The Annals of the American Academy of Political and Social Science*, 587, 16-30.

Campbell, Donald and Jean Russo, eds. (1999). *Social Experimentation*. Thousand Oaks, CA: Sage Publications. Chapter 3: 69-106.

Nagin, D. S., & Weisburd, D. (2013). Evidence and Public Policy. *Criminology & Public Policy*, 12(4), 651-679.

Apel, Robert J. and Gary Sweeten. (2010). Propensity Score Matching in Criminology and Criminal Justice. In Alex R. Piquero and David Weisburd (Eds.), *Handbook of Quantitative Criminology*. Springer: New York, NY.

Boruch, Robert, Brooke Snyder and Dorothy DeMoya. (2000). The Importance of Randomized Field Trials. *Crime and Delinquency*, 46(2), 156-180.

Farrington, David and Welsh, Brandon. (2005). Randomized Experiments in Criminology: What Have We Learned in the Past 2 Decades? *Journal of Experimental Criminology*, 1(1), 9- 28.

Heckman, James, and Jeffrey A. Smith. (1995). Assessing the Case for Social Experimentation. *Journal of Economic Perspectives*, 9(2), 85-110.

Sampson, Robert J. (2010). Gold standard myths: Observations on the experimental turn in quantitative criminology. *Journal of Quantitative Criminology*, 26(4), 489-500.

Sampson, R. J., Winship, C., & Knight, C. (2013). Translating Causal Claims: Principles and Strategies for Policy Relevant Criminology. *Criminology & Public Policy*, 12(4), 587-616.

Weisburd, David and Lorraine Green. (1995). Policing Drug Hot Spots: The Jersey City Drug Market Analysis Experiment. *Justice Quarterly*, 12(4), 711-735.

Weisburd, David. (2005). Hot Spots Experiments and Criminal Justice Research: Lessons from the Field. *Annals of the American Academy of Social and Political Science*, 599(1), 220-245.

Petersilia, Joan. (1989). Implementing Randomized Experiments: Lessons from BJA's Intensive Supervision Project. *Evaluation Review*, 13(5), 435-458.



Angrist, Joshua D. (2006). Instrumental Variables Methods in Experimental Criminological Research: What, Why and How. *Journal of Experimental Criminology*, 2(1), 23-44.

White, Michael D., John S. Goldkamp and Jennifer B. Robinson. (2006). Acupuncture in Drug Treatment: Exploring its Role and Impact on Participant Behavior in the Drug Court Setting. *Journal of Experimental Criminology*, 2(1), 45-65.

Gottfredson, Denise C., Stacy S. Najaka, Brook W. Kearley and Carlos M. Rocha. (2006). Long-Term Effects of Participation in the Baltimore City Drug Treatment Court: Results from an Experimental Study. *Journal of Experimental Criminology*, 2(1), 67-98

## COURSE ASSIGNMENTS

### REFLECTION PAPERS

Throughout the semester ??? general topics will be covered in the course relating to evidence-based practice. Students will write a 3 page reflection paper on your choice of ??? of these topics. In these reflection papers, students will critically offer their own thoughts on the topics selected. Do not summarize the topics. Instead, reflection papers should provide a thoughtful and considered evaluation and/or critique of the topics including new ideas and questions stimulated by the readings.

### DISCUSSION QUESTIONS AND RESPONSES

Class discussion is an integral component of a graduate seminar. Students must post 3 thought provoking (not yes/no) questions about the assigned readings/topic each week. These questions will help stimulate online class discussion throughout the semester. In addition to posting 3 discussion questions, you must thoughtfully respond to 3 questions posted by your fellow classmates.

### FINAL PAPER

This assignment involves writing a 15-page (excluding references), typed, 12-point, Times New Roman, double-spaced paper detailing an instructor pre-approved prisoner reentry program. Students must identify a criminal justice problem in need of an evidence-based solution, formulate a solution, and propose a research design to evaluate it.

## Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

**Academic Misconduct Statement.** Please feel free to adjust any part of the below example statement to suit your personal style. However, the information underlined should be included (in your own words or as suggested below) so as to provide the minimum necessary information for students. The underlined passages are for your reference. Please feel free to remove the underlining at your discretion. (From:

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your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue

### **Mental Health Statement**

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or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of

confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4<sup>th</sup> Floor of the Younkun Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .

## **SOCIOL 5XXX**

### **TITLE: OFFENDER DECISION MAKING AND PRISONER REENTRY**

#### **COURSE OVERVIEW**

Changes in sentencing laws and policies implemented during the 1980's War on Drugs Era prompted the mass incarceration of offenders. With prison/jail populations exceeding 2 million people, the United States is the world's leader in incarceration. The harsher sanctions led to prison overcrowding, racial incarceration disparities, and financial burdens for federal and state governments.

The adverse effects of harsh sanctions have prompted policy makers including correctional officials to search for and implement changes in the criminal justice system. Informed policy decisions and the prevention of future offenses requires a critical examination of empirical research on offender motivations and decision making processes. The course will examination scholarly works in psychology, sociology, criminology and criminal justice.

Offender re-entry is an expanding area of correctional research that serves to prevent future recidivism and alleviate problems caused by the harsh sentencing policies. This course will facilitate the identification of components responsible for successful and unsuccessful re-entry programs. Ultimately, it will provide the analytical skills needed to make informed recommendations for organizational and political level changes regarding criminal sanctions.

#### **COURSE LEARNING GOALS**

Upon completion of the course, students should understand:

- The theoretical assumptions underlying offender decision making and practical factors identified in empirical research
- The theoretical and practical causes and correlates of criminal recidivism

Upon completion of the course, students will

- Possess the tools to evaluate multi-disciplinary data on criminal re-integration efforts

- Have the decision making skills to solve problems plaguing state and federal correctional systems

## CATALOG DESCRIPTION

Introduces students to research on contemporary issues faced by state and federal correctional systems. The course draws from multidisciplinary scholarship that examines offender decision making, factors that promote recidivism, and how to successfully reintegrate inmates back into society.

## COURSE SCHEDULE

### 1. Motivations for Criminal Behavior

#### *Concepts*

Theory: Rational Choice, Social Learning, Deterrence, Routine Activities  
Policy Implications for each

### 2. Influential Factors for Criminal Decision Making

#### *Concepts*

Lifestyle, Opportunity, Victims, Risk Assessment

### 3. Decision Making Variance by Crime Category

#### *Concepts*

Property, Violent, Drug, Occupational and White Collar

### 4. Causes of Mass Incarceration

#### *Concepts*

Fiscal, Political, Media, Criminal Justice Policy Trends

### 5. Prison Experience

#### *Concepts*

Total Institutions, Subculture, Solitary Confinement

### 6. Causes and Correlates of Recidivism

#### *Concepts*

Risk / Needs Assessment, Risk Prediction Models, Effectiveness

### 7. Re-Entry Challenges

*Concepts*

Offender Diversity, Access to Resources, Political and Community Factors

8. Re-Entry Programs

*Concepts*

Program Assessment, Accountability, Evidence Based Practices

9. Improve Offender Outcomes and Public Safety

*Concepts*

Policy Proposals, Direction of Change, Community and Political Influence

**Potential Readings for Topics 1 – 3**

Akers, R. (1990). "Rational Choice, Deterrence, and Social Learning Theory in Criminology: The Path Not Taken". *The Journal of Criminal Law and Criminology*, 81(3), 653-676.

Cornish, Derek and Clarke, Ronald. eds 2014. *The Reasoning Criminal Rational Choice Perspectives on Offending*. Transaction Publishers. New Brunswick and London.

Hayward, K. (2007). "Situational Crime Prevention and its Discontents: Rational Choice Theory Versus the Culture of Now". *Social Policy & Administration*, 41(3), 232-250.

Shover, Neil. 1996. *Great pretenders: Pursuits and careers of persistent thieves*. Crime and Society. Boulder, CO: Westview.

Walters, Glenn, (2015). "The Decision to Commit Crime: Rational or Nonrational?" *Criminology, Criminal Justice Law, & Society* 16(3), 1-18.

Wright, R., and S. Decker. 1996. *Burglars on the Job: Streetlife and Residential Break-Ins*. Boston: Northeastern Univ. Press.

**Potential Readings for Topics 4 - 6**

Bales, William and Courtenay Miller, C. H. (2012). "The Impact of Determinate Sentencing on Prisoner Misconduct." *Journal of Criminal Justice*, 40(5) 394-403

Bhati, Avinash and Alex Piquero, (2008). "Estimating the impact of incarceration on subsequent offending trajectories: Deterrent, criminogenic, or null effect?". *Journal of Criminal Law and Criminology*, 98, 207-254.

Clear, Todd and Natasha Frost. 2014. *The Punishment Imperative: The Rise and Failure of Mass Incarceration in America*. New York University Press. New York and London.

Cullen, Francis., Cheryl Jonson, and Daniel Nagin (2011), "Prisons Do Not Reduce Recidivism: The High Cost of ignoring science." *The Prison Journal*, 91, 48S-65S.

Farrall, Stephen and Adam Calverley. 2006. *Understanding Desistance From Crime*. McGraw Hill. London.

### **Potential Readings for Topics 7 - 9**

Goffman, Alice. 2014 *On the Run: Fugitive Life in an American City*. University of Chicago Press. Chicago.

### **Latessa & Holsinger (2010) Correctional contexts: contemporary and classical readings 4<sup>th</sup> ed**

**23. How to Prevent Prisoner Reentry Programs from Failing: Insights from Evidence-Based Corrections**, *Shelley Johnson Listwan, Francis T. Cullen, and Edward J. Latessa*

**26. Putting Public Safety First: 13 Strategies for Successful Supervision and Reentry**, *Pew Center on the States* Pew offers practical strategies for improving offender reentry and supervision.

**27. Reducing Recidivism: Corrections Directors in Five States Share Lessons Learned**, *Pew Center on the States*.

Maruna, Shad. 2007. *Making Good: How Ex Convicts Reform and Rebuild Their Lives*. American Psychological Association.

Mears, Daniel P. and Joshua C. Cochran. 2015. *Prisoner Reentry in the Era of Mass Incarceration*. Thousand Oaks, CA: Sage Publications

Monteiro, Carlos and Natasha Frost. 2015 Policy Essay: *Altering Trajectories through Community Based Justice Reinvestment*. *Criminology & Public Policy* 14(3).

Travis, Jeremy and Joan Petersilia. 2001. "Reentry Reconsidered: A new Look at an Old Question". *Crime & Delinquency* 47(3) 291-313.

## **COURSE ASSIGNMENTS**

### **Reflection Papers**

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This assignment involves writing a 15-page (excluding references), typed, 12-point, Times New Roman, double-spaced paper detailing an instructor pre-approved prisoner reentry program. First students must identify and contact a local prisoner re-entry program. The paper, must describe the prisoner reentry program detailing the organization's history, the focus of the program (i.e., housing, employment, education, etc.) and the locality and constituents served. Students must also assess the program's ability to effectively assist returning inmates. Compile a literature review and critical analysis on similar re-entry programs. Provide sound empirically supported recommendations for improvement for this type of re-entry program.



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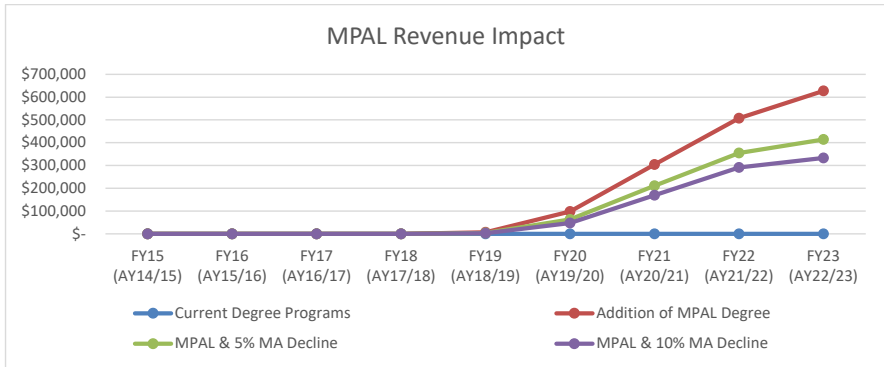
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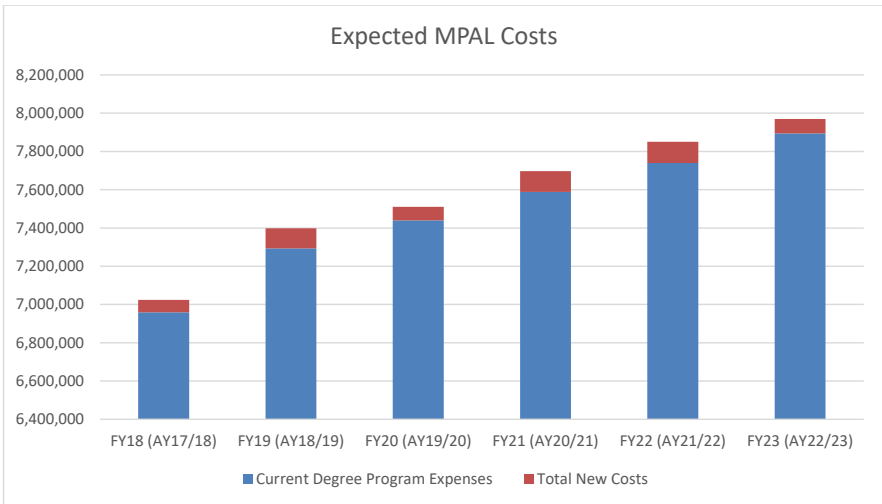
or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of

confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4<sup>th</sup> Floor of the Younkun Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

### Appendix 6: Fiscal Charts and Information



The red line represents additional enrollment revenue due to the MPAL, assuming all other program enrollments meet strategic plan goals. If, however, enrollments in the MA decrease as a result of the MPAL degree, revenue generated will be lower as represented by the green (5% decrease) and the purple (10% decrease) lines. The blue line represents projected new revenue without the addition of the MPAL degree. Even if enrollments decrease in the MA program, the MPAL will still have a positive revenue impact.



The above chart represents the new costs (in red) that we anticipate will be incurred by MPAL implementation and operation. We anticipate initial start-up costs to hire a Program Manager and develop online courses. We also anticipate that additional costs will be incurred every three years to refresh the curriculum. This cost, however, will be offset by the decrease in delivering the MA program. As the program grows, costs to maintain larger cohorts will also increase (blue).

**Appendix 7: Concurrences and External Letters of Support**

Robert T. Greenbaum  
Professor, Associate Dean for Curriculum  
John Glenn College of Public Affairs

January 16, 2018

Dear Professor Greenbaum:

I write indicating the Department of Sociology's full support of the Master of Public Administration and Leadership degree.

We have enjoyed collaborating on the **Criminal Justice Administration and Policy** specialization, which is designed for students who would like to develop their managerial skills in the field of criminal justice. It is our understanding that coursework for this specialization will be offered by the Department of Sociology in addition to the Glenn College. Once approved, Sociology will be responsible for offering online versions of both Evidence-Based Practice in Criminal Justice and Offender Decision Making and Prisoner Re-entry.

Please keep us informed of each step of the approval process so that we can ensure both courses will be ready to offer once the degree is launched. I expect that Professor Paul Bellair and other Sociology faculty will begin working with ODEE to prepare the courses and he will lead the course approval process as well.

I look forward to our continued collaboration with the Glenn College on this important curricular effort.

Sincerely,

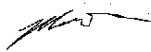


Claudia Buchmann  
Professor and Chair



**College of Public Health**  
Michael S. Bisesi, PhD, REHS, CIH  
Senior Associate Dean, Academic Affairs  
Interim Chair & Professor, Environmental Health Sciences  
AIHA Fellow  
(614) 247-8290 [bisesi.12@osu.edu](mailto:bisesi.12@osu.edu)

**TO:** Trevor Brown, PhD  
Dean, John Glenn College of Public Affairs

**FROM:** Michael S. Bisesi, PhD   
Senior Associate Dean, College of Public Health

**DATE:** January 8, 2018

**RE: Concurrence – Proposed *Master of Public Administration and Leadership***

The College of Public Health supports the proposal for a new *Master of Public Administration and Leadership* program prepared and submitted by the John Glen College for Public Affairs. The College of Public Health offers two degree programs that focus on management and leadership. However, the proposed program does not conflict with either the *Master of Health Administration* or the *Master of Public Health* area of concentration in *Population Health Management and Leadership*. The three programs are more complementary than duplicative. Indeed, the curricula for the proposed degree program plus the two existing degree programs include some courses that are likely suitable electives for any one of the three programs depending on students' interests.

Thank you for providing a well-written proposal and the opportunity to review. I hope the university-level review and approval process goes well.

December 28, 2017

Dear Trevor,

The College of Food, Agricultural, and Environmental Sciences has reviewed the Glenn College's proposal for a Master of Public Administration and Leadership. We appreciate the opportunity to review this proposal and offer concurrence for this newly proposed degree program.

We recognize the tentative specialization in Education Policy will draw on subject matter expertise that is relevant to some of our faculty members' expertise. We will be happy to facilitate introductions to CFAES faculty and/or to others with such expertise to work collaboratively to develop suitable offerings for this program specialization in the future.

Sincerely,

A handwritten signature in blue ink, appearing to read "Pasha A Lyvers Peffer".

Pasha A Lyvers Peffer, Ph.D.  
Acting Assistant Dean, Academic Affairs and College Secretary



June 8, 2018, Board of Trustees meeting

Concurrence from A&S / Social & Behavioral Sciences Division

**From:** Haddad, Deborah

**Sent:** Wednesday, December 13, 2017 4:36 PM

**To:** Robinson-Easter, Regina <[robinson-easter.1@osu.edu](mailto:robinson-easter.1@osu.edu)>

**Subject:** RE: CONCURRENCE REQUEST: John Glenn College of Public Affairs Proposal MPAL

Regina,

I am happy to report that the Social and Behavioral Sciences division of ASC concurs with the approval of the proposed Masters in Public Administration and Leadership. A comment by Prof. Rick Herrmann, the Political Science Department chair, may be of useful to you: “[S]ome of our graduate courses in American Politics and Comparative Politics that cover the policy process might be of interest to participants in the MPAL program Glenn proposes.”

Deborah



**Deborah Haddad, PhD**

Assistant Dean, Curriculum, Undergrad Affairs

Social and Behavioral Sciences

Natural and Mathematical Sciences

ASC Data and Analysis

**College of Arts and Sciences**

114 University Hall, 230 North Oval Mall, Columbus, OH 43210

614.292.4435 Office / 614.247.7498 Fax

[Haddad.2@osu.edu](mailto:Haddad.2@osu.edu) [asc.osu.edu](http://asc.osu.edu)



**THE OHIO STATE UNIVERSITY**

COLLEGE OF FOOD, AGRICULTURAL,  
AND ENVIRONMENTAL SCIENCES

**Cathann A. Kress**

Vice President for Agricultural Administration and Dean  
140 Agricultural Administration  
2120 Fyffe Rd., Columbus, OH 43210  
Phone: (614) 292-3676  
<http://cfaes.osu.edu/>

December 12, 2017

Dean Trevor Brown  
John Glenn College of Public Affairs  
350A Page Hall, 1810 College Road  
Columbus, OH 43210

Dear Trevor,

I have reviewed the Glenn College's proposal for a Master of Public Administration and Leadership. The College of Food, Agricultural, and Environmental Sciences (CFAES) has a broad range of disciplines that are part of 10 academic units.

The Department of Agricultural Communication, Education, and Leadership (ACEL) prepares educators, communicators, and leaders. We recognize the Glenn College's focus on leadership and the writing and oral skills portion of the curriculum will draw on the subject matter expertise that is relevant to some of our faculty members' expertise.

We work collaboratively with several colleges and support the idea of working collaboratively with the Glenn College. We concur with the Glenn College's request to work together to develop suitable offerings for the master's degree program.

Sincerely,

Cathann A. Kress  
Vice President for Agricultural Administration and Dean  
College of Food, Agricultural, and Environmental Sciences

## **Appendix 8: Program Standards for New Distance Learning Graduate Programs**

The John Glenn College acknowledges the below standards as applicable and pledges to adhere to them.

1. The program is consistent with the institution's role and mission and has a Learning Management System sufficient to support the planned distance learning course offerings.
2. The institution has sufficient resources to ensure accessibility for all delivery mechanisms.
3. The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time. There are sufficient technical and help support services available to students and faculty (for both hardware and software issues).
4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms, policies, and procedures for ensuring the integrity of student work in distance learning programs (e.g., for establishing student identity, controlling the conditions of exams, etc.)
5. The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.
6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms. Students in the distance learning program must have access to the following services:
  - Administrative services (e.g., admissions, financial aid, registration, student records)
  - Advising regarding program planning and progress
  - Library resources
  - Psycho-social counseling
  - Career Advising and Placement Services
7. As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of the new distance learning approaches envisioned as part of the program.
8. The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.
9. The institution assures that the faculty delivering the program meet the same standards and qualifications as for on-campus programs.
10. The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.
11. In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.

12. In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.
13. Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.
14. Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.
15. Procedures are in place to accept qualified students for entry in the program – it is imperative that students accepted be qualified for entry into the on-campus program [if there is one]. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.
16. Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.
17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.

### **Appendix 9: Faculty Curriculum Vitae**

The following 5 faculty members will have primary responsibility for administering this degree:

- Trevor Brown, Dean
- Robert Greenbaum, Associate Dean for Curriculum
- Russell Hassan, Associate Professor & Doctoral Studies Chair
- David Landsbergen, Associate Professor & Graduate Studies Chair
- Jos Raadschelders, Associate Dean for Faculty

Their CVs are contained on the following pages.

## CURRICULUM VITAE

### Trevor L. Brown

August 2017

#### ADDRESS

John Glenn College of Public Affairs  
The Ohio State University  
350C Page Hall, 1810 College Road  
Columbus, OH 43210  
Phone: (614) 292-4533  
Fax: (614) 292-2548  
Email: brown.2296@osu.edu

#### EDUCATION

Ph.D. Public Policy and Political Science, Indiana University, 1999

B.A. Public Policy, Stanford University, 1993

#### ACADEMIC APPOINTMENTS

*Fellow*, National Center of the Middle Market, Fisher College of Business, The Ohio State University, 2016-2018

*Full Professor*, John Glenn College of Public Affairs, The Ohio State University, 2015-present

*Pasqual Maragall Chair Visiting Professor*, Department of Economic Policy, University of Barcelona, 2011-2012

*Associate Professor*, John Glenn School of Public Affairs, The Ohio State University, 2007-2015

*Assistant Professor*, School of Public Policy and Management The Ohio State University, 2001-2007

*Visiting Assistant Professor*, School of Public & Environmental Affairs, Indiana University, 1999-2001

## PROFESSIONAL POSITIONS

*Dean*, John Glenn College of Public Affairs, The Ohio State University, 2015-present

*Director*, John Glenn School of Public Affairs, The Ohio State University, 2014-2015

*Interim Director*, John Glenn School of Public Affairs, The Ohio State University, 2013-2014

*Associate Director of Academic Affairs and Research*, John Glenn School of Public Affairs, The Ohio State University, 2008-2013

*Associate Project Executive*, Parliamentary Development Project II, The Ohio State University/Indiana University/U.S. Agency for International Development, 2003-2013.

*Long-Term Consultant*, Parliamentary Development Project I, Indiana University/U.S. Agency for International Development, 2001-2003.

*U.S. Project Manager*, Parliamentary Development Project I, Indiana University/U.S. Agency for International Development, 1997-2001.

## HONORS AND AWARDS

Inaugural Buckeye Wellness Leadership Award, The Ohio State University, 2015

National Academy of Public Administration Fellow (Inducted 2014)

Book of the Year (with Matt Potoski and David Van Slyke), Section on Public Administration Research, American Society for Public Administration, 2014

Scholar of the Year, National Institute of Governmental Purchasing, 2013

*Journal of Policy Analysis and Management* Classics Series: Articles: Public Management, "Managing Contract Performance: A Transactions Cost Approach" with Matt Potoski, 2012

John Glenn School of Public Affairs Outstanding Teacher of the Year, The Ohio State University, 2003, 2005, 2007, 2010

School of Public and Environmental Affairs Teaching Excellence Recognition Award, Indiana University, 2000

Honorable Mention (with Matt Potoski) Best Manuscript Competition, International Public Procurement Conference, October 2004.

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Trevor Brown, Yijia Jing, Bert Rockman and Eckhard Schröter. 2006. "Rolling Back the State? A Tale of Privatization in the United States and Germany," in David Eaton (ed.), *The End of Sovereignty? A Transatlantic Perspective*, Transatlantic Public Policy Series vol 2 (Munster, Germany: LIT Verlag)

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Columbus Dispatch. September 22, 2014. Randy Ludlow. “Support for Minority Businesses Costing Ohio Taxpayers.” <http://www.dispatch.com/content/stories/local/2014/09/21/state-paying-for-minority-contracts-a1.html>

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Interview. January 27, 2014. “Why are large procurements so complex? Healthcare.gov vs. Deepwater.” DorobekINSIDER. <http://www.govloop.com/profiles/blogs/why-are-large-procurements-so-complex-insights-on-healthcare-gov->

*Federal Computer Weekly*. September 5, 2012. “Analysis: Some Long-Term Contracts Put Government at a Disadvantage.” <http://fcw.com/articles/2012/09/05/contract-type-critical-need.aspx>

*Bloomberg*. Aug. 29, 2011. Brian Friel. “IT Profits Squeezed as U.S. Ups Price Pressure on Vendors” [http://glenschool.osu.edu/news/brown\\_bloomberg.html](http://glenschool.osu.edu/news/brown_bloomberg.html)

*Salon*. October 14, 2010. “War on terror” psychologist gets giant no-bid contract.” [http://www.salon.com/2010/10/14/army\\_contract\\_seligman/](http://www.salon.com/2010/10/14/army_contract_seligman/)

### Print

*BusinessWeek*. October 5-11, 2015. “Government Spending: Why Washington Pays Extra for Shoddy Work”, 32-33.

*IBM Business of Government Perspectives*. April 2014. “Perspectives on Federal Acquisition and Complex Contracting with Professors Trevor Brown and David Van Slyke,” IBM Center for the Business of Government. <http://www.businessofgovernment.org/sites/default/files/Perspectives.pdf>

*The Wall Street Journal*. August 17, 2010. “States Can No Longer Dodge the Budget Axe.” <http://online.wsj.com/article/SB10001424052748704023404575429791117218392.html#articleTabs%3Darticle>

### Radio

Interview. March 17, 2014. Conversations with Authors Series with Trevor Brown and David Van Slyke. The Business of Government Hour, Federal News Radio. <http://www.businessofgovernment.org/interview/conversations-authors-series-trevor->

[brown-david-van-slyke?nid=7444&page=&title=trevor%20brown&field\\_org\\_value=&field\\_title2\\_value=&date\\_filter\[min\]\[date\]=&date\\_filter\[max\]\[date\]=](http://www.marketplace.org/topics/health-care/obamacare-what-we-have-here-failure-integrate)

“Obamacare: What we have here is a failure to integrate.” *Marketplace*. Thursday, October 24, 2013. <http://www.marketplace.org/topics/health-care/obamacare-what-we-have-here-failure-integrate>

Interview. September 5, 2013. *In Depth – Federal News Radio*. <http://www.federalnewsradio.com/1167/3443145/In-Depth-Show-Blog---September-5-2013>

“Ohio Governor Considers Privatizing State Turnpike.” *Marketplace*. Monday, October 15, 2012. <http://www.marketplace.org/topics/economy/ohio-governor-considers-privatizing-state-turnpike>

#### Television

“OSU Professors Watching Ukraine Closely,” NBC4. March 3, 2014. <http://www.nbc4.com/story/24875000/osu-professors-watching-ukraine-closely>

### **BOOK REVIEWS**

Adam Eckerd and Trevor Brown. 2011. “The Future of Public Administration around the World: The Minnowbrook Perspective.” *International Public Management Journal* 14(3): 363-368.  
Trevor Brown. 2009. “Government by Contract: Outsourcing and American Democracy.” *Perspectives on Politics* 7: 961-962.

Trevor Brown. 2008. “Constitutions, Markets and Law: Recent Experiences in Transition Economies.” *Canadian-American Slavic Studies* 41: 245-247.

Trevor Brown. 2005. “If You Build It: Business, Government and Ontario’s Electronic Toll Highway.” *International Public Management Journal* 8(3): 447-450.

Trevor Brown. 2004. “Ukrainian Political Economy: The First Ten Years.” *Canadian-American Slavic Studies* 38: 474-475.

Trevor Brown. 2003. “Elections and Democratization in Ukraine.” *Canadian-American Slavic Studies* 37: 473-475.

Trevor Brown. 2002. “The Political Analysis of Postcommunism: Understanding Postcommunist Ukraine.” *Canadian-American Slavic Studies* 36: 493-495.



## PROFESSIONAL PRESENTATIONS

Panelist, “The Gig Economy: The Rise of the Freelance Workforce”, National Association of Counties Annual Conference and Exposition, Columbus, Ohio, July 2017

Panelist, “The Future of Ohio’s Small Communities: Hope and Hopelessness”, ImpactOhio 2016 Post Election Conference, Columbus, Ohio, November 2016

Convener/Chair, “Fundraising, Philanthropy and Advancement for Public Affairs Schools”, National Association of Schools of Public Affairs and Administration, Annual Meeting, Brooklyn, New York, October 2015

“Partnerships for Fulfilling Arctic Responsibilities” (Zach Huitink, David Van Slyke, and Sean O’Keefe). Summit on the Alaskan Arctic, Anchorage, Alaska. August 2015.

“Public Administration Education and Training: Are We Teaching What Our Students Need to Know Now and What They Will Need to Know Fifteen Years from Now?” American Society of Public Administration, Chicago, Illinois, March 2015.

“Enhancing the Value of Contracting through Training and Education,” Central Ohio Organization of Public Purchasers – Northern Ohio Branch, Akron, Ohio, July 2014.

“Ukraine, Russia, and the West,” (with Dr. Myroslava Mudrak) Columbus Council on World Affairs, Columbus, Ohio, April 2014. <http://columbusworldaffairs.org/2014/april-15-2014/>

“Ukraine in Crisis,” (with Rudy Hightower) John Glenn School of Public Affairs, Columbus, Ohio, March 2014. <http://www.youtube.com/watch?v=XhzU7504gv8&feature=youtu.be>

Panelist, “Positioning MPA/MPP Students for Public Procurement Jobs,” National Association of Schools of Public Affairs and Administration, Annual Meeting, Washington, DC, October 2013.

“Complex Contracting: Lessons from Federal Procurement” National Institute for Governmental Purchasing, Miami Chapter, Miami, Florida, March 2013 and National Institute for Governmental Purchasing, National Forum, August 2013.

“Advancing in the Procurement Profession”, Central Ohio Organization of Public Purchasers, Columbus, Ohio, June 2013.

Moderator, “Will the Middle East Democratize?” John Glenn School of Public Affairs Washington Policy Forum, Washington, DC, April 2011.

Keynote Address, Central Ohio Organization of Public Purchasers Reverse Trade Fair, Columbus, OH, October 2009.

“The Challenge of Contracting for Large Complex Projects,” (with David Van Slyke) IBM

Center for the Business of Government breakfast briefing, March 2009, Washington, DC, and John Glenn School of Public Affairs Washington Academic Internship Program seminar, Washington, DC, July 2009.

“Partnership Opportunities with Civilian Universities for Reconstruction and Stabilization Knowledge and Training,” Integrated Training and Education Workshop, U.S. Army Peace Keeping and Stability Operations Institute, Carlisle Barracks, Pennsylvania, September 2007.

“Strategic Assessment of the Present State of Public Administration Education and Training in Ukraine and Prospects for Launching a Capacity Building Institution for Public Officials” (with Charles Wise), Eurasia Foundation and U.S. Agency for International Development, Kyiv, Ukraine, February 2007.

“Measuring Democratic Governance in Somaliland” (with Ahmed Diriye), Somaliland Policy and Reconstruction Institute Convention, Crystal City, Virginia, September 2006.

“Managing Contract Service Delivery”, Ohio City/County Management Association Winter Conference, Worthington, Ohio, January 2006.

“Citizen Satisfaction with Refuse Collection in the Columbus Metropolitan Area” (with Nathaniel Vogt), American Public Works Association, Dublin, Ohio, June 2003.

“Does Customer Service Matter in the Public Sector?” Department of City and Regional Planning, The Ohio State University, February 2003 and Center for Survey Research, The Ohio State University, May 2003.

“Local Autonomy and Local Government Financing in Ukraine,” Parliamentary Development Project Intergovernmental Relations Legislative Agenda Setting Conference, Kiev, Ukraine, November 2002

“Report to the City of Columbus: 2002 Citizen Satisfaction Survey,” Mayor, Cabinet and Press, City of Columbus, October 2002.

“Distribution of Responsibilities across Levels of Government in Ukraine,” Parliamentary Development Project Intergovernmental Relations Legislative Agenda Setting Conference, Kiev, Ukraine, November 2000.

“Intergovernmental Oversight and Control in the United States,” Parliamentary Development Project Conference on Legislative Oversight of the Executive for Ukrainian Parliamentarians, Kyiv, Ukraine, June 1996.

## **SCHOLARLY PRESENTATIONS**

“The Diffusion of Service Delivery Practices within Local Governments” (with Matt Potoski and David Van Slyke), Workshop on Innovations in Service Delivery, University of Barcelona,

Barcelona, Spain, March 2016

“Strategic Management and Public & Nonprofit Research: Taking Stock, Looking Ahead” (plenary session with multiple presenters), Academy of Management, Vancouver, British Columbia, August 2015

“The Management Imperatives of Complex Contracting: Transportation and Human Services” (with Matt Potoski and David Van Slyke), Public Management Research Association meetings, University of Minnesota, Minneapolis, Minnesota, June 2015.

“Contracting for Complex Products: Lessons from Federal Government Procurement,” (with David Van Slyke), World Bank, Washington, DC and National Academy of Public Administration, Washington, DC, September 2014

“Construction of Defense Department Contracts in Thin Markets,” Acquisition Symposium, Naval Post Graduate School, Monterey, California, May 2014

“Managing Risk in Contracting: Product Characteristics and Contract Design”, Public Management Research Association meetings, University of Wisconsin, Madison, Wisconsin, June 2013.

“The Impact of Service Specific Characteristics and Bargaining Strength on Contract Type” Department of Public Administration, Florida International University, Miami, March 2013.

“The Impact of Values and Service Characteristics and Markets on the Use of Joint Service Delivery in the United States” (with Matt Potoski and David Van Slyke), Workshop on Mixed Forms of Service Delivery around the Globe, University of Barcelona, Spain, May 2012

“Contracting for Complex Products: The U.S. Coast Guard’s Deepwater Program”, Institute of Public Governance and Management, ESADE, Barcelona, Spain, February 2012

“Public Private Partnerships”, Workshop on Public Private Partnerships, Department of Economic Policy, University of Barcelona, Spain, May 2011

“Managing the Risks of Contracting for Complex Products” (with Matt Potoski and David Van Slyke), Public Management Research Association meetings, The Ohio State University, Columbus, Ohio, October 2009, and Association of Public Policy Analysis and Management conference, Washington, DC, November 2009.

“Contracting for Complex Products” (with Matt Potoski and David Van Slyke), “State of Agents” Workshop, University of Wisconsin – Madison, July 2008, Department of Economic Policy, University of Barcelona, Spain, September 2008, and Department of Public Administration, Florida International University, Miami, March 2009.

“Contracting Requirements and Costs” (with Ben Boettcher), Department of Economic Policy, University of Barcelona, Spain, September 2008.

“Accountability Challenges in Public Sector Contracting for Complex Products” (with Matt Potoski and David Van Slyke), Symposium on Public Accountability, Kettering Foundation, Dayton, Ohio, May 2008.

Chair/discussant, “New Transitions in Belarus and Ukraine,” Midwest Slavic Conference, The Ohio State University, Columbus, Ohio, April 2008.

“Designing and Managing Complex Contracts,” Faculty Colloquium, Evans School of Public Affairs, University of Washington, Seattle, Washington, February 2008.

“Complex Contracting: Lessons in Contract Management from the Department of Homeland Security’s Secure Border Initiative” (with Matt Potoski and David Van Slyke), Public Management Research Association meetings, October 2007, University of Arizona, Tucson, Arizona, and Association of Public Policy Analysis and Management conference, Washington, DC, November 2007.

“Learning from Experience and Managing the Transaction Costs of Internal and Contract Service Delivery” (with Matt Potoski and David Van Slyke), Association of Policy Analysis and Management, University of Wisconsin, Madison, Wisconsin, November 2006.

“Trust and Contract Completeness in the Public Sector” (with Matt Potoski and David Van Slyke), International Workshop on Local Government Reform: Privatization and Public-Private Collaboration, University of Barcelona, Spain, June 2006.

“Changing Modes of Service Delivery: Costs and Constraints” (with Matt Potoski and David Van Slyke), International Workshop on Local Government Reform: Privatization and Public-Private Collaboration, University of Barcelona, Spain, June 2006.

“Transaction Costs and the Changing Patterns of Local Service Delivery” (with Matt Potoski and David Van Slyke), Association of Policy Analysis and Management, Washington, DC, November 2005.

Chair, “Role/Financing of Nonprofits in Service Delivery”, Association of Policy Analysis and Management, Washington, DC, November 2005.

“Managing the Tools of Government: Contracting and Contract Management in the New Millennium,” (with Matt Potoski and David Van Slyke), National Public Management Research Conference, University of Southern California, Los Angeles, California, October 2005.

“Contracting for Management: Assessing the Management Capacity under Alternative Service Delivery Arrangements” (with Matt Potoski), Doctoral Colloquium, School of Public and Environmental Affairs, Indiana University, Bloomington, Indiana, January 2005, and Association of Policy Analysis and Management, Atlanta, Georgia, October 2004.

“The Impact of Service Experience and Service Type on Citizen Satisfaction with Public

Services”, Association of Policy Analysis and Management, Atlanta, Georgia, October 2004.

“Assessing the Management Costs of Delivering Services under Alternative Institutional Arrangements,” (with Matt Potoski), International Public Procurement meetings, Ft. Lauderdale, Florida, October 2004.

“Explaining Citizen Satisfaction with Public Services” (with Jennifer Evans-Cowley), Center for Urban and Regional Analysis, The Ohio State University, Columbus, Ohio, November 2003.

“Management in the Public Service Market Place” (with Matt Potoski), 7<sup>th</sup> National Public Management Research Conference, Washington, DC October 2003, and Association of Public Policy Analysis and Management Meetings, Washington, DC, November 2003.

“The Influence of Transaction Costs on Government Service Production Decisions,” (with Matt Potoski), 6<sup>th</sup> National Public Management Research Conference, Indiana University, October 2001.

“Managing Contract Performance: A Transaction Costs Approach,” Annual Meetings of the Association of Public Policy Analysis and Management, Washington, DC, November 2001.

“Measurement versus Management: How GPRA ‘Crowds Out’ Management in USAID,” Annual Meeting of the Association of Public Policy Analysis and Management, Seattle, WA, November 2000.

“Measuring Parliamentary Development: The Case of Ukraine’s National Parliament,” (with Vladimir Pigenko), Annual Meeting of Midwest Political Science Association, Chicago, IL, April 1999.

“Contracting Out by Local Governments in Transitioning Nations,” Annual Meeting of the Association of Public Policy Analysis and Management, Washington, DC, November 1999.

“When Governments Disagree: A Comparative Analysis of Conflict Resolution Mechanisms in Intergovernmental Relations in Three Nations,” (with Charles Wise), NIRA-NAPA International Conference on the Challenge of New Governance in the 21<sup>st</sup> Century: Achieving Effective Central-Local Relations, Tokyo, Japan, July 1998.

“Constitutional Courts and Legislative-Executive Relations,” Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 1998.

“Democratization and the Separation of Powers in Ukraine,” (with Charles Wise), Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 1997.

“Laying the Foundation for the Institutionalization of Democratic Parliaments in the Newly Independent States,” (with Charles Wise), Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 1996.

## **FUNDING, GRANTS, AND FELLOWSHIPS**

Co-Principal Investigator, National Center for the Middle Market, The Ohio State University, January 2016 (\$29,859)

Principal Investigator, Department of the Navy, Naval Postgraduate School Research Grant, September 2012-2014 (\$78,993)

Principal Investigator, IBM Business of Government Research Award, August 2012 (\$20,000).

Co-Principal Investigator (with Charles Wise), USAID, Parliamentary Development Project II, 2003-2013 (\$11,625,326)

Principal Investigator, Pew Center on the States, The Pew Center on the States Government Performance Project, July 2009 (\$44,870).

Co-Principal Investigator (with Matt Potoski and David Van Slyke), IBM Business of Government Research Award, February 2009 (\$20,000).

Co-Principal Investigator (with Matt Potoski and David Van Slyke), Department of the Navy, Naval Postgraduate School Research Grant, January 2009 (\$109,881)

Co-Principal Investigator (with Matt Potoski and David Van Slyke), IBM Business of Government Research Award, February 2008 (\$20,000).

Co-Principal Investigator (with Debra Jasper, Betsy Hubbard & Rajiv Ramnath), Battelle Endowment for Technology & Human Affairs, March 2008 (\$56,285).

Principal Investigator, Center for Urban and Regional Analysis Research Grant, Ohio State University, May 2002 (\$28,854).

Principal Investigator, College of Social and Behavioral Sciences Seed Grant, Ohio State University, December 2001 (\$20,814).

Presidential Management Intern Finalist Status, 1999

Ford Foundation Pre-Dissertation Research Grant, 1997 (\$2,500).

## **TEACHING**

### Doctoral

Democratic Transitions

Doctoral Colloquium

Organizational Theory  
Public Management

Graduate Professional

Applied Strategic Management  
Democracy Building in Ukraine Study Tour  
Intergovernmental Systems Management  
Managing Public Sector Organizations (online and in-person)  
Political Economy of Privatization and Contracting Out  
Public Organizations and Management  
Public Policy and Management Capstone II  
Rebuilding Failed and Weak States  
Strategy for Public Sector Organizations  
Written and Oral Communication

Undergraduate

Democracy Building in Ukraine Study Tour  
Introduction to Public Affairs  
Nonprofit Internship  
Rebuilding Failed and Weak States  
Urban Problems and Solutions

**PROFESSIONAL DEVELOPMENT/EXECUTIVE TRAINING**

Decision Making and Faculty Engagement (Ohio State New Department Chair Program, 2015, 2016, 2017)

Policy Formulation and Implementation (Ohio Public Safety Leadership Academy, March 2015, 2016, 2017)

Public Sector Management and Leadership (Mandela Fellows Program, June 2016, 2017)

**EDITORIAL POSITIONS**

*International Public Management Journal*, Guest Co-Editor, with Germa Bel and Mildred Warner, Special Symposium on Mixed Service Delivery, 2014

*International Public Management Journal*, Guest Co-Editor, with Yijia Jing and Ting Gong, Special Symposium on Collaborative Governance in Mainland China and Hong Kong, 2013

*Journal of Policy Analysis and Management*, Editorial Board, 2005-2006

*Journal of Public Administration Research and Theory*, Editorial Board, 2007-present

*Journal of Strategic Contracting and Negotiation*, Editorial Board, 2014-present

*Local Government Studies*, Guest Co-Editor, with Germa Bel and Rui Cunha Marques, Special Symposium on Public Private Partnerships, 2013

*Public Administration Review*, Editorial Board, 2012-2015

*Public Performance Management Review*, Editorial Board, 2014-present

## **REVIEWER**

### Academic Journals – Manuscripts

Administration & Society  
American Political Science Review  
Environment and Planning C  
Governance  
International Public Management Journal  
Journal of Economic Policy Reform  
Journal of Policy Analysis and Management  
Journal of Public Administration Research and Theory  
Journal of Public Procurement  
Local Government Studies  
Nonprofit and Voluntary Sector Quarterly  
Policy Studies Journal  
Public Administration  
Public Administration Review  
Public Budgeting and Finance  
Public Performance Management Review  
Regulation & Governance  
State and Local Government Review  
Urban Affairs Review

### Academic Books

Cambridge University Press  
Georgetown University Press

## **PROFESSIONAL AFFILIATIONS AND SERVICE**

American Society of Public Administration  
Moshier Award Committee for Best Paper in PAR, 2017  
Founders' Fellow Mentor, 2015-2016  
Dwight Waldo Award Selection Committee, 2014-2015  
Finance Committee, 2014-2015  
Section on Procurement and Contract Management, 2016-present  
Section on Public Administration Research Best Book Award, 2014-2015



Selection Committee: 75 Most Influential Articles in PAR, 2013

Association for Public Policy Analysis and Management  
Public and Nonprofit Management Program Committee, 2007 Conference  
Vernon Prize Committee for Best Article in JPAM, 2008

Government Accountability Office  
Comptroller General's Educators Advisory Panel, 2017-present

Kiplinger Program in Public Affairs Reporting  
Board Member, 2011-2013

National Association of Schools of Public Affairs and Administration  
2016 Annual Conference Planning Committee, 2015-2016  
Policy Issues Committee, 2014-present  
Emerging Scholars Committee, 2014-2017

National Institute of Governmental Purchasing  
Higher Education Task Force, 2013-present

Public Management Research Association  
Program Committee, 2007 Conference  
Program Committee co-chair, 2009 Conference  
Conference Site Coordinator, 2009 Conference  
Site Selection Committee, 2011 Conference

University of Barcelona, Department of Economic Policy  
Conference Scientific Committee, 2008  
Conference Scientific Committee, 2012  
Conference Scientific Committee, 2016

## **UNIVERSITY SERVICE**

Arts & Sciences, Committee on Curriculum and Instruction, Interdisciplinary Initiatives  
Subcommittee, 2009-2011

BETHA Award Selection Committee, 2009-2011

Center for Ethics and Human Values Advisory Board, 2017-present

Center for Slavic and East European Studies Advisory Board, 2009-present

Center for Urban and Regional Analysis Oversight Committee, 2002-2007

College Engagement Council, 2016-present

College of Social and Behavioral Sciences Public Policy Minor Oversight Committee, 2007-present

FLAS Selection Committee, Center for Slavic and East European Studies, 2007-2010, 2012-present

Leadership Studies Advisory Committee, 2010-2011

OSU International Programs Task Force, 2007

Truman Scholarship Selection Committee, Undergraduate Honors and Scholars, The Ohio State University, 2013-present

School of Public Policy and Management Delegate, Arts and Sciences Faculty Senate, 2003-2006

Student Trustee Selection Committee, Ohio State Board of Trustees, 2017-present

Vice Provost for Outreach and Engagement Search Committee, 2015

### **COMMUNITY SERVICE**

Community Shelter Board, Advisory Board, 2015-present

Ohio State University Star House Oversight Board, 2016-2017

St. Joseph Montessori School, Board of Trustees, 2013-2016

## CURRICULUM VITAE

**Robert T. Greenbaum**

December 2017

### **Address:**

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The Ohio State University  
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[glenn.osu.edu/faculty/glenn-faculty/greenbaum/](http://glenn.osu.edu/faculty/glenn-faculty/greenbaum/)

### **Education:**

**Carnegie Mellon University**, Pittsburgh, PA  
Ph.D., Public Policy and Management, Heinz College, 1999

**Bard College**, Annandale-on-Hudson, NY  
B.A., Economics, 1992

**Cambridge University**, Cambridge, UK  
Occasional Scholar (second year economics tripos), Christ's College, 1990–1991

### **Professional Appointments:**

*Associate Dean for Curriculum*, 2015–present  
*Associate Director for Curriculum*, 2014–2015  
*Professor*, 2017–present  
*Associate Professor*, 2005–2017  
*Director of Doctoral Studies*, 2008–2009, 2012–2014  
*Director of Graduate Studies*, 2009–2012  
*Assistant Professor*, 1999–2005  
John Glenn College of Public Affairs  
The Ohio State University

*Associate Director*, 2007 – present  
Center for Urban and Regional Analysis, Ohio State University

*Research Fellow*, May – July 2002  
International Center for Economic Research, Turin, Italy

### **Current Professional Affiliations:**

Center for Real Estate, Ohio State University  
Thoughtwell (Board of Directors; Secretary)  
Criminal Justice Research Center, Ohio State University  
Institute in Population Research, Ohio State University

### **Research and Teaching Interests:**

Urban and regional economic development, economic resilience, evaluation, spatial analysis, GIS, employment policy, housing, crime, applied microeconomics, public finance, applied econometrics

**Refereed Journal Publications and Book Chapters:**

Bondonio, Daniele and Robert T. Greenbaum, 2018 “Natural Disasters and Relief Assistance: Empirical Evidence on the Resilience of U.S. Counties using Dynamic Propensity Score Matching,” *Journal of Regional Science* (forthcoming September 2018).

Young, Kim A., Robert T. Greenbaum, and Noah C. Dormady, 2017, “Sex, Gender, and Disasters: Experimental Evidence on the Decision to Invest in Resilience,” *International Journal of Disaster Risk Reduction*, 24: 439-450.

Brown, Lathania and Robert T. Greenbaum, 2017, “The Role of Industrial Diversity in Economic Resilience: An Empirical Examination across 35 Years,” *Urban Studies*, 54(6): 1347-1366.

Greenbaum, Robert T. and Jim Landers, 2014, “The Tiff over TIF: A Review of the Literature Examining the Effectiveness of Tax Increment Financing,” *National Tax Journal*, 67(3): 655-674.

Russell, Blair D., Stephanie Moulton, and Robert T. Greenbaum, 2014, “Take-up of Mortgage Assistance for Distressed Homeowners: The Role of Geographic Accessibility,” *Journal of Housing Economics*, 24: 57-74.

Greenbaum, Robert T. and Stephanie Moulton, 2014, “Studying Patterns in Housing and Urban Development,” in Steven Payson, ed., *Public Economics in the United States: How the Federal Government Analyzes and Influences the Economy*, Vol 3, Praeger Publishers, 1060-1080.

Bondonio, Daniele and Robert T. Greenbaum, 2014, “Revitalizing Regional Economies through Enterprise Support Policies: An Impact Evaluation of Multiple Instruments,” *European Urban and Regional Studies*, 21(1): 79-103.

Boggess, Lyndsay N., Robert T. Greenbaum, and George E. Tita, 2013, “Does Crime Drive Housing Sales? Evidence from Los Angeles,” *Journal of Crime and Justice*, 36(3): 299-318.

Greenbaum, Robert T. and Daniele Bondonio, 2011, “Incentivizing Economic Development: An Empirical Examination of the Use of Grants and Loans,” *South Carolina Journal of International Law and Business*, 7(2): 191-213.

Greenbaum, Robert T., Blair D. Russell, and Tricia L. Petras, 2010, “Measuring the Distribution of Economic Development Tax Incentive Intensity,” *Economic Development Quarterly*, 24(2): 154-168.

Greenbaum, Robert T. and Jim Landers, 2009, “Why are State Policy Makers Still Proponents of Enterprise Zones? What Explains Their Action in the Face of a Preponderance of the Research?” *International Regional Science Review*, 32(4): 466-479.

Hipp, John R., George E. Tita, and Robert T. Greenbaum, 2009, “Drive-bys and Trade-ups: Examining the Directionality of the Crime and Residential Instability Relationship,” *Social Forces*. 87(4): 1777-1812.

Desai, Anand, Robert T. Greenbaum, and Yushim Kim, 2009, “Incorporating Policy Criteria into Spatial Analysis,” *The American Review of Public Administration*, 39(1): 23-42.

Tita, George E. and Robert T. Greenbaum, 2009, “Crime, Neighborhoods and Units of Analysis: Putting Space in its Place,” in David Weisburd, Wim Bernasco and Gerben J.N. Bruinsma, eds., *Putting Crime in its Place: Units of Analysis in Spatial Crime Research*, pp. 145-170, New York: Springer.

Greenbaum, Robert, Laura Dugan, and Gary LaFree, 2007, “The Impact of Terrorism on Italian Employment and Business Activity,” *Urban Studies*, 44(5/6): 1093-1108.

Bondonio, Daniele and Robert T. Greenbaum, 2007, "Do Tax Incentives Affect Local Economic Growth? What Mean Impacts Miss in the Analysis of Enterprise Zone Policies," *Regional Science and Urban Economics*, 37(1): 121-136.

Tita, George E., Tricia L. Petras, and Robert T. Greenbaum, 2006, "Crime and Residential Choice: A Neighborhood Level Analysis of the Impact of Crime on Housing Prices," *Journal of Quantitative Criminology*, 22(4): 299-317.

Bondonio, Daniele and Robert T. Greenbaum, 2006, "Do Business Investment Incentives Promote Employment in Declining Areas? Evidence from EU Objective 2 Regions," *European Urban and Regional Studies*, 13(3): 225-244.

Greenbaum, Robert T. and Andy Hultquist, 2006, "The Economic Impact of Terrorist Incidents on the Italian Tourism Industry," *Urban Affairs Review*, 42(1): 113-130.

Greenbaum, Robert T. and Anand Desai, 2005, "Viewing Spatial Consequences of Budgetary Policy Changes," *Public Budgeting & Finance*, 25(2): 43-60.

Babcock, Linda, John Engberg, and Robert Greenbaum, 2005, "Wage Spillovers in Public Sector Contract Negotiations: The Importance of Social Comparisons," *Regional Science and Urban Economics* 35(4): 395-416.

Greenbaum, Robert T., 2004, "Siting it Right: Do States Target Economic Distress When Designating Enterprise Zones?" *Economic Development Quarterly* 18(1): 67-80.

Greenbaum, Robert T. and Daniele Bondonio, 2004, "Losing Focus: A Comparative Evaluation of Spatially Targeted Economic Revitalization Programs in the US and the EU," *Regional Studies*, 38(3): 319-334.

Greenbaum, Robert T. and John B. Engberg, 2004, "The Impact of State Enterprise Zones on Urban Manufacturing Establishments," *Journal of Policy Analysis & Management*, 23(2): 315-339.

Greenbaum, Robert T. and George E. Tita, 2004, "The Impact of Violence Surges on Neighborhood Business Activity," *Urban Studies*, 41(13): 2495-2514.

Greenbaum, Robert T. 2002, "A Spatial Study of Teachers' Salaries in Pennsylvania School Districts," *Journal of Labor Research* 23(1): 69-86.

Greenbaum, Robert and John Engberg, 2002, "An Evaluation of State Enterprise Zone Policies: Measuring the Impact on Urban Housing Market Outcomes," in F. Stevens Redburn and Terry F. Buss, eds., *Public Policies for Distressed Communities Revisited*, pp. 33-63, Lanham, MD: Lexington Books.

Greenbaum, Robert and John Engberg, 2000, "An Evaluation of State Enterprise Zone Policies," *Policy Studies Review* 17(2/3): 29-46.

Engberg, John and Robert Greenbaum, 1999, "State Enterprise Zones and Local Housing Markets," *Journal of Housing Research* 10(2): 163-187.

### **Other Publications:**

Greenbaum, Robert T. and Lathania Brown, July 8, 2016, "Economic Diversity and Community Resilience," Ohio State University Discovery Themes Blog. (<http://discovery.osu.edu/blog/2016/07/08/economic-diversity-and-community-resilience/>).

Greenbaum, Robert T. and Lathania Brown, April 2016, "Economic Diversity is a drag when times are good but a lift when times are bad," *The LSE Centre's daily blog on American Politics and Policy*. (<http://bit.ly/23ZQT2v>).

Greenbaum, Robert T., 2010, "Geographically Targeted Economic Development Policy and Youth Violence," in Richard Rosenfeld, Keena Quinet, and Crystal Garcia, eds, *Contemporary Issues in Criminological Theory and Research: The Role of Social Institutions*. Papers from the American Society of Criminology 2010 Conference, pp. 261-265.

Greenbaum, Robert T., Tricia L. Petras, and Andy Hultquist, 2007, "An Examination of the Impact of Governmental Disaster Relief Incentives on Business Location and Employment Decisions," *2007 Proceedings of the One Hundredth Annual Conference on Taxation*. National Tax Association, pp. 427-436.

Hultquist, Andy and Robert T. Greenbaum, 2004, Book review: Peters, Alan H. and Peter S. Fisher (2002), *State Enterprise Zones: Have They Worked?* (Kalamazoo, MI: W.E. Upjohn Institute for Employment Research) in *Urban Studies*, 41(3): 709-710.

Greenbaum, Robert T., 2002, Book review: Farley, Reynolds, Sheldon Danziger, and Harry J. Holzer (2000), *Detroit Divided* (New York: Russell Sage Foundation) and Sjoquist, David L. (ed.) (2000), *The Atlanta Paradox* (New York: Russell Sage Foundation) in *Journal of Economic Literature*, 40(3): 946-948.

Greenbaum, Robert T., 2001, "Selecting the Right Site: Where Do States Locate Place-Based Economic Development Programs?" *2000 Proceedings of the Ninety-Third Annual Conference on Taxation*. National Tax Association, pp. 74-82.

Engberg, John and Robert Greenbaum, 2000, "Do State Enterprise Zones Stimulate Local Housing Markets?" *Housing Facts and Findings*, 2(2): 3-5.

### **Reports, Working Papers, and Unpublished Manuscripts:**

Robert T. Greenbaum, Lathania Brown, Martin Luby, Hillary Darville, May 2015, "The Economic Resilience of Coastal Communities: Survey Results from Interviews with Local Leaders," Ohio Sea Grant Program.

Anand Desai, Robert Greenbaum, William Hayes, Renhao Cui, Michelle Saksena, March 2013, "Expanding Medicaid in Ohio: County-level analysis," Health Policy Institute of Ohio.

Anand Desai, Robert Greenbaum, William Hayes, Renhao Cui, Michelle Saksena, April 2013, "Expanding Medicaid in Ohio: County-level analysis part 2: Local economic impact on employment and general sales tax revenues," Health Policy Institute of Ohio.

Daniele Bondonio and Robert T. Greenbaum, 2010, "Counterfactual Impact Evaluation of Enterprise Support Policies: An Empirical Application to EU Co-Sponsored, National and Regional Programs" Working Paper, John Glenn School of Public Affairs, The Ohio State University, July 2010.

Robert Greenbaum and Blair Russell, July 2008, "Economic Development Policy in Ohio: How Does Ohio Target its Investments?"

Robert Greenbaum, Tricia Petras, and Blair Russell, July 2008, "Restoring Prosperity to Ohio: Revitalizing Ohio's Core Cities through Refocused Economic Development Incentives"

Robert Greenbaum, Reena Uppal, Timothy Curry, and David Wirick, July 2008, "Assessment of the Gross Impact of the Columbus Blue Jackets and Nationwide Arena on the Greater Columbus Area"

Robert Greenbaum, Reena Uppal, and David Wirick, July 2008, "Assessment of the Gross Economic Impact of the Arena District on Greater Columbus"

Daniele Bondonio and Robert Greenbaum, 2005, "Decomposing the Impacts: Lessons from a Multistate Analysis of Enterprise Zone Programs," Working Paper No. 2005-3, John Glenn Institute for Public Service and Public Policy and the School of Public Policy and Management, The Ohio State University, June 2005.

Anand Desai, Yushim Kim, and Robert Greenbaum, 2005, "Estimating Local Effects of Medicaid Expenditure Changes," Research Report No. 2005-3, John Glenn Institute for Public Service and Public Policy and the School of Public Policy and Management, The Ohio State University, June 2005.

Edward J. Malecki, Robert T. Greenbaum, and Andy M. Hultquist, 2005, "The Nonprofit Sector in the Franklin County Economy," Research Report No. 2005-2, John Glenn Institute for Public Service and Public Policy and the School of Public Policy and Management, The Ohio State University, April 2005.

Bondonio, Daniele and Robert T. Greenbaum, 2004, "The Employment Impact of Business Investment Incentives in Declining Areas: An Evaluation of the EU "Objective 2 Area" Programs," Working Paper No. 22/2004, International Center for Economic Research, Turin, Italy.

Greenbaum, Robert and Anand Desai, April 2003, "Uneven Burden: Economic Analysis of Medicaid Expenditure Changes in Ohio," School of Public Policy and Management, The Ohio State University, April 2003.

Greenbaum, Robert T. and Daniele Bondonio, 2003, "A comparative evaluation of spatially targeted economic revitalization programs in the European Union and the United States," Working Paper No. 3/2003, International Center for Economic Research, Turin, Italy.

"The Information Technology Industry in the State of Ohio and its Regions – 1989 to 2000," (Columbus Region section), Report prepared for Ohio's IT Alliance by The Ohio Economic Development Information Network, October 2001.

Greenbaum, Robert T., 2001, "Selecting the Right Site: Where Do States Locate Place-Based Economic Development Programs?" Working paper, Weidenbaum Center on the Economy, Government, and Public Policy, Washington University in St. Louis.

Engberg, John B. and Robert T. Greenbaum, 1999, "The Impact of State Enterprise Zones on Urban Housing Markets," Working paper No. 1999-16, H. John Heinz III School of Public Policy and Management, Carnegie Mellon, 1999.

Greenbaum, Robert T. and John B. Engberg, 1998, "The Impact of State Urban Enterprise Zones on Business Outcomes," Working paper No. 98-20, Center for Economic Studies, U.S. Census Bureau.

Greenbaum, Robert T., 1994, "Plant Deaths and Transfigurations: The Survival and Adaptation of Manufacturing Establishments," unpublished mimeograph.

### **Funding:**

"Mandela Washington Fellows Institute for Young African Leaders," IREX, Co-PI, 2017, \$161,881

"Energy and Water Infrastructure Planning under Extreme Events," Sustainable and Resilient Economy Discovery Theme Seed Grant, PI Guzin Bayraksan, Co-PI with three others, 2016, \$43,034

"Mandela Washington Fellows Institute for Young African Leaders," IREX, PI, 2016, \$149,993

“Measuring Sustainability, Resilience and Well-Being: A Proposed Research Workshop To Integrate Concepts and Develop Practical Tools and Measures of Sustainable and Resilient Communities in Central Ohio,” Sustainable and Resilient Economy Discovery Theme Seed Grant, PI Jeremy Brooks, Co-PI with four others, 2016, \$17,713

“An Experimental Analysis of Middle Market Resilience: Gender, Frequency & Information,” National Center for the Middle Market, Co-PI with Noah Dormady, 2014, \$68,782.

“Medicaid Expansion,” Health Policy Institute of Ohio, Co-PI with Anand Desai, 2013, \$8,000

“Economic Resilience of Coastal Communities,” Ohio Sea Grant College Program/National Oceanic & Atmospheric Administration, PI, 2013, \$57,824

“An Examination of Where and How Ohio Targets its Economic Development Incentives,” Brookings Institution, 2008, PI, \$14,000

“Assessment of the Gross Impact of the Columbus Blue Jackets on the Greater Columbus Area,” Columbus Blue Jackets; Nationwide Arena, LLC; Franklin County Convention Facilities Authority, Co-PI with David Wirick, 2008, \$45,000

“Advances in Modeling Economic Resilience: Impact of Government Disaster Relief Incentives on Business Location & Employment,” Department of Homeland Security Integrated Network of Centers (INC) Grant, PI, 2007-2008, \$59,297

“An Examination of the Economic Impact of Terrorist Incidents on the Hospitality Industry in Italy,” Mershon Center Faculty Grant, Ohio State University, PI, 2005-2006, \$9,808

“Analysis of the Non-Profit Sector in the Columbus Economy,” The Columbus Foundation, Co-PI with Edward Malecki, 2004, \$16,500

“Violent Crime and Housing Markets,” National Consortium on Violence Research, Co-PI with George Tita, 2003, \$6,650

“Analysis of the Economic Implications of Changes in Medicaid Expenditures on Ohio Counties,” The Health Foundation of Greater Cincinnati, Co-PI with Anand Desai, 2003, \$28,150

“The Spatial Effects of Local Public Goods,” Center for Urban and Regional Analysis, Ohio State University, PI, 2002, \$31,266

“The Impact of Violence on Neighborhood Business Activity and Residential Choice,” Criminal Justice Research Center, Ohio State University Summer Faculty Research Fellowship, PI, 2001, \$6,999

“A Study of Intra-Metropolitan Employment Trends and Policy Impacts,” Ohio State University Seed Grant, PI, 2000, \$9,915

“The Impact of Violence on Neighborhood Business Activity,” National Consortium of Violence Research (NCOVR), Co-PI with George Tita, 1999, \$4,925

“An Evaluation of State Enterprise Zone Policies: Measuring the Impact on Business Decisions and Housing Market Outcomes,” National Community Development Policy Analysis Network, PI, 1997, \$10,000



**Presentations:**

2017 Association for Public Policy Analysis and Management Annual Research Conference, Chicago, IL (coauthor)

2017 Network of Schools of Public Policy, Affairs, and Administration Annual Conference, Washington, DC (panelist)

Institute for Population Research, Ohio State University, Columbus, OH, January 24, 2017 (presenter)

2016 Natural Hazard Workshop, Broomfield, CO (invited panelist)

2016 Midwest Public Affairs Conference, Columbus, OH (conference chair, presenter, and coauthor)

School of International Relations and Public Affairs, Fudan University, Shanghai, China, May 30, 2016 (invited lecture)

International Seminar, Evaluating the Impact of European Structural Funds: Is the Transfer Intensity Effective?, Sapienza, University of Rome, Italy, November 27, 2015 (discussant)

2015 Association for Public Policy Analysis and Management Annual Research Conference, Miami, FL (coauthor)

John Glenn School of Public Affairs, Ohio State University, Columbus, OH, February 16, 2015 (invited lecture)

2014 North American Regional Science Meetings, Bethesda, MD (presenter, coauthor, and discussant)

Maryland Health Enterprise Zones: Using Incentives to Drive Local Progress Conference, Baltimore, MD, May 19, 2014 (invited presenter)

2014 Meeting of the Southern Regional Science Association, San Antonio, TX (presenter, coauthor, and discussant)

2013 American Real Estate and Urban Economics Association International Conference, Jerusalem, Israel (presenter and discussant)

2012 American Society of Criminology Annual Meetings, Chicago, IL (presenter)

2012 Association for Public Policy Analysis and Management Annual Research Conference, Baltimore, MD (coauthor)

Northeast Indiana Central Labor Council Forum, Fort Wayne, IN, December 14, 2011 (invited presenter)

2011 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (session chair)

2011 Building Solutions to Poverty: Methods and Metrics for Identifying Success Conference, Columbus, OH (presenter)

Indiana General Assembly Interim Study Committee on Economic Development, Indianapolis, IN (remote from Columbus, OH), October 17, 2011 (presenter)

*South Carolina Journal of International Law & Business* 2011 Symposium, Columbia, SC, February 25, 2011 (presenter)

2010 American Society of Criminology Annual Meetings, San Francisco, CA (response essay presenter)

Public Comment provision before the Ohio Office of the Secretary of State, Columbus, OH, October 19, 2010 (presenter)

Testimony before the Toledo City Council hearing of the Economic Development Committee, Toledo, OH, September 30, 2010 (presenter)

2010 European Urban and Regional Studies Conference, Vienna, Austria (coauthor)

John Glenn School of Public Affairs, Ohio State University, Columbus, OH, April 14, 2010 (invited lecture)

2009 Ohio Health Data and Research Conference, Columbus, OH (presenter)

2009 Regional Science Association International Annual North American Meetings, San Francisco, CA (presenter, discussant, and coauthor)

Department of City and Regional Planning, Ohio State University, Columbus, OH, November 13, 2009 (invited lecture)

2009 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (session chair)

2008 American Society of Criminology Annual Meetings, St. Louis, MO (presenter and session chair)

2008 Association for Public Policy Analysis and Management Annual Research Conference, Los Angeles, CA (presenter)

2008 Federation of Tax Administrators Revenue Estimation and Tax Conference, Portland, ME (presenter)

2008 Ohio Summit, Restoring Our Prosperity: The State Role in Revitalizing Ohio's Core Communities, Columbus, OH, September 10, 2008 (presenter)

Swank Advisory Council on Rural-Urban Policy Research and Education, Columbus, OH, May 20, 2008 (invited lecture)

2007 National Tax Association Annual Conference on Taxation, Columbus, OH (presenter and discussant)

2007 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (presenter)

2007 Annual Conference of the European Society of Criminology, Bologna, Italy (presenter and coauthor)

Criminal Justice Research Center and the Institute for Excellence in Justice Seminar, Columbus, OH, June 1, 2007 (discussant)

2006 Association for Public Policy Analysis and Management Annual Research Conference, Madison, WI (discussant)

- 2006 National Center for the Study of Terrorism and Responses to Terrorism (START) Center Summer Conference, University of Maryland, College Park, MD, June 27, 2006 (presenter)
- 2006 National Consortium on Violence Research (NCOVR) Summer Conference, La Romana, Dominican Republic, June 20, 2006 (co-presenter)
- Department of Public Policy and Public Choice, Università del Piemonte Orientale, Torino, Italy, February 16, 2006 (invited lecture)
- School of Public Policy and Management, Ohio State University, Columbus, OH, February 3, 2006 (invited lecture)
- 2005 Regional Science Association International Annual North American Meetings, Las Vegas, NV (presenter)
- 2005 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (presenter)
- Applied Economics Seminar, Michigan State University, East Lansing, MI, October 18, 2005 (invited lecture)
- 2005 National Center for the Study of Terrorism and Responses to Terrorism (START) Center Summer Conference, University of Maryland, College Park, MD, June 8, 2005 (presenter)
- 2005 Criminology and Economics Summer Workshop, University of Maryland, Elkridge, MD, June 7, 2005 (presenter)
- Ohio Rural Health Coalition Statewide Rural Health Conference, Columbus, OH, June 3, 2005 (presenter)
- Testimony before the Ohio House Human Services Subcommittee, Columbus, OH, March 4, 2005 (co-presenter)
- Department of City and Regional Planning, Ohio State University, Columbus, OH, February 11, 2005 (invited lecture)
- 2005 Allied Social Science Association Annual Meetings, Philadelphia, PA (discussant and coauthor)
- Criminal Justice Research Center, Ohio State University, Columbus, OH, December 3, 2004 (invited lecture)
- 2004 American Society of Criminology Annual Meetings, Nashville, TN (presenter)
- 2004 Regional Science Association International Annual North American Meetings, Seattle, WA (coauthor)
- 2004 Association for Public Policy Analysis and Management Annual Research Conference, Atlanta, GA (coauthor)
- Ohio Primary Care Association Annual Conference, Granville, OH, May 19, 2004 (presenter)
- School of Public Policy and Management, Ohio State University, Columbus, OH, December 5, 2003 (presenter)
- Ohio Grantmakers Forum, Columbus, OH, November 14, 2003 (co-presenter)
- 2003 American Society of Criminology Annual Meetings, Denver, CO (coauthor (2 papers))

Testimony before the Ohio House Urban Services Subcommittee, Columbus, OH, March 13, 2003 (co-presenter)  
Report to Medical Care Advisory Committee, Columbus, OH, March 19, 2003 (co-presenter)  
2003 Allied Social Science Association Annual Meetings, Washington, DC (presenter)  
Center for Urban and Regional Analysis, Ohio State University, Columbus, OH, December 6, 2002 (presenter)  
2002 American Society of Criminology Annual Meetings, Chicago, IL (presenter)  
2002 Ohio Criminal Justice Research Conference, Columbus, OH (presenter)  
2002 Southern Regional Science Association Annual Meetings, Arlington, VA (presenter)  
2001 American Society of Criminology Annual Meetings, Atlanta, GA (presenter)  
2001 Allied Social Science Association Annual Meetings, New Orleans, LA. (discussant and presenter)  
2000 National Tax Association Annual Conference on Taxation, Santa Fe, NM (presenter)  
2000 Association for Public Policy Analysis and Management Annual Research Conference, Seattle, WA (presenter)  
2000 Allied Social Science Association Annual Meetings, Boston, MA (presenter)  
1999 Southern Regional Science Association Meetings, Richmond, VA (presenter)  
1998 Southern Economics Meetings, Baltimore, MD (presenter)  
Center for Economic Studies, U.S. Bureau of the Census, November 19, 1998 (invited lecture)  
1998 Association for Public Policy Analysis and Management Annual Research Conference, New York, NY (presenter)  
1998 Joint ERES/AREUEA International Real Estate Conference Doctoral Session, Maastricht, The Netherlands (presenter)  
1997 Enterprise Zone Workshop, Harrisburg, PA (co-presenter)  
1997 Allied Social Science Association Annual Meetings, New Orleans, LA (presenter)

**Teaching:**

**Instructor:**

*Glenn College of Public Affairs, Ohio State University:* 1999-present

Doctoral Research Colloquium, Doctoral First Year Seminar, Economic Development, Economics of Public Policy and Management, Multivariate Data Analysis, Policy/Management Capstone, Public Finance

*Heinz College, School of Public Policy & Management, Carnegie Mellon University:* 1997-1999

Introduction to PC SAS (workshops), Introduction to Statistics for Public Policy Analysis, Manipulation of Large Data Sets

**Teaching Assistant, Carnegie Mellon University:**

*Tepper School of Business, Carnegie Mellon University:* 1997

Statistics II (econometrics) (Head TA)

*Heinz College, School of Public Policy & Management, Carnegie Mellon University:* 1994-1999

Applied Economic Analysis (MS), Applied Econometrics I (MS), Applied Econometrics II (MS), Data Analysis for Managers (MPM), Economic Principles of Policy Analysis (MPM), Intermediate Economic Analysis (MS), Microeconomics and Health Economics (Tutor), Urban and Regional Economic Development (MS), Introduction to Econometric Theory (Ph.D.)

**Other Instruction:**

*InfoLink* (Technology training program for underprivileged urban high school students), 1999

Instructor, Internet and World Wide Web

**Doctoral Dissertation Committees:**

Lathania Butler, Chair, Defended July 2017

Kimberly Young, Member, Defended March 2017

Hyungjo Hur, Member, Defended February 2017

Stephen Roll, Member, Defended April 2016

Akheil Singla, Member, Defended June 2015

Blair Russell, Chair, Defended August 2013

Ian Blount, Member, Defended April 2013

Ketra Rice, Member, Defended April 2013

Carlianne Patrick, Member, Defended July 2012

Amy Elliot, Member, Defended May 2007

Andy Hultquist, Chair, Defended May 2007

Tricia Petras, Chair, Defended May 2007

Yushim Kim, Member, Defended November 2006

Yijia Jing, Member, Defended July 2005

**Masters Policy Paper Advisor:**

Lory Winland, Defended December 2008

Likun Cao, Defended May 2008

Jessica Levy, Defended March 2007

Amy Wodarek, Defended March 2007

Crystal Hall, Defended March 2006

Mark Ryan, Defended March 2006

Alexandra Shklar, Defended March 2005

Suzette Thagard, Defended March 2005

Christina Siracusa, Defended March 2004

Brandy Ethridge, Defended August 2003

Lindsey Muschkat, Defended March 2003

**Post-Doctoral Advising:**

Seokjim Jeong, University of Texas at Arlington, CJRC Crime and Justice Summer Research Institute, 2013

Kate Ivanova, Ohio State University, National Consortium for the Study of Terrorism and Responses to Terrorism Post-Doctoral Award, 2011-2012

Maria Velez, University of New Mexico, CJRC Crime and Justice Summer Research Institute, 2010, 2011

Robert Grantham, University of Massachusetts-Lowell, CJRC Crime and Justice Summer Research

Institute, 2007  
Carmen Solis, John Jay College, CJRC Crime and Justice Summer Research Institute, 2006

**University Service:**

**University Committees:**

Chair, Graduate Council, Graduate School (2016-2017)  
Member, Graduate Council, Graduate School (2014-2016)  
Member, Graduate Council Graduate Certificates Subcommittee (2015-2016)  
Academic Director, Mandela Washington Fellowship for Young African Leaders (2016)  
Academic Co-director, Mandela Washington Fellowship for Young African Leaders (2017)  
Member, Master Global Engineering Leadership (MGEL) Graduate Studies Committee (2016-present)  
Member, Ohio State Investigation Committee (2016)  
Member, Criminal Justice Research Center Oversight Committee (2015-present)  
Member, Discovery Themes Sustainable and Resilient Economy Leadership Team (2015-present)  
Member, Urban Mission Committee (2015-present)  
Member, Academic Programs Advisory Committee (2014-present)  
Member, Academic Programs Advisory Committee Certificates Subcommittee (2015-2016)  
Member, Center for Urban and Regional Analysis Oversight Committee (2007-2013, 2015-present)  
Member, Search Committee for City & Regional Planning Risk and Resilience Faculty (2015-2016)  
Member, Search Committee for Director, Center for Urban and Regional Analysis (2008-2009)  
Member, Advisory Board of Sport and Citizenship Initiative (2005-2007)  
Alternate Member, Arts & Sciences Faculty Senate (2003-2006)

**College Committees:**

Chair, Search Committee for Governance and Regulation Faculty Position (2017-present)  
Member, Undergraduate Curriculum Committee (2016-present)  
Ex officio member (2014-2016)  
Member, Unit Heads Committee (2013-present)  
Chair, Graduate Curriculum Committee (2009-2011)  
Member, Graduate Curriculum Committee (2001-2007, 2011-present)  
Member, Graduate Curriculum Committee-Working Professional Degree Subcommittee (2017-present)  
Member, Graduate Curriculum Committee-Technology Subcommittee (2014-2016)  
Chair, Doctoral Studies Subcommittee (2008-2009, 2012-2014)  
Member, Doctoral Studies Subcommittee (2006-2008, 2009-2012, 2014-present)  
Member, Search Committee for Public Budgeting & Finance Faculty Position (2008-2009, 2010-2011, 2012-2013, 2016-present)  
Member, Eligible Faculty (Various tenure and promotion subcommittees) (2005-2015)  
Ex Officio Member (2015-present)  
Member, Certificate Working Group (2016)  
Member, Diversity and Inclusion Working Group and Committee (2014-2016)  
Member, Building Emergency Action Plan Team (2015)  
Chair, Targeted Discovery Theme Faculty Interview Committee, (2015)  
Member, Accreditation Coordinating Committee, (2014-2015)  
Member, Pattern of Administration Review Committee (2014-2015)  
Member, Branding and Marketing Working Group (2014-2015)  
Chair, Robert Backoff Research Award Committee (2012-2014)  
Member, Robert Backoff Research Award Committee (2000-2001, 2005-2006, 2007-2012)  
Liaison, College of Education, Physical Activity and Educational Services (2012-2014)  
Liaison, Dual Degree Partner City and Regional Planning (2009-2014)  
Member, Policy/Management Paper Award Committee (1999-2000, 2003-2004, 2008-2013)

Member, Strategic Planning Coordinating Committee (2011-2013)  
Coordinator, Orientation Boot Camp (2009-2013)  
Member, Budget Advisory Committee (2011-2012)  
Liaison, Joint Degree Partner Arts Policy (2009-2012)  
Chair, Glenn School Task Group (Local Government) (2008)  
Member, Glenn School Task Groups (MPA, PhD, Ohio Citizens, Private Organizations, Undergraduate) (2007-2008)  
Member, Search Committee for Food Policy (2011-2012)  
Member, Semester Conversion Task Group (2010)  
Member, Technology Resources Committee (2002-2009)  
Member, Search Committee for Director, John Glenn School of Public Affairs (2006)  
Member, College of Social and Behavioral Science Review Committee for Promotion and Tenure (2005-2006)  
Member, Essay Competition Selection Committee (2000-2003)  
Member, Workshop Speaker Selection Committee (2001-2002)

### **Other Professional Experience:**

Chair, 2016 Midwest Public Affairs Conference, Columbus, OH, June 3-5, 2016  
Member, Greater Ohio's Restoring Prosperity Policy Team, 2007-2008  
Member, City of Columbus Economic Advisory Committee, 2001  
Advisor to economic development officials in Ontario, Canada, 2001

### **Referee**

*Annals of Regional Science; Applied Geography; Contemporary Economic Policy; Crime & Delinquency; Criminal Justice: The International Journal of Policy and Practice; Economic Development Quarterly; Economics Letters; Entrepreneurship and Regional Development; Forum for Social Economics; Growth and Change; Housing Policy Debate; Industrial & Labor Relations Review; International Regional Science Review; Italian Journal of Regional Science; Journal of Cleaner Production; Journal of Economic Surveys; Journal of Housing Research; Journal of Planning Literature; Journal of Policy Analysis and Management; Journal of Public Economics; Journal of Research in Crime and Delinquency; Journal of Quantitative Criminology; Journal of Regional Analysis and Policy; Journal of Regional Science; Journal of Urban Affairs; Journal of Urban Economics; Moravian Geographical Reports; National Tax Journal; Papers in Regional Science; Rationality and Society Journal; Real Estate Economics; Regional Science and Urban Economics; Review of Policy Research; Social Forces; Social Problems; Rural Sociology; Urban Affairs Review; Urban Studies; World Development*

### **Reviewer**

Palgrave (textbook), 2017  
Routledge (book prospectus), 2017  
Routledge (book), 2013  
Palgrave Macmillan (book prospectus), 2012  
Sage Publications (book prospectus), 2011, 2013  
Blackwell Publishing (textbook), 2007  
Springer (manuscript reviews), 2007  
University of California, Irvine (course review), 2006  
Center for Economic Studies, U.S. Census Bureau, 2003, 2004, 2005  
National Science Foundation, 2001

### **Consultant**

"Evaluation of Real Property Tax Abatements in Franklin County, Ohio," manuscript review for Lincoln Institute of Land Policy, 2017

“Updates for Measures of Economic Development in the Arena District,” project with Stephen Buser and Bill LaFayette for Nationwide Realty Investors, 2016

“Choose Ohio First,” assisted in evaluation of this scholarship program for the Ohio Board of Regents, 2011-2012

“What’s Next: How Should Ohio Refocus its Economic Development Incentives to Revitalize its Older Industrial Cities?” white paper for the Brookings Institution, 2008

“Economic Development Impacts of Terrorist Incidents,” project for the National Consortium for the Study of Terrorism and Responses to Terrorism (START), 2005-2009

“Analysis of the Economic Implications of Changes in Medicaid Expenditures on Ohio Counties,” project for the Health Policy Institute of Ohio, 2005

“Strategic Economic Assessment of the Mon Valley Initiative,” project for the Center for Economic Development at Carnegie Mellon University, 1998

### **Honors and Awards:**

Health Policy Institute of Ohio award for best 2009 published applied Ohio health policy paper

Donald Robertson Memorial Prize for the best paper published in *Urban Studies* in 2004

Mary Marvel Outstanding Teaching Award, John Glenn School of Public Affairs, Ohio State University, 2011, 2006, 2001

W.E. Upjohn Institute for Employment Research Dissertation Award (First place), 1999

Barry Moriarty Graduate Student Paper Award (First place), Southern Regional Science Association, 1999

Homer Hoyt Institute Annual Dissertation Award (Second place), American Real Estate and Urban Economics Association, 1999

Adolf Sturmthal Memorial Prize (Bard College economics award), 1992

The David and Rosalie Rose Scholar (Bard College economics award), 1990-91

Bard College Excellence and Equal Cost Scholar, 1988-92

Robert Byrd Scholar, 1988-89

### **Membership in Professional Organizations:**

American Real Estate and Urban Economics Association

Association for Public Policy Analysis and Management

National Tax Association



*Curriculum Vitae*

**Russell S. Hassan**

John Glenn College of Public Affairs  
310A Page Hall, 1810 College Street  
Columbus, Ohio 43210, USA  
Telephone: (614) 292-7423  
Email: [hassan.125@osu.edu](mailto:hassan.125@osu.edu)

**Education**

Ph.D. University at Albany, SUNY, 2010 (Advisor: John Rohrbaugh)

M.S. London School of Economics and Political Science, 2005

B. S. (with honors) California State University, Northridge, 2003

**Research and Teaching Interests**

Public Sector Leadership | Organization Behavior and Theory | Public Employee Motivation and Performance | Diversity and Representation in Public Organizations | Citizen-State Interactions

**Academic Appointments**

Director of Doctoral Studies, John Glenn College of Public Affairs, The Ohio State University, August, 2017 – present

Associate Professor (with tenure), John Glenn College of Public Affairs, The Ohio State University, August, 2016 – present

Assistant Professor, John Glenn College of Public Affairs, The Ohio State University, September, 2010 – August, 2016

Fellow, Center for Organization Research and Design, Arizona State University, 2015 – present

Lecturer, Rockefeller College of Public Affairs, SUNY, Albany, January – May, 2010

**Honors and Awards**

Carlo Masini Award for Innovative Scholarship in Public and Nonprofit Management (with Jongsoo Park), Academy of Management Annual Meeting, 2017

Best Article Award (with Bradley Wright and Jongsoo Park), Review of Public Personnel Administration, 2017

Outstanding Early Career Scholar Award, Center for Organization Research and Design, Arizona State University, 2016

Charles H. Levine Award for the Best Conference Paper in Public and Nonprofit Management, Academy of Management Annual Meeting, 2012

Carlo Masini Award for Innovative Scholarship in Public and Nonprofit Management (with John Rohrbaugh), Academy of Management Annual Meeting, 2011

Distinguished Doctoral Dissertation Award, University at Albany, SUNY, 2011

Information Systems Alumnus Merit Award, California State University, 2003

### Refereed Journal Articles

(<sup>†</sup>doctoral student)

- <sup>†</sup>Young, K. A. & Hassan, S. An Assessment of the Prevalence, Perceived Significance and Response to Dowry Solicitation and Domestic Violence in Bangladesh. *Journal of Interpersonal Violence* (forthcoming)
- Wright, B.E., Hassan, S., & Christensen, R.K (2017). Job Choice and Performance: Revisiting Core Assumptions about Public Service Motivation. *International Public Management Journal*, 20, 108-131.
- Wright, B.E., Hassan, S., & <sup>†</sup>Park, J. (2016). Does a Public Service Ethic Encourage Ethical Behavior? Public Service Motivation, Ethical Leadership and the Willingness to Report Ethical Concerns. *Public Administration*, 94, 647–663.
- Hassan, S., Wright, B.E., & <sup>†</sup>Park, J. (2016). The Role of Employee Task Performance and Learning Effort in Determining Empowering Managerial Practices: Evidence from a Public Agency. *Review of Public Personnel Administration*, 36, 57-79.
- Hassan, S. & Hatmaker, D. M. (2015). Leadership and Performance of Public Employees: Effects of the Quality and Characteristics of Manager-Employee Relationships. *Journal of Public Administration Research and Theory*, 25, 1127-1155.
- Hassan, S. (2015). The Importance of Ethical Leadership and Personal Control in Promoting Improvement-Centered Voice among Government Employees. *Journal of Public Administration Research and Theory*, 25, 687-719.
- Hassan, S. (2014). Sources of Professional Employees' Job Involvement: An Empirical Investigation in a Government Agency. *Review of Public Personnel Administration*, 34, 356-378.
- Hassan, S., Wright, B.E., & Yukl, G. (2014). Does Ethical Leadership Matter in Government? Effects on Organizational Commitment, Absenteeism, and Willingness to Report Ethical Problems. *Public Administration Review*, 74, 333-343.
- Hassan, S., Mahsud, R., Yukl, G., & Prussia, G. (2013). Ethical and Empowering Leadership and Leader Effectiveness. *Journal of Managerial Psychology*, 28, 133-146.
- Hassan, S. (2013). The Importance of Role Clarification in Workgroups: Effects on Perceived Role Clarity, Work Satisfaction and Turnover Rates. *Public Administration Review*, 73, 716-725.
- Yukl, G., Mahsud, R., Hassan, S., & Prussia, G. (2013). An Improved Measure of Ethical Leadership. *Journal of Leadership and Organization Studies*, 20, 38-48.
- Hassan, S. (2013). Does Fair Treatment in the Workplace Matter? An Assessment of Organizational Fairness and Employee Outcomes in Government. *The American Review of Public Administration*, 43, 539-557.
- Hassan, S. (2012). Employee Attachment to Workplace: A Review of Organizational and Occupational Identification and Commitment. *International Journal of Organizational Theory and Behavior*, 15, 383-422.
- Hassan, S. & Rohrbaugh, J. (2012). Variability in Organizational Climate in Government Offices and Affective Organizational Commitment. *Public Management Review*, 14, 563-584.

Hassan, S. & Rohrbaugh, J. (2011). The Role of Psychological Climate on Affective Commitment of Multiple Occupational Groups: An Empirical Assessment in Public Agencies. *International Public Management Journal*, 14, 27-62.

Hassan, S. & Rohrbaugh, J. (2009). Incongruity in 360-degree Feedback Ratings and Competing Managerial Values: Evidence from a Public Agency Setting. *International Public Management Journal*, 12, 421 – 449.

### **Working Papers**

†Park, J. & Hassan, S. Does the Influence of Empowering Leadership Trickle down in Public Organizations? Evidence from Law Enforcement Organizations. *Journal of Public Administration Research and Theory* (in review: 2nd round)

Hassan, S. & †Young, K. How Procedural Experiences Shape Citizens' Perceptions of and Orientations toward Legal Institutions: Evidence from a Household Survey in Bangladesh. *Public Administration Review* (in review: second round)

Hassan, S., †Park, J., & Raadschelders, J. A Closer Look at the Empowerment-Performance Relationship. *Public Administration Review* (in review: first round)

Umar, S. & Hassan, S. Determinants of Evaluation Capacity of Nonprofit Organizations. *Public Performance and Management Review* (in review: first round)

Hassan, S., Prussia, G., Mahsud, R., & Yukl, G. Effectiveness of External Leadership Practices. *Journal of Managerial Psychology*. (in review: first round)

Hassan, S., & Bashir, M. Can Ethical Leadership Lower Corruption: Evidence from Public and Nonprofit Organizations in Pakistan. *International Public Management Journal* (in review: first round)

Hassan, S., & DeHart-Davis, L. & †Jiang, Z. Reducing Silence: The Importance of Empowering Leadership and Moderating Influence of Workgroup Structure (in development).

Hassan, S. & †Jiang, Z. The Importance of Inclusive Leadership in Facilitating Learning and Improving Performance in Public Agencies (in development).

†Baker, D. & Hassan, S. Prosecutor's Decisions to Accept Arrest Charges: The Role of Gender and Prosecutor Workload (in development).

†Young, K., Hassan, S., & Hatmaker, D. Civil Service and Civil society? Predictors and Consequences of Workplace Incivility (in development).

†Roa-Henriquez, A., & Hassan, S. The Role of Governance Institutions on Firms' Decision to Engage in Bribery: A Cross-national Analysis (in development).

### **Doctoral Student Supervision**

Zhongnan Jiang, Dissertation Advisor

Daniel Baker, Dissertation Advisor

Kimberly Young, Dissertation Advisor (Spring, 2017)

Jongsoo Park, Dissertation Advisor (Fall, 2016)

Jieun You, Dissertation Committee Member (Spring, 2015)

**Funded Research**

Principal Investigator (with Zhongnan Jiang). Leader Inclusiveness and Team Performance in Law Enforcement Agencies, *Fisher Leadership Initiative Research Grant* (\$6, 126), May 2017.

**Courses Taught**

1<sup>st</sup> Year Doctoral Seminar (Ph.D.)  
Organization Theory and Behavior (Ph.D.)  
Public Sector Human Resources Management (MPA)  
Public Affairs Statistics (MPA)  
Leadership in Public and Non-profit Organizations (BA)  
Foundations of Public Management (MPA)

**Professional Affiliations & Service**

Program Chair, Public and Nonprofit Division, Academy of Management, 2017-2018  
Publications Secretary, International Research Society for Public Management, 2014-2019.  
Treasurer, Public and Nonprofit Division, Academy of Management, 2014-2017  
Chair of the Doctoral Student Professional Development Consortium, Public and Nonprofit Division, Academy of Management, 2013-2014  
Best Book Award Committee, PNP Division, Academy of Management, 2012  
Session Chair, PNP Division, Academy of Management Annual Meeting, 2012-2014  
Member of the Editorial Board, International Public Management Journal, 2012-present  
Member of the Editorial Board, American Review of Public Administration, 2015-present

## **David Landsbergen, Jr.**

**John Glenn School of Public Affairs  
Ohio State University  
1775 College Road  
Columbus, Ohio 43210  
(614) 292-9577**

### **Education**

Doctor of Philosophy (Ph.D., December, 1987), in Public Administration, The Maxwell School, Syracuse University. Specialization in Technology and Information Policy and in Public Administration and Law. Dissertation: "The Credibility of Policy Arguments: An Experiment on the Effects of Advocacy and Computer Media." Dissertation Advisor: Barry Bozeman.

Juris Doctor (1984), Syracuse University College of Law. Specialization in Regulation / Communications Policy.

Master of Public Administration (1984), Maxwell School, Concentration in Technology and Information Management.

Bachelor of Arts (1981), Rutgers College. Majored in Economics and Philosophy.

### **Areas of Research and Teaching Interest**

Information Technology Policy and Management

Public Administration and Law

Science and Technology Policy

### **Teaching Experience**

Public Management Information Systems

Intellectual History of Public Administration

The Legal Environment of Public Administration

Public Policy and Program Implementation

Statistical Analysis for Public Managers

Special Issues in Telecommunications and Information Systems

**Publications**

Landsbergen, D. and Gerke, B. (February, 2006). "Human Error, Trust and Trustworthiness" Battelle Policy Day Working Paper.

Landsbergen, D. and Rajiv Ramnath (May, 2005) "Strategic Planning and Execution for Information-Technology Enabled Sense-and-Respond in Complex Public Organizations" in *Communications of the Association for Computing Machinery Special Issue* on Adaptive Complex Enterprises.

Landsbergen, D. (2005). "Electronic Records in the State of Ohio", Unpublished funded research monograph for the Ohio Electronic Records Committee.

Landsbergen, D. (2004) "Screen-Level Bureaucracy: Databases as Public Records" in Government Information Quarterly, 21(1): 24-50.

Landsbergen, D. and Wolken, G. (2001). "Realizing the Promise: Government Information Systems and the Fourth Generation of Information Technology" Public Administration Review.

Landsbergen, D. and Orosz, J. (1997). "Why Public Managers Should Not Be Afraid to Enter the Gray Zone: Strategic Management and Public Law," Administration and Society 28(6): 238-265.

Landsbergen, D., Loveless, S., Coursey, D., and Shangraw, R. (1996). "The Relationships between Decision Confidence, Commitment and Intelligent Advisory Systems: An Experimental Study," Journal of Public Administration Research and Theory.

Landsbergen, D. and Sueyoshi, T. Editors) (1994). "Japanese and American Approaches to Building a National Information Infrastructure: A Comparative Approach", Telematics and Informatics 11(3).

Landsbergen, D., Shiang, J., and Byrnes, P. (1994). "Fiber Optic Highways and Network Bridges: Planning for the Telecommunications Needs of the City in the 21st Century", Telematics and Informatics, 11(3).

Adams, C. Landsbergen, D., and Hecht, D. (1993). "Organizational Impediments to Paternity Establishment and Child Support," Social Services Review.

Landsbergen, D., Bernt, P. and Kruse, H. (1993). "The Effect of New Technologies on the Local Loop," Telematics and Informatics.

Nutt, P., Landsbergen, D., and Shiang, J. (1993). "Assessing the Public Interest in Regulatory Decisions," 1993 Decision Sciences Institute Proceedings.

Landsbergen, D. (1993). "Digital Telecommunications Standards: A Problem of Procedures and Values," Informatization and the Public Sector.

Landsbergen, D., Bozeman, B. and Bretschneider, S. (1992). "Policy Decision-Making and Argument Prototypes: A Laboratory Study of the Effects of Perceived Decision Difficulty," Journal of Public Administration Research and Theory.

Landsbergen, D., Bernt, P., and Kruse, H. (1992). The Impact of Alternative Technologies on Universal Service and Competition in the Local Loop. (Columbus, OH: The National Regulatory Research Institute).

Adams, C. Landsbergen and Larry Cobler (1992). "Welfare Reform and Paternity Establishment: A Social Experiment," Journal of Policy Analysis and Management.

Adams, C., Landsbergen, D., and Hecht D. (1992). Inter-Organizational Dependencies and Paternity Establishment for the U.S. Department of Health and Human Services, Planning Division.

Landsbergen, D., Shiang, J., Nutt, P., and Backoff, R. (1992). "Strategy Formulation and the Creation and Maintenance of Issue Tension Fields," Proceedings of the National Conference on Public Management Research.

Adams, C., Landsbergen, D. and Hecht, D. (1992). "Interorganizational Dependencies and Paternity Establishment," in Paternity Establishment: A Public Policy Conference, Vol. 1. Institute for Research on Poverty, University of Wisconsin, August, 1992.

Landsbergen, D. and Coursey, D. (1991). Symposium Introduction, "Is the Production of Good Knowledge, Good Enough?" Journal of Management Science and Policy Analysis, Spring/Summer, 1991.

Landsbergen, D. (1991). "The Effect of Scientific Education on the Use of Scientific and Technical Information in Policy Analysis," Journal of Management Science and Policy Analysis, Spring, 1991.

Landsbergen, D., Coursey, D., Shangraw, R., and Loveless, S. (1990). "Meritorious or Meritless? An Experimental Study of Expert Systems in Personnel Selection" in JAI Press Annual Advances in the Implementation and Impact of Computer Systems (J. Morrel and M. Fleischer, (Eds.)), October, 1990.

Adams, C., Landsbergen, D., and Cobbler, L. (1990). "Evaluating the Impact of the Cuyahoga County Paternity Establishment Demonstration Project 'Parents for Ohio's Children'", for the Ohio Bureau of Child Support, January, 1990.

Landsbergen, D., Bozeman, B., and Bretschneider, S. (1989). "Policy Decision Making and Argument Prototypes: The Effects of Perceived Decision Difficulty," Academy of Management Proceedings, August, 1989, pp. 312-316. (1 of 2 "Best Public Sector Papers").

Bozeman, B. and Landsbergen, D. (1989), "Truth and Credibility in Sincere Policy Analysis: Alternative Approaches for the Production of Policy-Relevant Knowledge," Evaluation Review, August, 1989, Vol. 13, No. 4.

Jabbour, K., Vega-Riveros, F., Landsbergen, D., and Meyer, W. (1988). "ALFA: Automated Load Forecasting Assistant," IEEE Transactions on Power Apparatus Systems, August, 1988, Vol. 3, No. 3.

Landsbergen, D. and Bozeman, B. (1987). "Credibility Logic and Policy Analysis: Is there Rationality without Science? Knowledge, March, 1987, Vol. 9, No. 1.

Jabbour, K., Vega-Riveros, F., Landsbergen, D., and Meyer, W. (1987). "ALFA: Automated Load Forecasting Assistant," Proceedings of the Western Conference on Expert Systems, WESTEX-87, Anaheim, California, pp. 209-214.

Jabbour, K., Vega-Riveros, F., Landsbergen, D. and Meyer, W. (1986). "Short Term Electric Load Forecasting Using Pattern Recognition," CASE Center Technical Report, No. 8606, June, 1986.

### **Conference Presentations**

Landsbergen, D. and Gerke B. (February, 2006) "Human Error, Trust, and Trust Worthiness" to the Battelle Policy Day on Privacy.

Landsbergen, D. and Crandall, AI (March 30, 2005) "Electronic Records Management in the State of Ohio: Current Policy and Management Practices and Future Recommendations" to the Ohio Electronic Records Committee.



Landsbergen, D. "Internet2 and You" to the Association of Telecommunications Professionals", September 6, 2000. (Invited Session by Internet2 ).

Landsbergen, D. "Technology Transfer and Internet2" Internet2 Technical Meeting, Atlanta, October 30, 2000.

Landsbergen, D. "Extending the Network: Implementation of Regional Technology Policy" to the Columbus Technology Leadership Council, April 16, 1999.

Landsbergen, D. "Digital Government." Invited participant to this NSF program to identify new directions for funding research on government and information technology, 1999.

Landsbergen, D. "Interoperability of Government Information Systems." APPAM, October, 29, 1999.

Landsbergen, D. "Interoperability of Government Information Systems" to the Intergovernmental Enterprise Panel, August , 1995.

Acker, S. and Landsbergen, D. "Using Distance Education to Span Cultures: The Transmission of Cultural and Social Values in International Collaborative Courses" at the UNED Conference on Values in Distance Education, San Jose, Costa Rica, Central America, September 8, 1994.

Landsbergen, D. "The National Information Infrastructure and Education" at the Center for Advanced Study in Telecommunications Conference, "Finding Our Way", June 24, 1994.

Landsbergen, D. "Telecommunications Infrastructure, Economic Development and the Proposed National Information Infrastructure", to the Center for Advanced Study of Telecommunications, December 1, 1994.

Landsbergen, D. and Orosz, J. "Why Public Managers Should Not Be Afraid to Enter the 'Gray Zone': A Proposal for a More Robust Understanding of the Relationship Between Strategic Management and Public Law," at the Academy of Management, Public Sector Division, August, 1993, Atlanta, Georgia.

Landsbergen, D. "New Directions in High Technology Policy Under the Clinton Administration," Kansai Productivity Center, June, 1993, Osaka, Japan.

Landsbergen, D. "It Was Precisely What We Go Nuts About When the Japanese Do It: A Comparison of Japanese, European Community and United States Approaches to the Development of a High-Definition Television Standard," to the faculty and students of the Osaka International University, June, 1993, Osaka, Japan.

Landsbergen, D. "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century" to the Center for Advanced Study of Telecommunications, December 1, 1992.

Landsbergen, D. "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century" to the Columbus Area Chamber of Commerce, November 7, 1992.

Landsbergen, D. "The Effect of New Technologies on the Local Loop" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1992, Denver, Colorado.

Landsbergen, D. "Digital Communication Standards: A Problem of Procedures and Values" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1991, Bethesda, Maryland.

Landsbergen, D. "Credibility Logic: Rationality Without Science", at the Academy of Management, Public Sector Division, August, 1991, Las Vegas, Nevada.

Adams, C., Landsbergen, D., and Hecht, D. "Inter-Organizational Dependencies and Paternity Establishment" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1991, Bethesda, Maryland.

Landsbergen, D., Shiang, J., Nutt, P. and Backoff, R. "Strategy Formulation and the Creation and Maintenance of Issue Tension Fields" at the National Conference for Public Management Research, September, 1991, Syracuse, N.Y.

Bretschneider, S., Cimitile, C. and Landsbergen, D. "Planning for Information Management: Who does it and what makes for an effective information technology plan?" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1990, San Francisco.

Adams, C. and Landsbergen, D. "The Court-Agency Relationship in Paternity Establishment" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1990, San Francisco.

Storbeck, J. and Landsbergen, D. "Measuring Efficiency in Public Sector Retailing" at the Applied Geography Conference, October, 1990, Charlotte.

Landsbergen, D. and Storbeck, J. "Spatial and Aspatial Efficiency in Public Sector Retailing" at the ORSA/TIMS, October, 1990, Philadelphia.

Landsbergen, D., Adams, C., and Cobbler, L. "Welfare Reform and Paternity Establishment: A Social Experiment" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1989, Washington, D.C.

Landsbergen, D. "Joint Network Planning and the Establishment of Technical Standards" 75th Annual SCA meeting, November 11, 1989, San Francisco.

Landsbergen, D. and Storbeck, J. "Locational Analysis as an Aid to Location Decision-Making" at the ORSA/TIMS, October, 1989, New York.

Landsbergen, D., Bozeman, B., and Bretschneider, S. "Policy Decision Making and Argument Prototypes: A Laboratory Study of the Effects of Perceived Decision Difficulty," at the Academy of Management, August, 1989, Washington, D.C.

Landsbergen, D. "Joint Network Planning and the Establishment of Technical Standards" at the 1989 ASPA Conference, April, 1989, Miami.

Landsbergen, D., Loveless, S., Coursey, D., and Shangraw, R. "The Relationship between Decision Confidence, Commitment and Decision Support Systems" at the Fall, 1988 ORSA/TIMS, Denver.

Landsbergen, D. and Macce, B. "Computers and Communications: The Public Issues," Region 8 ASPA Conference, Toledo, Ohio, 1988.

Landsbergen, D. and Bozeman, B. "Truth and Credibility in Sincere Policy Analysis: Alternative Approaches for the Production of Policy Relevant Knowledge" at the Academy of Management Meeting, August, 1988, Los Angeles.

Landsbergen, D. "Joint Network Planning: A Problem of Procedure and Values," OSU/Ameritech Telecommunications Roundtable, February 18, 1988, Columbus.

Loveless, S., Landsbergen, D., Shangraw, R., and Coursey, D. "Computer-Assisted Decision-Making in the Public Sector: An Experimental Study," at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1987, Washington, D.C.

Landsbergen, D. Invited Panel Participant at the Annual National Association for Schools of Policy Analysis and Administration on "Management Information Systems and Communications in the Public Sector: Issues in Research and Teaching," October, 1987, Seattle.

Landsbergen, D. and Shangraw, R. "Making Theoretical Knowledge Practical Through the Use of Expert Systems Technology," at ASPA, March, 1987, Boston.

Landsbergen, D., Bozeman, B., and Bretschneider, S. "Policy Decision Making and Argument Prototypes: A Laboratory Study of the Effects of Perceived Decision Difficulty," at ORSA/TIMS, March, 1987, New Orleans.

Jabbour, K., Landsbergen, D., Meyer, W., and Vega-Riveros, F. "ALFA: An Automated Load Forecasting Assistant," IEEE Power Engineering Society 1987 Summer Meeting, July 12-17, 1987, San Francisco.

### **Funded Research**

Battelle - John Glenn Institute "Policy Day" Invited paper (together with Brett Gerke). "Human Error, Trust and Trustworthiness" (2005) (\$2,000).

John Glenn Scholar, (together with Angela Stuber, The Ohio Community Computing Network) from the Ohio State University John Glenn Institute for Public Policy and Service. "Developing Coordinated Regional Efforts to Provide Access to Information Technology and Training." (2003) (\$20,000).

Ohio State Universities Libraries, "Determining the Effectiveness of the Ohio Electronic Records Committee and Future Work" \$7,000.

Office of the President, The Ohio State University and the Office of the Vice-President for Research, The Ohio State University. "Best Practices in the Development and Management of Regional Technology Councils." (\$8,006).

College of Business, Research Committee, Dean's Summer Research Fellowship, "A Transactions Analysis Model of the Adoption of Network Telecommunications Standards," (\$12,000).

The Ohio State University, Office of Research, Interdisciplinary Research Program, "The Time Sensitive Library and the Process of Researching the Future: Networked Multimedia Workstations as Tools for Collaboration," (\$52,000)(with Steven Acker and James Bracken).

College of Business, Research Committee, Small Seed Grant, "Exploring the Business - Government Relationship: The Case of Sematech," (\$920).

College of Business, Teaching Committee Award for developing teaching materials, "Exploring the Business/Government Relationship: The Case of HDTV," (\$1,100).

Ohio State University, Committee on Urban Affairs, "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century;" (1992) (\$14,007). The project has been expanded and is now receiving additional support from the Greater Columbus Area Chamber of Commerce, Information Services Committee (\$750).

Ameritech Research Fellow (1990), "Joint Network Planning: The Problem of Establishing Technical Standards" (\$13,000).

U.S. Department of Health and Human Services (1990), "Interorganizational Linkages, Computer Systems and the Legal Establishment of Paternity" (\$85,000)(with C. Adams).

College of Business, Ohio State University (1989), "Location Decision-Making" (\$4,500)(with James Storbeck).

Ohio Department of Human Services, Office of Child Support and Enforcement (1989), "Evaluation of Paternity Establishment Program" (\$35,000) (with Charles Adams).

Ohio Department of Human Services, Office of Child Support and Enforcement (1988), "Evaluation of Paternity Establishment Program" (\$35,000) (with Charles Adams).

Ohio State University Seed Grant (1988). "Transferring Legal Information Through the Use of Expert Systems Technology" (\$15,000).

### **Professional Experience**

Associate Professor (Spring, 1994 - Present), School of Public Policy and Management, The Ohio State University.

Chair, Doctoral Studies Committee, (September, 2002 - Present). School of Public Policy and Management.

Visiting Faculty, Center for Technology in Government, State University of New York at Albany, Spring, 2003 – Present.

Center Fellow, Center for Law, Policy, and Social Science, September, 2003

Adjunct Professor (Since Spring, 1995), Department of Journal and Communications, The Ohio State University.

Research Associate (January, 1995 - 1999), The National Regulatory Research Institute.

Assistant Professor (Autumn Quarter, 1987 - Spring, 1994), School of Public Policy and Management, The Ohio State University.

Consultant, ECLIPS, The Ohio Supercomputer Center, "Eliminating Legal and Policy Barriers to Interoperable Government Systems." (December, 1997 - August, 1998).

Consultant, Public Management Programs, School of Public Policy and Management, "A Feasibility Assessment of the Need for Leadership Training For the Service Delivery Professional." (January, 1998 - Present).

Consultant, Public Management Programs, Presented contracted seminar to Middle- and Senior Level Executives on Government and the Internet using materials developed on the World Wide Web. Materials can be reviewed at: <http://www.cob.ohio-state.edu/facstf/homepage/landsbergen/Class/Welcome.htm>

Contracted Researcher, "Providing Quality Service: The New Paradigms in the Telecommunications Industry" for the National Regulatory Research Institute, June, 1995-Present (with Vivian Davis, Larry Blank, John Hoag, and Nancy Zearfoss).

Speaker, A Seminar for Second Year Legislators (The Ohio Senate and the Ohio House of Representatives) on Economic Development Incentives. Sponsored by the Public Management Program of the School of Public Policy and Management and Cleveland State University, "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century."

Speaker, College of Business, Executive Education Program, "New Directions in High Technology Policy Under the Clinton Administration" to a delegation of national, state, and local science and technology policy administrators from the People's Republic of China (August, 1993).

Consultant, The Columbus Area Chamber of Commerce, Information Services Committee, "Telecommunications Infrastructure Needs of Business and Government to Support Economic Development" (Present-September, 1993).

Contracted Researcher, "The Effect of New Technology on the Local Loop," National Regulatory Research Institute, January-June, 1992 (with Phyllis Bernt and Hans Kruse).

Speaker, Center for the Advanced Study of Telecommunications, "Digital Telecommunications Standards: A Problem of Procedures and Values", CAST Symposium, October, 1991.

Consultant, State of Ohio, Department of Administrative Services. Series of seminars targeted to senior level executives on "Public Policy: Its Development and Meaning" (with Robert Backoff), 1990.

Graduate Assistant (1984-1987), Barry Bozeman, Maxwell School, Syracuse University. Assisted in teaching a course on science and technology policy. Assisted in the Technology and Information Policy Program through the use of various mainframe and microcomputer softwares. Also responsible for training individuals in the use of these softwares.

Graduate Assistant (1984-1987), Walter Meyer and Kamal Jabbour, Institute for Energy Research, School of Engineering, Syracuse University. Member of group that built an automated load forecasting assistant. Personally responsible for conducting a literature survey of the state-of-the-art in electric load forecasting techniques and research; modeling electric load demand; assigning weights for pattern matching algorithm; and designing interface between the forecasting assistant and the corporate user.

Graduate Assistant (1984), David Rosenbloom, Maxwell School, Syracuse University. Assisted in the editing of an introductory text on Public Administration; helped prepare a paper on medical health records by contributing a section on confidentiality and access to medical health records; prepared case materials for "Public Administration and Democracy."

Consultant (1986-1987), Niagara Mohawk Power Corporation, Syracuse, N.Y. Consulted on the creation of a marketing database for the purpose of identifying manufacturers that can utilize new process and production technologies in the Niagara Mohawk Service Area.

Consultant, New York State Public Service Training Program in Management Information Systems. Lectured at New York University on "Theories of Structured and Unstructured Decision-Making." (November 11, 1986).

## **Professional Service**

### A. Panel Chair:

- 1998 APPAM, "The Year 2000 Computers Problem: Improving Implementation Through Sharing Information"
- 1991 APPAM (Bethesda, Maryland), "Telecommunications Policy."
- 1990 ORSA/TIMS (Philadelphia), "Public Management Information Systems."
- 1989 ASPA Conference (Los Angeles), "Knowledge Utilization."
- 1988 Region 8 ASPA conference panel coordinator. Responsible for organizing three panels relating to telecommunications and MIS for meeting held in Toledo, October, 1988. The panels included: 1) "The Role of Computers and Communications in the Strategic Use of Information"; 2) "Geographic Information Systems: State and Local Experiments"; 3) "Computers and Communications: The Social Issues."

### B. Reviewer

- American Political Science Review
- Decision Sciences
- Journal of Economics and Business
- Journal of Public Administration Research and Theory
- Journal of Public Affairs Education
- MIS Quarterly
- Operations Research
- Public Administration Review
- 1990 Midwest Decision Sciences Institute Meeting

### C. Symposium Editor

"Japanese and American Approaches to Building a National Information Infrastructure: A Comparative Approach", Telematics and Informatics (1994) (with Toshiyuki Sueyoshi).

"Is the Production of Good Research Good Enough?: The Problem of Knowledge Utilization" for the Journal of Management Science and Policy Analysis (Spring, 1991).

### D. Conference Chair

Program Co-Chair (with Varghese Jacob), The 20th Annual Conference of the International Business School Computer Users Group, Ohio State University, July, 1992.



#### E. Conference Organizer

Minitrack Coordinator on Privacy, Transparency, and Trustworthy E-Government Systems panels for the 2009 “Hawaii International Conference on System Sciences (HICSS-42), January 5-8, 2009.

Conference Organizer, Center for the Advanced Study in Telecommunications, “The Changing Telecommunications Environment: Implications for Small and Medium Businesses and Public Organizations”, April 25, 1997.

#### F. Special Service

NASPAA Site Visitor with the Askew School of Public Administration and Policy, Florida State University, Tallahassee, Florida, February 22-24, 2005.

NASPAA Site Visitor with the Truman School of Public Affairs, University of Missouri, Columbia, February 16-19, 2005.

Chair, 1991 Best Dissertation Award Committee, Academy of Management, Public Sector Division.

Committee Member, 1990 Best Dissertation Award Committee, Academy of Management, Public Sector Division.

Invited panel participant at the Annual Meeting of the National Association for Schools of Public Policy and Administration (NASPAA)(October, 1987) to present paper on “Management Information Systems and Communications in the Public Sector: Research and Teaching Issues.”

#### G. Editorial Board Membership

American Review of Public Administration  
I/S: Journal of Law and Information Systems  
Journal of Public Affairs Education

#### H. International Programs

Member of delegation from the College of Business (with Toshiyuki Sueyoshi and Cash Kowalski) to present papers and explore / establish exchange programs between the Ohio State University and the Tokyo Institute of Technology, Aoyama Gakuin University, Osaka International University, the Kansai Productivity Center and Osaka Gas.

**Professional Organizations**

American Society for Public Administration

Central Ohio Chapter of the Association for Computing Machinery

**Curriculum Vitae**

Jos C.N. Raadschelders

John Glenn College of Public Affairs  
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1810 College Road  
The Ohio State University  
Columbus, Ohio 43210-1336  
Office phone: 614-688-4325  
Fax: 614-292-4868  
Email: [Raadschelders.1@osu.edu](mailto:Raadschelders.1@osu.edu)

**EDUCATION**

**University of Leiden**

Leiden, the Netherlands  
Ph.D: Social Sciences  
May 16, 1990

**University of Leiden**

Leiden, the Netherlands  
M.A.: History  
(minors: Public Administration and International Relations)  
December 10, 1982

**Teacher's College Southwest Netherlands**

Delft, the Netherlands  
B.A.: History, History of Art, Textiles  
December 19, 1979

**Professional Experience**

Professor, 2011- present  
Associate Dean for Faculty Development, April 2015 - present  
(Associate Director, July 2014 – April 2015)  
John Glenn College of Public Affairs  
The Ohio State University

Professor, 2011- present  
(0.0. FTE basis)  
Institute of Public Administration  
University of Leiden, the Netherlands

Fellow, National Academy of Public Administration, 2014 – present

Adjunct Professor, College of Liberal Studies  
University of Oklahoma, 2008 – 2015

Managing Editor *Public Administration Review*  
January 2006 - December 2011

Henry Bellmon Chair of Public Service, August 2000 - 2011  
Professor 2001- 2011  
Associate (non-tenured) Professor August 1998 - 2001  
Department of Political Science  
University of Oklahoma

Associate Professor 1992 - 1998  
Assistant Professor 1986 - 1992  
Department of Public Administration  
Leiden University

Assistant Professor  
(non-tenured), September 1984 - September 1986  
Department of Public Administration  
Leiden University

Contract Researcher May 1983 - September 1984  
Public Administration section in Department of Political Science  
Leiden University

## **Administrative, Curricular and Professional Service**

### *Administrative Service*

- Member, Budget and Strategic Planning committee, Glenn College (spring 2017).
- Chair, ad hoc committee updating APT document Glenn College re. diversity and promotion to professor (spring 2017).
- Member OSU Fullbright Review Panel (Belgium, France) (fall 2016).
- Member ad hoc committee Faculty Recruitment Policy and Search, FRN (fall 2016- spring 2017).
- College Research Officer, OSU (since 2014).
- Member, Faculty Resource Network (FRN) committee, OSU (since 2014).
- Member, NASPAA best dissertation award committee, 2016-2018.
- Chair, technology committee, to advise on online education for the Glenn College (fall 2015).
- Coordinator of developing online lesson-plan on American government, Safelite Autoglass managers (fall 2015-2017).
- Coordinator for Glenn College, iCivics-Ohio, online lesson-plan development (2014-2017).
- Faculty of record for development of programs for targeted audiences (e.g. Ohio Public Safety and Leadership Academy, for police officers in leadership roles; management and leadership certificates) (since 2012).
- Member, committee to implement ad hoc budget committee recommendations (OSU, fall 2014-2016).
- Chair, ad hoc technology committee, Glenn School, to advise on use of technology in classroom (fall 2014).
- Chair, ad hoc committee to revise the Glenn School's APT document (2014-15).
- Co-chair (with Deborah Larsen) of the ad hoc committee conducting the review of OSU's budget model (October 2013 – March 2014).
- Member, OSU Fiscal Committee, 2013-2016; and member of the Central Distribution Subcommittee, 2013-2016 (subcmte. of the fiscal cmte.).
- Member, OSU University Senate, 2013-2016; and member of the Faculty Council 2013-2016.
- Member (since 2013) and chair (2015) of doctoral exam committee, John Glenn College of Public Affairs.
- Director of MA/MPA Programs, Graduate Studies Chair, OSU, John Glenn School of Public Affairs 2012 - 2014.
- Interim Associate Director for Academic Affairs and Research, OSU, John Glenn School of Public Affairs 2011-2012.
- Member, Faculty Compensation and Benefits Committee, OSU Senate subcommittee, 2012 - 2013.
- Chair, Curriculum Committee, John Glenn School of Public Affairs, OSU, 2011- 2014.
- Member, Tenure and Promotions Committee of the College of Arts and Sciences, OU, 2010-2011.
- Member, Faculty Senate Committee on Faculty Compensation, OU 2010-11.
- Graduate Council representative in the Campus Departmental Review Panel, OU 2009-2010.
- Member of the OU Athletics Appeal Committee 2009-2010.
- Member of the OU Graduate Council 2009-2010.
- Member of Course and Curriculum Committee, College of Arts and Sciences, OU, 2008-2010.
- Member of the OU Faculty Senate, representative of the College of Arts and Sciences, Fall 2003-Spring

2004, 2004-2007 term.

- Member of the Academic Program Council, OU, 2004-2007.
- Member of the Faculty Appeals Board, OU, 2004-2008, chair 2007-2008.
- Member of Campus Tenure Committee, OU, 2004-2007, chair 2006-2007.
- Member of OU Continuing Education Council, OU, 2003-2006, chair 2004-2005 and March-May 2006.
- Member Executive Committee Advanced Programs, OU College of Continuing Education (Spring - Fall 2006).
- Member of Committee A, Department of Political Science, OU, 2002-2003.
- Member of Library Committee, OU Tulsa Campus, Fall 2004.
- Member of OU University Research Council, 2001-2004.
- Member of OU Academic Regulations Committee, 2000-2004.
- Member, Graduate Studies Committee, Department of Political Science, OU, 1998-2011.
- Member of McNiven Award Committee, OU, Department of Political Science, 1999-2011.
- Member of PA-Committee, OU, 1998-2011, chair and field coordinator, 2001-2011.
- Member of the Daily Board (i.e. Committee A) of the Department of Public Administration, portfolio of research, University of Leiden (1997-1998).
- Director, International Programs (Public Administration) University of Leiden (1992-1998) (involved organization of fall-term exchange program of 10-12 courses for 40-60 students from USA, Eastern and Western Europe and South-Africa (also involved chairing International Committee with coordinators of exchange networks of Leiden PA with Indiana University, the International Student Exchange Program (ISEP) in the USA, the Erasmus-network in the EU, the European Masters of Public Administration network, and the Tempus-network with Eastern Europe).
- Coordinator, International Programs (Public Administration) University of Leiden (1989-1992) (involved organization of fall-term exchange program of 10 to 12 courses for 40-60 students per fall-term from USA and EU).
- Member University Council, Leiden University (1989, 1991-1993).
- Member, Personnel Committee, University Council (1991-1993).
- Resident Director, Indiana University, SPEA Exchange Program (August to October 1988, January 1989).
- Member, Committee on Teaching and Research of the University Council (1989).
- Member, Planning and Budgeting Committee, Faculty of Social Sciences (1987-1991).
- Secretariate of the Advisory Board of Public Administration (1987-1988).
- International Exchange Committee, Department of Public Administration, University of Leiden (1988-1998).

#### *Extra-Curricular Activities*

- Served as OU mentor for a group of incoming freshmen; organized group and individual meetings (Fall 2009).
- (together with Mitchell Smith) Organization of a graduate seminar (Ph.D., MPA) on various topics relevant to the academic and professional development of doctoral and masters students (2002-2011).
- Organization of summer school with Edward C. Page for the Netherlands Institute of Government, Rotterdam, June 25-27, 1997.
- Organization of summer school with V. en E. Ostrom and Gary Wamsley, for the Netherlands Institute

of Government, Leiden, June 6-9, 1995.

- Organizer, excursion to Hungary (visits to University of Budapest and Hungarian Parliament, lectures on Hungarian government) for the Leiden International Exchange Program, (October 21-28, 1989).

#### *Conference Organization*

- Evaluator of 51 paper proposals for the Founders Forum, ASPA annual conference, Las Vegas, March 2-6, 2012.

- Organizer doctoral summit (professional development seminar for Ph.D. students), ASPA annual conference, Las Vegas, March 4, 2012; New Orleans, March 17, 2013; Washington, D.C., March 16, 2014; Chicago, March 8, 2015; Seattle, March 18, 2016; Atlanta, March 17, 2017).

- Organizer of conference on Civil Service Systems in Comparative Perspective, at Virginia Polytech, Blacksburg, VA, September 29 - October 2, 2005.

- Panel-organizer ASPA 2004 on different intellectual perspectives upon government (published as symposium in *Administrative Theory & Praxis* (December 2005).

- Member program committee for national conference ASPA, Phoenix, 2002 and 2003; + organization of four panel sessions on public sector ethics.

- (together with Donald Klingner, Zhyong Lan) Organization of four panels under the umbrella of the Section of International and Comparative Administration, ASPA, Orlando, April 1-4, 2000

- Session-organizer annual conference of European Group of Public Administration, Rotterdam, September 6-9, 1995.

- Session-organizer 3rd Annual Congress of the International Association for the Study of Common Property, Washington, D.C., 16-20 September 1992.

- Co-organizer 'Civil Service Systems in Comparative Perspective', International Congress, October 17-19, 1991, Universities of Leiden and Rotterdam; co-organizer 'Civil Service Systems in Comparative Perspective', International conference at the School for Public and Environmental Affairs, IU-Bloomington, April 5-8, 1997.

- Member of Steering Committee Civil Service Systems in Comparative Perspective, international research project coordinated by James L. Perry (SPEA, Indiana University) and Theo A.J. Toonen (Leiden University) (1991-1998). Coordinator for Leiden input in the project (since 1995).

- Organizer of Working Group 'Administrative Reform in Historical Perspective', for the annual conference of EGPA, Rotterdam September 6-9, 1995.

- Seminar organizer 'Philosophy and Methodology of Public Administration', Leiden (October 1988) University of Leiden.

#### *Editorial, Review, and Accreditation Experience*

- Book Series Editor:

Foundations of Government and Public Administration, Palgrave Pivot Series, Palgrave Macmillan (2017-....) (with co-editor Mark Rutgers)

- Editorial boards:

*Administration & Society* (since 2011)

*Administrative Theory & Praxis* (2000-present)

*American Review of Public Administration* (since 2012)  
*Armed Forces & Society* (since 2011)  
*Icelandic Review of Politics and Administration* (since 2012)  
*International Journal of Public Administration* (since 2015)  
*International Journal of Public Service, Economics, and Management* (since 2007)  
*International Public Management Journal* (2003-2006)  
*Journal of Public Affairs Education* (1998-2001)  
*Public Administration: An International Quarterly* (since 2013)  
*Public Organization Review* (since 2015)  
*Storia Amministrazione Costituzione* (Yearbook of Administrative and Constitutional History) (since 2013)  
*The Innovation Journal. The Public Sector Innovation Journal* (since 2014)  
*Yearbook of European Administrative History* (1999-2008)  
- member editorial board for the *Geschiedenis van Holland*. Hilversum: Verloren, (3 volumes on history of the province of Holland, published 2001-2003)

- External reviewer for:

*Acta Politica* (2015)  
*Administration & Society* (1993, 1998, 1999, 2000, 2002, 2003, 2004, 2008, 2009, 2010 2x, 2012 4x, 2013 4x, 2014 5x, 2015 2x, 2016, 2017)  
*Administrative Theory & Praxis* (2000 5x, 2001 8x, 2002, 2003 2x, 2004 2x, 2005, 2006, 2009 2x, 2010, 2011, 2013 7x, 2014, 2016, 2017 3x)  
*American Political Science Review* (2007)  
*The American Review of Public Administration* (2000, 2003, 2005, 2007, 2008, 2009 2x, 2010 2x, 2011, 2012 4x, 2013 2x, 2014 3x, 2015 3x, 2016 9x, 2017 4x)  
*Armed Forces & Society* (2007, 2008, 2009, 2010, 2011 2x, 2012 4x, 2014 2x, 2015, 2016 2x, 2017)  
*Canadian Journal of Political Science* (2004)  
*Comparative Technology Transfer & Society* (2003)  
*Governance* (2002, 2004, 2005, 2011, 2012)  
*Humanities* (2013)  
*International Journal of Public Administration* (2015, 2017)  
*International Public Management Journal* (2004, 2014)  
*International Review of Administrative Sciences* (1998, 2000, 2002, 2003, 2004 2x, 2005 2x, 2007, 2014, 2017)  
*Jahrbuch für Europäische Verwaltungsgeschichte* (2003, 2004 3x, 2007 2x, 2008 2x)  
*Journal of Policy Analysis and Management* (2013)  
*Journal of Public Administration Research and Theory* (2012, 2013, 2014 3x, 2015, 2016 2x, 2017)  
*Journal of Public Affairs Education* (1998, 1999, 2000, 2003, 2004)  
*Policy & Internet* (2013)  
*Political Studies* (1993)  
*Policy Studies Journal* (2015)  
*Public Administration. An International Quarterly* (2002, 2003 2x, 2005 6x, 2009 3x, 2010 3x, 2011 2x, 2013 2x, 2014, 2015 3x, 2016, 2017)



*Public Administration Review* (2002, 2005 3x, 2012 2x, 2015, 2016, 2017 2x)

*Public Integrity* (1999, 2008)

*Public Management Review* (2009)

*Public Organization Review* (2000, 2013 2x)

*Public Performance & Management Review* (2013, 2015 2x, 2016 2x)

*Public Policy and Administration* (2010)

*Public Voices* (2000 4x)

*Review of Public Personnel Administration* (2014, 2015, 2016, 2017)

*State and Local Government Review* (2013, 2014)

*The Innovation Journal. The Public Sector Innovation Journal* (2014, 2015 2x, 2016 2x, 2017)

*Water* (2013)

- reviewer for Dutch journals such as *Bestuurswetenschappen* (Journal of Public Administration: 1991-1998), *Beleidswetenschappen* (Policy Sciences, 1989-1998), and *Tijdschrift voor Geschiedenis* (Journal of History, 1994).

- Reviewer of book proposals for Prentice Hall Publishers (1999), Sage Publications (2000), IOS Press (2002), SAGE Publications (2003), Palgrave MacMillan (2010, 2016, 2017), Leiden University Press (2012), Westview Press (2015), Routledge (2016), Melvin & Leigh (2016), Rowman & Littlefield (2016), and Cambridge University Press (2016, for a book proposal series).

- Reviewer of draft chapter 19 (Policy and Administration) in Donald C. Menzel, Harvey L. White (eds.), *The State of Public Administration: Issues, Challenges, and Opportunities*, M.E. Sharpe (2010).

- Member site visit team (EPAA Accreditation): Master of Public Management Program, School of Management and Governance, University of Twente, the Netherlands, June 12-14, 2013.

- Member Site Visit Team (NASPAA accreditation): MPA, MPP and Key Executive programs at American University, March 1-4, 2016.

- Co-editor, 'Bestuurswetenschappelijke Kroniek' (i.e. Administrative Science Chronicle, together with professor Theo A.J. Toonen) in *Bestuurswetenschappen* (i.e. Dutch Journal of Public Administration), (1991-1998); co-editor of the *Compendium Politiek, Samenleving en Bestuur in Nederland* (= Compendium of Politics, Administration and Society: in Dutch) (April 1997 - June 1998);

- Symposium co-editor (together with Mark R. Rutgers) *Administrative Theory & Praxis* (December 2000); symposium editor ATP (December 2005).

#### *Professional Service (e.g., ASPA, NASPAA, NAPA)*

- NAPA five member panel (February – July 2017): on project “Strengthening Federal Human Capital: Innovative Means for Managing Civil Servants and Contractors” for client Samuel Freeman Charitable Trust, to conduct a six-month study that produced a white paper with innovative solutions on human capital issues. Panel members: Donald Kettl (chair), Doris Hausser, Jozef Raadschelders, Ronald Sanders and Stan Soloway. Report July 18, 2017: NAPA (2017). *No Time to Wait: Building a Public Service for the 21<sup>st</sup> Century*. Washington, D.C.: National Academy of Public Administration.

- Judge, “Learning Showcase” Franklin University, at Columbus Metropolitan Library (October 7, 2016).

- Member, NASPAA Dissertation Award Committee, 2016-2018.

- Member, Ohio Civility Consortium (since fall 2015).

- Member, three person committee to select best article in the *American Review of Public Administration* 2011 (member in 2012) and ARPA 2012 (chair in 2013).

- Fellow of the Inter-University Seminar on Armed Forces and Society (since 2011).
- Managing Editor of the *Public Administration Review*, 2006-2011.
- *SICA Election Supervisor*, 2004, upon request of then ASPA President Cheryl Broom.
- Chairman of the Section for International and Comparative Administration (SICA) of the American Society for Public Administration, 1999-2000.
- Member, European Masters of Public Administration Committee (Catholic University of Leuven, London School of Economics, Erasmus University Rotterdam, University of Leiden, Hochschule für Verwaltungswissenschaft Speyer, Nuffield College Oxford) (1991-1996).
- Secretariate of the International Contact Group of the Dutch Association of Public Administration (1988-1994).
- Organizer of OU's annual Henry Bellmon Lecture of Public Policy (2000-2010).

*External Reviewer of Tenure and/or Promotion Dossiers*

External reviewer since 2006 for more than 30 dossiers of candidates at universities in various countries for promotion to associate professor with tenure, and full professor.

*External Reviewer Research Proposals*

Reviewer of several research project proposals in European countries.

*Other Service*

- Organized a petition in 2004 to see that the U.S.A. again would become a member of the IIAS. The director of the Bureau of International Affairs, Department of State, back then indicated to have no interest. Again submitted in 2009 with an expanded list of signatories, including several high-level political appointees and public servants. This effort continued in 2013, seeking support from the two Ohio U.S. Senators Rob Portman and Sherrod Brown.
- Member US Student National Screening Committee, Fulbright-Hays Program. Involves reading and rating of 75-85 applications for study in Belgium/the Netherlands, followed by meeting at 809 United Nations Plaza in New York: December 3, 2009, 9 a.m. – 5 p.m.; November 22, 2010; November 22, 2013.
- Judge in the 'We the People' competition in Congressional District 4, at University of Oklahoma Memorial Union, December 8, 2009, 9 - 11.30 a.m. Also helping to prepare one group for the statewide competition on January 23, 2010, Norman High, (one hour from 10.05-11.05 a.m. on Jan. 5, 7, 8, 12, 14 (from 9.05 – 11.05), 19, and 21, 2010). Judge in the 'We the People' competition in Congressional District 4, at University of Oklahoma Memorial Union, December 15, 2010, 9 - 11.30 a.m.

## Publications

### Books and Monographs

(in progress)

*What is Government? Human Instinct, Tribal Community, and Global Society.*

(with Aimee L. Franklin). *Introduction to Public Administration* (undergraduate textbook).

(with Michael Buenger) *The Commodified Mind: The Privatization of America's Civic and Public Life.*

(published)

(2017). (with Richard J. Stillman) (eds.). *Foundations of Public Administration*. Irvine, CA: Melvin & Leigh, Publishers (380 pp.).

(2015). (with Eran Vigoda-Gadot). *Global Dimensions of Public Administration and Governance: Comparative Perspectives*. San Francisco: Jossey Bass/Wiley (552 pp.).

(2015, 2<sup>nd</sup> edition). (with Theo A.J. Toonen, Frits M. Van der Meer) (eds.). *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives*. Houndsmills: Palgrave MacMillan (385 pp.).

(2014). (with Eberhard Bohne, John Graham) (eds.). *Public Administration and the Modern State: Assessing Trends and Impact*. Houndsmills: Palgrave Macmillan (312 pp.). (to be translated in Arabic)

(2014, 3<sup>rd</sup> edition). (with Brian C. Fry). *Mastering Public Administration. From Max Weber to Dwight Waldo*. Los Angeles: Sage/CQ Press (488 pp.). (published in Turkish, 2017, by publishing house Anı Yayıncılık).

(2012). *An a-disciplinary public administration for a diverse society: historical, ontological, epistemological and axiological reflections*. Leiden: University of Leiden (39 pp.) (inaugural lecture) (in Dutch, 43 pages).

(2011). *Public Administration: The Interdisciplinary Study of Government*. Oxford: Oxford University Press (288 pp.) (paperback, May 2013).

(2008, 2<sup>nd</sup> edition). (with Brian C. Fry). *Mastering Public Administration. From Max Weber to Dwight Waldo*. Washington, D.C.: CQ Press (386 pp.).

(2007) (with Theo A.J. Toonen, Frits M. Van der Meer) (eds.). *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives*. Houndsmills: Palgrave/McMillan (319 pp.).

(2005) (ed.) *The Institutional Arrangements for Water Management in the 19<sup>th</sup> and 20<sup>th</sup> Centuries*. Cahier d'Histoire de l'Administration no.8, IIAS. Amsterdam: IOS Press (237 pp.).

(2003) *Government: A Public Administration Perspective*. Armonk, NY: M.E. Sharpe. (442 pp.), (Reprinted 2004; Shubhi Publications, India; Gurgaon, Spring Books). (issued again by New York, NY: Routledge, March 2015).

(2002) (ed.). *Church and State in European Administrative History*. Vol.14 of the European Yearbook of Administrative History. Baden-Baden: Nomos Verlagsgesellschaft) (387 pp.).

(1998) *Handbook of Administrative History*. New Brunswick, NJ: Transaction Books (372 pp.) (2000, paperback).

(1998) (with Frits M. van der Meer) (eds.). *L'entourage administratif du pouvoir exécutif*. Cahier d'Histoire de l'Administration no.5. Brussels: Ets. Bruylant (300 pp.).

(1996) *Tussen Markt en Overheid. Een Bestuursgeschiedenis van de Centrale Vereniging voor Ambulante Handel 1921-1996*, (i.e. Between Market and Government. An Administrative History of the National Association for Itinerant Trade). Apeldoorn: NUJ (192 pp.).

(1993) (with Theo A.J. Toonen) (eds.). *Waterschappen in Nederland. Een bestuurskundige verkenning van de institutionele ontwikkeling* (i.e. Waterboards in the Netherlands. An Administrative Science Exploration of the Institutional Development). Hilversum: Verloren (198 pp.).

(1992) *De Vierde Macht. Ambtenaren in Nederland* (i.e. The Fourth Power: The Civil Service in the Netherlands). Leiden: Stichting Burgerschapskunde/Nederlands Centrum voor Politieke Vorming (60 pp.).

(1992) *Lokale bestuursgeschiedenis* (Local Government History). Series on Local and Regional History. Zutphen: Walburg Pers (70 pp.).

(1992) (with Theo A.J. Toonen & Frank Hendriks). *Meso-bestuur in Europees perspectief. De (randstad)provincies uit de pas?* (i.e. Meso-government in European Perspective. The "Randstad" Provinces out of touch?). Leiden: University of Leiden (208 pp.).

(1990) *Plaatselijke bestuurlijke ontwikkelingen. Een historisch-bestuurskundig onderzoek in vier Noord-Hollandse gemeenten* (i.e. Local Government Administrative Development 1600-1980: An Administrative History of Four North Holland Municipalities). 's-Gravenhage: VNG Publishers (340 pp.).

## Articles and Chapters

(manuscripts in progress/under review)

- (with Jennica Larrison, Aditi Thapar) International Migration as Public Administration Challenge. (with Jennica Larrison, Aditi Thapar) Refugee Migration as Wicked Problem. (2018). The Iron Cage in the Information Age: Bureaucracy as Tangible Manifestation of a Deep Societal Phenomenon. In Edith Hanke, Lawrence Scaff, Sam Whimster, *The Oxford Handbook of Max Weber*. Oxford: Oxford University Press.
- (with Gerrit S. Dijkstra) The High Representative in Bosnia-Herzegovina: The Unusual Institutional Arrangement of a Controlled “Democracy.”
- (with Jongsoo Park and Shahidul Hassan) Organizational Behavior in Law Enforcement Agencies: the Superior – Subordinate Interface (submitted to *Public Administration Review*).
- (2018). (with Tony Verheijen) Globalization, internationalization and the civil service career. In Diane Stone, Kim Moloney (eds.). *Oxford Handbook on Global Policy and Transnational Administration*. Oxford: Oxford University Press.

(forthcoming)

- (with Frits M. Van der Meer) Food Regulation and Administration in the Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries. (IIAS working group).
- (with Frits M. Van der Meer). Motives and Initiators of Administrative Reform in the Netherlands, 19<sup>th</sup>-20<sup>th</sup> c. In Jeppo Tiihonen (ed.), *Drivers of government reforms: Role of Central Budget Agencies and other main government actors*. Brussels: IOS Press/IIAS.

(published)

43. (2017). (with Travis Whetsell) Conceptualizing the Landscape of Complex Public Problem Solving. *International Journal of Public Administration* (online first).
42. (2017). The United States of America as *Rechtsstaat*: State and Administrative Law as key to Understanding the Administrative State. *Public Administration Review*, 77(3), 458-465.
41. (2017). Administrative History as a Core Element in the Study of Public Administration. In Jos C.N. Raadschelders, Richard J. Stillman (eds.). *Foundations of Public Administration*. Irvine, CA: Melvin & Leigh, Publishers, 40-56.
40. (2017). (with Richard J. Stillman), Foundations for the Future of Research in the Study of Public Administration. In *ibid.* (eds.). *Foundations of Public Administration*. Irvine, CA: Melvin & Leigh, Publishers, 1-17.
39. (2016) Una Administración Pública Adisciplinaria para una Sociedad Diversa: Una Reflexión Histórica, Ontológica, Epistemológica y Axiológica. *Revista de Gestión Pública*, 5(1), 5-64. (translation of Leiden inaugural, 2012).
38. (2016). Can We Satisfactorily gauge the Socio-political Trends of our Own Age? Mark Bevir’s Views on Governance and Changing Democracy. *Asian Journal of Political Science*, 24(2), 1-11.
37. (2016). Overheid (i.e.: government). In Adriaan in ‘t Groen, Charlotte de Roon, Pieter Slaman (eds.), *Leids-*

*Haags Allegorieën Lexicon*. Delft: Eburon, 245-252.

36. (2015) Changing European Ideas about the Public Servant: A Theoretical and Methodological Framework for Why and How to Study This. In Fritz Sager, Patrick Overeem (eds.), *The European Public Servant: A Shared Administrative Identity?* Colchester: ECPR Press, 15-34.
35. (2015) (with Theo A.J. Toonen, Frits M. Van der Meer). Civil Servants in the Enabling State of the 21st Century. In *ibid.* (eds.), *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives*. Houndmills: Palgrave MacMillan, 354-370.
34. (2015) (with Theo A.J. Toonen, Frits M. Van der Meer). Civil Service Systems and the Challenges of the 21st Century. In *ibid.* (eds.), *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives*. Houndmills: Palgrave MacMillan, 1-14.
33. (2015) (with Marie-Louise Bemelmans-Videc) Political System Reform. Can Administrative Reform Succeed Without? In Jos C.N. Raadschelders, Theo A. J. Toonen, Frits M. Van der Meer (eds.). *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives*. Houndmills: Palgrave/McMillan (2<sup>nd</sup> edition), 334-353.
32. (2014). Administrative History of the United States: Development and State of the Art. In B. Guy Peters, Jon Pierre (eds.). *Public Administration*. Los Angeles: Sage Publications, vol. 1, 95-120.
31. (2014) (with Frits van der Meer). Dutch Central Government Elites from 1980 to 2012: Changing Characteristics and Interactions with Political Officeholders. *Revue Française d'Administration Publique*, 151/152 (3-4), 763-782.
30. (2014) (with Frits M. Van der Meer). The Social Profile of Administrative Elites in the Netherlands, 1980-2010. *International Review of Administrative Sciences*, 80(4), 726-745.
29. (2014) (with Eberhard Bohne, John Graham). Introduction: Public Administration and the Modern State: Assessing Trends and Impact. In *ibid.* (eds.) *Public Administration and the Modern State: Assessing Trends and Impact*. Houndmills: Palgrave Macmillan, pp. 1-14.
28. (2014) (with Eberhard Bohne, John Graham). Concluding Observations: The State is Here to Stay: We Cannot Live With It, We Cannot Live Without It. In *ibid.* (eds.). *Public Administration and the Modern State: Assessing Trends and Impact*. Houndmills: Palgrave Macmillan, pp.257-264.
27. (2014) Bureaucracy and its "Objectives"? A Response to Alexandru Roman. *Administration & Society*, 46(7), 853-860.
26. (2013) Convergence of Academic Disciplines: Necessities and Possibilities. In Yong-duck Jung (ed.), *Convergence Research: Theory and Practice*. Paju, Korea: Bobmunsa, 21-37 (in Korean).
25. (2012) What Are "Great Books" in the Study of Public Administration? Some Polemic Thoughts About the Surveys of Sherwood and Kasdan. *Administration & Society*, 44(7), 894-904.
24. (2012) Section Four: Administrative History. Introduction. In B. Guy Peters, Jon Pierre (eds.), *The Sage Handbook of Public Administration*. Los Angeles: Sage, 207-213.
23. (2011) The Future of the Study of Public Administration: Embedding Research Object and Methodology in Epistemology and Ontology. *Public Administration Review*, 76(6), 917-925.
22. (2011) Between "Thick Description" and Large-N Studies: The Fragmentation of Comparative Research. *Public Administration Review*, 76(6), 831-834.
21. (2011) (with Frits van der Meer, Toon Kerkhof) Van nachtwakersstaat naar waarborgstaat: proliferatie en vervlechting van het Nederlandse openbaar bestuur in de lange twintigste eeuw (1880-2005). i.e., From nightwatch state to welfare state: proliferation and intertwinement of Dutch government in the long twentieth century). In Pieter Wagenaar, Mark Rutgers, Toon Kerkhof (eds.). *Duizend Jaar Openbaar Bestuur in Nederland: Van patrimonial bestuur naar waarborgstaat* (i.e., A thousand years of government in the

- Netherlands: From patrimonial administration to welfare state). Muiderberg: Coutinho, 221-290.
20. (2011) The Study of Public Administration in the United States. *Public Administration (UK)*, 89(1), 140-155.
  19. (2011) (with Kwang-hoon Lee). Trends in the Study of Public Administration: Empirical and Qualitative Observations from the *Public Administration Review*, 2000-2009. *Public Administration Review*, 71(1) 19-33. (Most downloaded PAR article in 2011, 3,110 times; information from Wiley-Blackwell)
  18. (2010) (with Frits M. van der Meer). The Administration of Dutch Migration, 19<sup>th</sup> and 20<sup>th</sup> Centuries. In Peri E. Arnold (ed.), *National Approaches to the Administration of International Migration*. Amsterdam/Brussels: IOS Press/IIAS, 123-141.
  17. (2010) Is American Public Administration Dissociating from Historical Context? On the Nature of Time and the Need to Understand Government and its Study. *American Review of Public Administration*, 40(3), 235-261. (lead article)
  16. (2010) Identity without Boundaries: Public Administration's Canon(s) of Integration. *Administration & Society*, 42(2) 131-159. (lead article)
  15. (2010) Did Max Weber's Agony and Ecstasy Influence His Scholarship? *Public Administration Review*, 70(2), 304-316.
  14. (2009) Trends in the American Study of Public Administration: What do they mean for Korean Public Administration? *The Korean Journal of Policy Studies*, 23(2), 1-24.
  13. (2008) (with Th.A.J. Toonen and F.M. van der Meer) Modelos administrativos, tradiciones y reforma. ¿último recurso explicativo? (=Administrative Models, Traditions and Reform: Explanations of last resort? *Estado, Gobierno, Gestión Pública. Revista Chilena de Administración Pública* n° 12 (december), 85-103.
  12. (2008) Understanding Government: Four Intellectual Traditions in the Study of Public Administration. *Public Administration (UK)*, 86(4), 925-949.
  11. (2008) (with Kwang-Hoon Lee). Political-Administrative Relations: Impact of and Puzzles in Aberbach, Putnam, and Rockman, 1981. *Governance*, 21(3), 419-438.
  10. (2008) Administrative History as Core Dimension of Public Administration. Introductory essay (37 pp.), course syllabus (22 pp.) and list of references and readings (17 pp.) For the webpage 'Foundations of Public Administration', website *Public Administration Review*, embedded in the website of the American Society of Public Administration ([www.aspanet.org/scriptcontent/pdfs/FPA-AH](http://www.aspanet.org/scriptcontent/pdfs/FPA-AH)).
  09. (2008) (with Frits M. van der Meer). In Service of Dutch National Identity. The Discovery, Governance and Management of Historical and Cultural Heritage. In Stefan Fisch (ed.). *National Approaches to the Governance of Historical Heritage over Time. A Comparative Report*. Amsterdam/Brussels: IOS Press/IIAS, 127-145.
  08. (2007) (with Caspar Van den Berg, Frits M. Van der Meer) Representative Government and Top Administrative Officers: A Comparative-Historical Approach to Political-Administrative Relations. In Anna Gianna Manca, Fabio Rugge (eds.), *Governo Rappresentativo e Dirigenza Amministrativa (secoli 19 – 20) / Representative Regierung und Führenden Beamten (19/20 Jh.)*. Bologna/Berlin: Società Editrice il Mulino/Duncker & Humblot, 207-237.
  07. (2007) (with Aimee Franklin). Tracking Invisible Residents: How Does This Phenomenon Impact Local Government? *Public Budgeting, Accounting and Financial Management*, 19(4), 488-513.
  06. (2007) (with Frits M. Van der Meer, Theo A.J. Toonen) Civil Service Systems and the Challenges of the 21<sup>st</sup> Century. In Jos C.N. Raadschelders, Theo A. J. Toonen, Frits M. Van der Meer (eds.). *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives*. Houndsmills: Palgrave/McMillan, 1-13.
  05. (2007) (with Marie-Louise Bemelmans-Videc) Political System Reform. Can Administrative Reform Succeed Without? In Jos C.N. Raadschelders, Theo A. J. Toonen, Frits M. Van der Meer (eds.). *The Civil Service in the*

- 21<sup>st</sup> Century: *Comparative Perspectives*. Houndsmills: Palgrave/McMillan, 279-296.
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#### **Book Reviews, Newspaper Articles, Editorials, and Forewords**

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11. (2011) (editorial with Richard Stillman). Editorial Report *Public Administration Review*, 2006-2011: a Global Graduate Seminar, A Privilege, and a Challenge. *Public Administration Review*, 71(6) 925-930.
10. (2011). Public Sector Reform in Comparative Perspective? The Italian Case and some Afterthoughts. Review of Edoardo Ongaro (2009). *Public Management Reform and Modernization: Trajectories of Administrative Change in Italy, France, Greece, Portugal and Spain*. Cheltenham, UK: Edward Elgar, 316 pages. *Public Administration Review*, 71(3), 513-516.
9. (2011) (editorial with Richard Stillman). Farewell with Thanks and Welcome Aboard. *Public Administration Review*, 71(1), 5-6.
8. (2010) *Public Administration Review* in its Arena of Ideas: Connecting Potential of Research and Needs of Practice. In Geert Bouckaert, Wim van den Donk (eds.), *The European Group for Public Administration (1975-2010): Perspectives for the Future*. Brussels: Bruylant, 30-34.
9. (2010) (editorial with Richard Stillman). Congratulations and Commentary. *Public Administration Review*, 70(4), 525-526.
8. (2010) (editorial with Richard Stillman). Goodbye with Thanks and Welcome Aboard. *Public Administration Review*, 70(1), 7.
7. (2009) Els funcionaris public al segle XXI: els guardians mesurats de l'Estat marc capacitador (Civil servants in the 21<sup>st</sup> century: The self-restrained guardians of the enabling framework state). *Bulletí de l'Institut de Governança i Direcció Pública d'ESADE*, e-Newsletter, Universitat Ramon Llull, Barcelona, 3 pages.
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15. (2009) (editorial with Richard Stillman). Welcome Aboard and Farewell with Thanks. *Public Administration Review*, 69(1), 5.
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9. (2007) (editorial with Richard Stillman). Congratulations and Commentary. *Public Administration Review*, 67(4), 605-607.
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4. (2006) (editorial with Richard Stillman) Why PAR? *Public Administration Review*, 66(1), 1-5.
3. (2005) Oh, ye of little faith. Opinion piece on evolution v. creationism, in *The Norman Transcript*, 12-27-2005.
2. (2004) Review of Donald F. Kettl. *The Transformation of Governance. Public Administration for Twenty-First Century America*. Baltimore/London: The Johns Hopkins University Press. *Journal of Politics*, 66(3), 989-991.
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8. (2000) On the Current Rags and the Desired Clothes of Public Square Ethics. *Governance: An International Journal of Policy and Administration*, 13(2), 279-289. (book review essay).
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9. (1996) (with Theo A.J. Toonen). Arbeidsbemiddeling als overheidstaak (i.e. Labor mediation as public task). *Bestuurswetenschappen* (= Dutch Journal of Public Administration), *Bestuurswetenschappelijke Kroniek*, 50(2) (review of several books), 152-156.
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  6. (1995) (with Theo A.J. Toonen). 'Vergelijkende bestuurskunde' (i.e. Comparative administration). *Bestuurswetenschappen* (= Dutch Journal of Public Administration), *Bestuurswetenschappelijke Kroniek*, 49(4) (review of several books), 305-309.
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  - .(1993) (with Theo A.J. Toonen). Bestuursgeschiedenis: interessant of ook nuttig? (= Administrative history: interesting or also useful?). *Bestuurswetenschappen* (= Dutch Journal of Public Administration), 47(1) (review of several books), 60-63.
  - .(1992) (with Theo A.J. Toonen). Autonomie en interdependentie van het Nederlandse waterschap (= Autonomy and Interdependence of the Dutch Waterboard). *Bestuurswetenschappen* (= Dutch Journal of Public Administration), 46(1) (review of several books), 70-72.
  - .(1992) (with Theo A.J. Toonen). Naar meer samenspel tussen lokaal/regionaal bestuur en burger (= Toward More Interplay Between Local and Regional Government and the Citizen). *Bestuurswetenschappen* (= Dutch Journal of Public Administration), 46(2) (review of several books), 147-150.
  - .(1992) (with Theo A.J. Toonen). Verantwoording van de publieke zaak (= Accountability and the Public Cause). *Bestuurswetenschappen* (The Dutch Journal of Public Administration), 46(4) (review of several books), 372-374.
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- . (1991) Review of J.W.P.P. van den Noort, 'Pion of Pionier. Rotterdam - gemeentelijke bedrijvigheid in de negentiende eeuw' (Uitg. Stichting PK: Rotterdam 1990) (= Pawn or Pionier: Rotterdam - Municipal Activity in the Nineteenth Century). *Beleidswetenschap* (= Policy Sciences), 5(2), 186-187.
- . (1990) (with Monique H.M. Alink). Review of A.B. Ringeling, A. Sorber (eds.) 'Macht en onmacht van bestuurlijke evaluaties' (= Power and Non-power of Administrative Evaluations). Conference proceedings of the Dutch Society of Public Administration 1987. *Beleidswetenschap* (= Policy Sciences), 4(1), 75-77.
- . (1990, October 6, 8, 9, 10, 11, 12 and 13) Overheidszorg in de Zaanstreek (= Government Care in the Zaan Region). In *De Typhoon* (regional newspaper).
- . (1989) Review of A.Th. Derksen, 'Democratie op het niveau van nationale samenlevingen. Verklaringen en resultaten van empirisch onderzoek' (= Democracy at the Level of Nation-State Societies: Explanations and Results of Empirical Research). *Beleidswetenschap* (= Policy Sciences), 3(2), 180-182.

### **Contract Research, Reports, and/or Teaching/External Advising**

- 3. NAPA (2017). *No Time to Wait: Building a Public Service for the 21<sup>st</sup> Century*. Washington, D.C.: National Academy of Public Administration, 42 pages.
- 2. Office of State Finance, State of Oklahoma. Advise regarding span of control and possible reorganization of management and supervisory levels. One report (with Franklin), 3 pages (January 6, 1999).
- 1. Indonesian government and the Ministry of Home Affairs in the Netherlands. Development and teaching of a three-week program for higher civil servants on decentralization and local government (including syllabus development), in cooperation with the International Institute of Asian Studies at the University of Leiden (taught five times in 1997-1998) (together with Toonen).
- 0. University of Lund, Sweden. Development and teaching of a two-week program for higher civil servants on International and Comparative Administration as part of a curriculum offered by the Departments of Political Science, Business Administration, and Economics (Fall 1997, Fall 1998) (together with Theo A.J. Toonen).
- . *Public Administration in the Netherlands*. University of Leiden, Department of Public Administration. Prepared for the Steering Committee of the Sub-Project on Public Administration under the SOCRATES Thematic Network on Political Science and Public Administration (April 1998) 51 pages.
- . Swedish Center of Organizational Research, Stockholm. Development and teaching of a four-week program for higher civil servants in cooperation with the European Institute of Public Administration in Maastricht, on European Integration (Spring 1998) (together with Toonen).
- . An administrative history of the National Union for Itinerant Trade (fl. 20.000,-, contract for a study resulting in a book, 1993-1996)
- . Province of South-Holland, 10-11 December 1992: advice regarding their repositioning in relation to the Ministry of Home Affairs and the 'Overleg Orgaan Rijnmond' (one report).
- . Region Holland-Utrecht (March-November 1992, fl. 140.000,-), report on the future of the province in Dutch Home government in relation to the European dimension (book with Frank Hendriks and Theo A.J. Toonen).
- . Municipality of Berghem (Noord-Brabant), (August-November 1991, fl. 8.500,-): advice regarding the amalgamation of Berghem as well as a citizen survey, 1991.\* (one report): Jos C.N. Raadschelders, Theo A.J. Toonen, *Lokale democratie onder-druk(t). Berghem in de herindeling Brabant Noordoost?* (= Local Democracy Repressed: The Municipality of Berghem and the Amalgamation in Northeast Brabant) (Department of Public Administration, Leiden, 1992) 45 pages.

- . Department of Welfare of the Municipality of Leiden (10 April 1991): advice regarding the re-organization in the Municipality of Leiden and the future role of the Department of Welfare.
- . Statutory Trade Organization, 1990: research regarding the necessity of the "market articles" in the Municipal Act (led to an amendment of the Home Affairs Act by the Second Chamber)\* (two articles).
- . Contribution to the report on the administrative structure in the Breda region, 1990.

**Conferences/Seminars/Lectures/Speeches**

\* = has led to publication

\*\* = forthcoming publication

- 68. (2017). Annual ASPA conference (March):  
Presenter: Refugee Migration as Wicked Problem: From Palliative Responsxe to Governing Policy. (paper for panel on Managing Migrations Worldwide) (March 18);  
Discussant: New Frontiers in Public Administration Research: Explorations in Cognitive Science (March 20);  
Organizer professional development seminar for Ph.D. and MPA students (March 17);
- 67. (2016). Comparative Public Administration in a Globalizing World: Theoretical, Conceptual and Methodological Challenges. Paper for international symposium on Comparative Public Administration and Policy, Renmin University of China, November 26-27. \*
- 66. (2016). Government in Society and the Study of Public Administration. Paper and brown bag presentation, School of Public Administration and Policy, Renmin University of China, November 25.
- 65. (2016). From Ruler's Instrument of Exploitation to Buttress of Democracy: Putting Max Weber's (and that of contemporaries) Concerns about Bureaucratization to Rest. Presentation, student association 'House of Wisdom', University of Leiden, at Leiden, June 9, 7 – 9 p.m.
- 64. (2016). Public Management Reforms in Developing Countries. Seminar at the Institute of Public Administration, University of Leiden in The Hague, June 9, 3 – 5 p.m.
- 63. (2016). Doctoral summit, professional training for Ph.D. students, ASPA annual conference Seattle, March 18.
- 62. (2015). Lecture at the University of Santiago, Chile, on "Administrative History", November 5.
- 61. (2015). Keynote lecture for the *Congreso Chilena de Administracion Publica*, Rancagua, Chile, November 4, "The Epistemological Status of the Study of Public Administration: Its Intellectual Identity as Scholarship and Science."
- 60. (2015) Lecture on civil service reform, ethics and training/education, for the National Civil Service Agency, Santiago, Chile, November 3, upon invitation of the Director of the NCSA, Dr. Rodrigo Egaña Barona.
- 59. (2015) ASPA annual conference Chicago:  
Doctoral summit, professional training for Ph.D. students, March 8;  
Presenter: Max Weber's Sigh: Does (Has) Democracy Suffer(ed) from the Inexorable March Forward of Bureaucracy?, March 7,  
Presenter: Government in a Globalizing World: Public Administration Generalists dealing with Converging and Diverging Dynamics, March 8.
- 58. (2014) Moderator of panel "The Public Servant's Role and Impact in International Affairs." (panel members Major General Charles Tucker, Colonel Frank Titus, Commander Rudy Hightower). 2014 Glenn School Leadership Forum, October 17.
- 57. (2014) On the Future of Government. Brown bag presentation at the Institute of Public Administration, University of Leiden, May 28.

56. (2014) ASPA annual conference Washington, D.C.:  
Doctoral summit, professional training for Ph.D. students, March 16;  
Presenter: The A-disciplinary Context of Complex Public Problem Resolution: Consequences for Professionalism, Inquiry, and Pedagogy, March 16.
  55. (2013) Paper “Political (System) Reform: Can Administrative Reform Succeed Without?”, Presented at conference on comparative civil service systems, Institute of Public Administration, University of Leiden, The Hague, May 30-31.\*
  54. (2013) Keynote speech at the annual conference of the Korean Social Science Research Council, Seoul, South Korea, May 16, “Convergence of Disciplines for Global and Public Problem Solving: Necessities and Possibilities.”\*
  53. (2013) “Food Safety Regulation in the Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries,” paper for IIAS working group, The Regulation of Food Safety in the 20<sup>th</sup> Century, University of Reims, France, May 3.\*\*
  52. (2013) Doctoral summit, professional training for Ph.D. students, ASPA annual conference New Orleans, March 17.
  51. (2012) “The Separation of Church and State: A Recent Phenomenon?,” Lecture at the annual conference of the Institute of Public Administration Australia, Melbourne, September 19.\*
  50. (2012) “Napoleon as Administrative Reformer.” Opening speech at the annual conference of the Institute of Public Administration Australia, Melbourne, September 18.
  49. (2012) Chair, Expert Roundtable, “Converging versus Conflicting Trends in the Public Administration of the US, Europe, and Germany,” International Conference, Deutsche Hochschule für Verwaltungswissenschaften, Speyer, Germany, July 19-20.\*
  48. (2012) “A comparative perspective upon the study of public administration in the USA and Europe.” Lecture, Section of Public Administration, The Hague University of Applied Sciences, July 10.\*\*
  47. (2012) “An a-disciplinary public administration for a diverse society: historical, ontological, epistemological and axiological reflections.” Inaugural lecture upon the assumption of the office of full professor in public administration, specifically the comparative analysis of the normative aspects of government, University of Leiden, June 18 (short version of the monograph listed on p.9).\*
  46. (2012) “Food Safety Regulation in the Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries,” paper for IIAS working group, The Regulation of Food Safety in the 20<sup>th</sup> Century, Washington, D.C., April 30.\*\*
  45. (2012) Doctoral summit, professional training for Ph.D. students, ASPA annual conference Las Vegas, March 3.
  44. (2011) “Local associations in the rise and fall of political regimes,” presentation at the Workshop in Political Theory and Policy Analysis, Indiana University, November 28.\*
  43. (2011) Presentation on interdisciplinary public administration, The Maxwell School for Citizenship and Public affairs, Syracuse University, October 27.\*
  42. (2011) Lecture on interdisciplinary public administration, University of Haifa, Israel, May 12.
  41. (2011) Presentation on publishing in English-language journals, University of Haifa, Israel, May 11.
  40. (2011) Paper at IIAS working group history of government, on food administration in 19<sup>th</sup> and 20<sup>th</sup> centuries, University of Frederick II, Naples, Italy, May 7.\*\*
  39. (2011) Annual conference of the American Society of Public Administration, Baltimore, March 12-15.
- i) annual report at the PAR editorial board meeting, March 13, 7 – 8.30 a.m., and scouting for papers,  
ii) Ferrel Heady Roundtable speaker (Between “thick description” and large-N studies: The Fragmentation of Comparative Research), March 13, 8.30-9.30 a.m.; \*  
iii) publishing in journals (using paper co-authored with Arie Halachmi), doctoral summit, March 13, 11.45 a.m. - 3

p.m.;

- l) panel convener (Trends in and Future of the Study of Public Administration), March 14, 11.45 a.m. – 1.15 p.m
38. (2010) “Motives and Initiators of Administrative Reform in The Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries,” paper presented at the working group History of Government, the International Institute of Administrative Sciences, University of Linz, Austria, June 19.\*\*
37. (2010) “Local Communities as Backbone and Default in the History of Organized Government: Some Preliminary Observations and a Research Agenda,” paper presented at the 13<sup>th</sup> Economics of Infrastructures Conference, Delft University of Technology, The Netherlands, May 27-28, 2010.
36. (2010) Lecture at the Deutsche Hochschule für Verwaltungswissenschaften, Speyer, Germany, May 31, on ‘The Interdisciplinary Nature of Public Administration.’\*
35. (2010) Lecture at University of Hong Kong, May 14, on ‘Just Bridges, No Boundaries: On the Interdisciplinary Nature of Public Administration.’\*
34. (2010) Lectures at the City University of Hong Kong, May 11, “Publishing in *Public Administration Review*: Challenges and Strategies,” and May 13, “Current Developments in Civil Service Systems: A Historical Context for Understanding 21<sup>st</sup> Century Reforms.”\*
33. (2010) Annual conference of the American Society of Public Administration, San Jose, CA, April 9-13. Ferrel Heady Roundtable speaker, “How Geography, Familiarity, Methods and Approaches Fragment Comparative Research,” (and scouting for papers, annual report at the PAR editorial board meeting) (again on March 13, 2011). \*
32. (2009) “Is American Public Administration detached from Historical Context? On the Nature of Time and the Need to Understand it in Government and its Study,” Paper presented at the sixth annual work conference of the Netherlands Institute of Government, November 12-13, University of Leiden.\*
31. (2009) Panel chair at the Public Management Research Conference, John Glenn School of Public Affairs, Ohio State University, 1-3 October.
30. (2009) Participant International Public Service Motivation Research Conference, Indiana University, Bloomington, June 7-9 (to scout for papers for PAR).
29. (2009) “Motives and Initiators of Administrative Reform in The Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries,” paper presented at the working group History of Migration of the International Institute of Administrative Sciences, University of Leiden, April 25.\*\*
28. (2009) Annual conference of the American Society of Public Administration, Miami, March 20-24, (to scout for papers, and report to the PAR editorial board meeting); also discussant at a panel on The Historical Development of Administration in East Asia: China, Japan, Taiwan.
27. (2008) “Publishing in Foreign Public Administration Journals: Challenges and Strategies,” presentations at the Centre for European Studies and the Department of Public Policy & Economy, Zhejiang University, Hangzhou, November 2; and at the School of Public Administration, Renmin University, Beijing, November 3.
26. (2008) “Research in American Public Administration: Topics and Trends,” keynote speech at the 1<sup>st</sup> Liangzhu Forum, International Conference on ‘Governance and Social Responsibility’, College of Public Administration, Zhejiang University, Hangzhou. P.R. of China, Oct.31 – Nov.2. \*
25. (2008) “Is American Public Administration Dissociating from Historical Context?,” paper presented at the Minnowbrook III conference, Lake Placid, 5-7 September. \*
24. (2008) “Trends in American Public Administration and their Meaning for Korean Public Administration,” keynote speaker at conference of the Korean Institute of Public Administration, in celebration of the 60<sup>th</sup> anniversary of the Republic of Korea, August 11.\*

23. (2008) (with Van der Meer) "The Administration of Dutch Migration, 19<sup>th</sup> and 20<sup>th</sup> Centuries," paper presented at the working group History of Migration of International Institute of Administrative Sciences, Paris, April 5, 2008. \*
22. (2008) Annual conference of the American Society of Public Administration, March 7-11 (to scout for papers, and report to PAR editorial board meeting).
21. (2007) (with Theo A.J. Toonen and Frits M. van der Meer). "Administrative Models, Traditions, and Reform: Explanations of Last Resort?," paper presented at the conference 'Governing by Looking Back', Research School of Social Sciences, Australia National University, Canberra, December 12-14.\*
20. (2007) "Tradition in Public Administration: Explorations and the Case of Negotiable Authority," paper presented at the conference 'Governing by Looking Back', Research School of Social Sciences, Australia National University, Canberra, December 12-14.\*
19. (2007) Panel chair at the Public Management Research conference, Tucson, October 25-27.
18. (2007) Lecture Royal Dutch Academy of Sciences, Amsterdam, June 22, 2007, Toekomst van de Nederlandse Bestuurskunde: Publicatiestrategieën voor een interdisciplinaire en (inter)nationale markt (i.e. The future of Dutch public administration: publication strategies for an interdisciplinary and (inter)national market).
17. (2007) "The Meaning of Leadership over Time," presentation before a meeting of the Oklahoma chapter of ASPA, J.D. McCarty Center, Norman, OK, June 22.
16. (2007) (with Frits van der Meer). "Immigration Policies in the Netherlands," paper presented at the annual conference of the IIAS working group 'History of Government', University of Pavia, Italy, April 21. \*\*
15. (2007) Annual conference of the American Society of Public Administration, March 23-27, (specifically to scout for papers, and report to the PAR editorial board meeting).
14. (2006) Participant at the public management conference at the University of Leuven, Belgium, June 1-3.
13. (2006) Guest upon invitation at the public management conference at the Department of Political Science, Texas A&M, College Station, May 4-5.
12. (2006) (With Frits van der Meer) In the Search for National Identity: The Discovery, Governance, and Management of Cultural Heritage in the Netherlands. Paper presented at the annual conference of the IIAS working group 'History of Government', University of Granada, Spain, April 29. \*
11. (2006) (with Kwang-Hoon Lee) Positioning Aberbach, Putnam and Rockman (1981) in the Study of Political-Administrative Relations. Paper at the Midwest Political Science meeting, April 20-23, 2006, Chicago. \*
10. (2006) Annual conference of the American Society of Public Administration, April 1-4, 2006 (specifically to scout for papers, and report to the PAR editorial board meeting).
09. (2006) Speaker at the Spring Lecture Series of the Department of Political Science, Texas Tech University, Lubbock, TX, March 6-7, 2006 (upon invitation; on the nature of the study of public administration). \*
08. (2006) Discussant of two papers at the Southern Political Science Association annual meeting, Atlanta, January 4-5, 2006.
07. (2005) Two papers at the conference concluding the Pioneer Project on the "Renaissance of Public Administration," University of Leiden, November 10-11, 2005. 1. "Studying Government in Public Administration (and Political Science): One Crisis, Two Contestants, Four Traditions."\*; 2. "The Role of Belief and Normative Choice in Public Administration Research: A Few Tentative Observations."
06. (2005) Paper on political reforms for conference on Civil Service Systems in Comparative Perspective, at Virginia Polytech, Blacksburg, VA, September 29 - October 2, 2005. \*
05. (2005) (with Frits M. van der Meer) In the Service of National Identity: The Discovery, Use, and Appearance of Historical and Cultural Heritage in the Netherlands. Paper presented at the annual conference of the IIAS

- working group 'History of Government', University of Louvain-la-Neuve, Belgium, April 8-9. \*
04. (2005) (with Frits M. van der Meer, Caspar van den Berg). Representative Government and Top Administrative Officers. A Comparative Approach. Paper presented at the international conference *Governo rappresentativo e dirigenza amministrativa (secoli XIX e XX)*, June 9-10, Istituto Trentino di Cultura, Trento, Italy. \*
  03. (2005) Government and Public Administration. The Challenge of Connecting Knowledge. Paper presented at the Public Administration Theory Network, June 9-11, Krakow, Poland.\*
  02. (2004) Panel convenor and paper presenter (Organizing Inter-Disciplinarity and Differentiated Integration for Public Administration or The "Canons of Integration". Four Approaches to Understanding Government (and Beyond?) at ASPA's Annual conference, March 27-31. \*
  01. (2004) Two papers at annual meeting of IIAS-working group 'History of Government', University of Konstanz, March 30. Opening editor paper (see 93) and concluding comparative editor paper. \*
  00. (2003) (with Aimee Franklin), Tracking the Invisible Citizen: How Does This Phenomenon Impact Local Government? Paper presented at regional ASPA (Kansas City), September. \*
  9. (2003) Presentation on 'Types of international exchange programs: reflections and experiences' in Panel "Critical Perspectives on International Partnerships for Graduate Education in Public Affairs", NASPAA Annual Conference, Pittsburgh, October 10-16.
  8. (2003) The "Canons of Integration". Four Traditions in the Study of Government (and Beyond?). Lecture at the Graduate School of Public Administration, Seoul National University, Korea, September 18. \*
  7. (2003) Time to Move On or Beyond The Grand Phases in the Discourse about Government: Changing Masks for Understanding the Unlimited Boundaries of Administration. Paper presented at the Annual Conference of the Public Administration Theory Network, June 19-21, Anchorage, Alaska. \*
  6. (2003) Presentation on the study of government for Ph.D. students at the Department of Public Administration, American University, Washington, D.C. April 16.
  5. (2003) Water-Management as Collective Action in Time: A Multi-Level and Multi-Dimensional Challenge in a Multi-Disciplinary Context. Paper (as editor) for the meeting of the working group 'History of Government, International Institute of the Administrative Sciences, April 5, University of Malta. \*
  4. (2002) Panelist on public sector ethics, in "Funny Business! Corporate Ethics and Public Sector Ethics. November 11, first symposium in a series of colloquia on ethics and public life, College of Arts and Science, University of Oklahoma.
  3. (2002) Meeting of Civil Service Systems in Comparative Perspective Consortium. University of Leiden, September 12-14. Paper (with Theo Toonen) *Some Thoughts On the Next Generation of Civil Service Systems Research*. \*
  2. (2002) For the future of Our Water: Historical Experiences with Organization and Functioning of Water Management, Paper for the meeting of the working group 'History of Government, International Institute of the Administrative Sciences, Royal Holloway College, University of London, April 20. \*
  1. (2002) Patterns and Trends in the Development of the Civil Service in Western Europe: Between Institutional Determinism and Methodological Individualism; Paper presented at the annual conference of the American Society of Public Administration, Phoenix, AZ, March 23-26.
  0. (2002) Woodrow Wilson on Public Office as a Public Trust; paper presented at the Paul van Riper symposium preceding the annual conference of the American Society for Public Administration, Phoenix, AZ, March 23.
  9. (2002) Presentation at the Department of Public Administration, University of Nebraska in Omaha, February 19, on The Varied Impacts of Judeo-Christian Thought and Organized Religion upon Western Government. \*
  8. (2002) Two presentations: 1) Mornings with the professor: on 'Bureaucrats as Predators or Protectors of the

- Public Interest: a Case for more Bureaucracy,' Senior Adult Services, Oklahoma College of Continuing Education, March 12, and 2) the Lions Club, Oklahoma City, April 24.
7. (2001) Section Four: Administrative History. Introduction to section four of the *International Handbook of Public Administration*, B. Guy Peters, Jon Pierre (eds.), presented and discussed at the annual conference of the American Political Science Association, San Francisco, September 1-4. \*
  6. (2001) Understanding Government through Differentiated Integration. Paper for annual conference of the Public Administration Theory Network, June 19-21, University of Leiden, the Netherlands. \*
  5. (2001) (with Mark R. Rutgers). An Overview and Synthesis of Developments and Trends in Public Administration. Tentative Report for meeting of Research Committee 32, International Political Science Association (IPSA), March 29, University of Oklahoma, Norman, OK.
  4. (2001) (with Frits M. van der Meer). The Urban Management Problem in Dutch Metropolitan Areas, 1850-2000. Paper prepared for annual conference of the American Society of Public Administration, Newark, March 10-14.
  3. (2000) Participation in annual conference of the American Political Science Association, Washington D.C., August 26-30. No paper.
  2. (2000) Public Policy Analysis: Between Generalized Theory and Compartmentalized Policies. Paper submitted for round table on *The Development of the Discipline: Public Policy Analysis*, at the XVIII World Congress of the International Political Science Association, August 1-5, Quebec City. \*
  1. (2000) (with Frits M. van der Meer) Corruption in Dutch Government in the 20<sup>th</sup> Century. Paper for the working group 'History of Government', International Institute of Administrative Sciences, Leiden, the Netherlands, May 27-28. \*
  0. (2000) A New Ideatype for Analyzing Trends in Human Resource Administration. Paper for the annual conference of the American Society of Public Administration, San Diego, April 1-4. \*
  9. (1999) Published yet Forgotten? Woodrow Wilson's Studies on the History of Government. Paper for the conference of the Southern Political Science Association, Savannah, GA, November 3-7. \*
  8. (1999) Comparative Study of Society for Domestic Concerns; The Civilizing Consequences of Theda Skocpol's Methodological Approach to the Past. Paper for forum on 27 October at the occasion of the visit of Theda Skocpol for the Rothbaum Lectures at OU, October 26-28, 20 pages. \*
  7. (1999) (with Aimee Franklin) Collective Valuation or Individual Morality: Tensions in the Budgetary Process. Paper for the Regional ASPA conference, Omaha, October 22-24. \*
  6. (1998) (with Aimee Franklin) Serving the Public Interest: The Reality of Serving Multiply Publics. Paper for the Annual conference of the Association on Budgeting and Financial Management, October 7-9, Washington D.C.\*
  5. (1999) Two presentations: 1) Mornings with the professor: on the American (un)appreciation of the past, Senior Adult Services, Oklahoma College of Continuing Education, September 28; 2) for the residents in Rivermont at the Trails, retirement center (Norman) on the American (un)appreciation of the past, October 5.
  4. (1999) (with Theo A.J. Toonen) Modernity and the Challenge of Metropolitan Governance. Failure of Structural Solutions and the Polycentric Alternative. IU, Bloomington, 25<sup>th</sup> Anniversary Workshop in Political Theory and Policy Analysis, June 9-13, 20 pages.
  3. (1999) Administrative History as Cross-Time Comparison. Let's Have a Real Debate. Paper presented at ASPA, senior scholar session, Orlando, April 10-14, 22 pages. \*
  2. (1999) Administrative History in the United States: Development and State of the Art. Paper presented at ASPA, senior scholar session, Orlando, April 10-14, 35 pages. \*
  1. (1999) (with Frits M. Van der Meer) Wartime Administration and its Lasting Effects on Dutch Public Administration. Paper presented at the working group 'History of Administration' meeting, Pavia, Italy, May 8. \*



0. (1999) (with Frits M. Van der Meer), From the Active to the Enabling State: The Changing Role of Senior Civil Servants in the Netherlands, Second paper for the Whitehall-project, subproject coordinated by Vincent Wright en Edward C. Page, Oxford, January 15-16. \*
9. (1998) (Frits M. Van der Meer), paper on warfare administration at meeting of working group 'History of Administration', International Institute of Administrative Sciences, Corfu, Greece, Ionean University, March 28\*
8. (1998) 3 Lectures (Comparative Political Systems, State and Administrative Traditions, Central-Local Relations), Clingendael Institute for International Relations, group of international civil servants and diplomats from Mozambique, January 20.
7. (1997) Organization of Summer-school (on European Integration) for the Netherlands Interuniversity Institute of Public Administration, June 25-27.
6. (1997) (with Van der Meer). The Transformation of the Senior Civil Service in the Netherlands after the Second World War. Paper for the Political Science Conference, June 6, University of Amsterdam.
5. (1997) Lecture Water Central. Administrative Science Considerations on the report Water Central of the Dutch Union of Waterboards. Study meeting of the Association for Water management Law and Waterboard management, May 29, High Waterboard Rijnland, Leiden.
4. (1997) Lecture The Development of the Province in the Dutch State and Administrative System. Upon the first meeting of the Association of former Members of the Provincial Council of the Province of Utrecht, May 29, Provinciehuis Utrecht.
3. (1997) Reforming the Public Sector: the Importance of Historical Understanding, lecture at the Swedish Center for Organizational Research (SCORE), Stockholm, April 24.
2. (1997) The State of Administrative History, seminar at the Swedish Center for Organizational Research (SCORE), Stockholm, April 23. \*
1. (1997) The Development of Civil Service Systems in Comparative Perspective, and (together with Theo A.J. Toonen) "Public Sector Reform in Western Europe: A Comparative View." Papers in conference Civil Service Systems in Comparative Perspective, Bloomington April 5-8. \*
0. (1997) De bestuurlijke ontwikkeling van Nederland (i.e. The Administrative Development of the Netherlands), lecture at the Catholic University Nijmegen, January 29. \*
9. (1997) The Senior Civil Service in the Netherlands: A Fragmented Unity (together with Frits M. van der Meer). Paper for the Whitehall-project, subproject coordinated by Vincent Wright en Edward C. Page, Oxford, March 21-22. \*
8. (1997) Administering the Summit and Administering the Summit in The Netherlands 1795-1995, International Institute of the Administrative Sciences, working group on History of Administration, two papers, Brussels, March 14-15. \*
7. (1996) Lecture Interest Groups and Internationalization of Governance, annual meeting of the 'Vereniging van Verf- en Drukinktfabrikanten' (i.e. Association of Paint- and Inkmanufacturers), Garderen, December 12. \*
6. (1996) Lecture, Bewaren voor bestuur, burger en onderzoeker (i.e. Keeping archives for government, citizen and researcher), Algemeen Rijksarchief (Dutch National Archives), The Hague, November 26. \*
5. (1996) Lecture Erasmus University Rotterdam, Researching civil service systems in comparative perspective + excursion, deputation of civil servants from the Kirghiz Republic (UNDP-sponsored), August 6.
4. (1996) The Waldo Symposium, 'Size and Organizational Differentiation in Evolutionary Perspective', Maxwell School of Citizenship and Public Affairs, Syracuse, June 26-28. \*
3. (1996) Opening speech at the 75th anniversary of the National Union of Itinerant Trade, Amersfoort, June 21.
2. (1996) Government Reform in Western, Central and Eastern Europe: Trends and Patterns since 1945, Institut für

Staatswissenschaft und Praxis, Berlin, May 17-18. \*

1. (1996) Administering the Summit and Administering the Summit in The Netherlands 1795-1995, International Institute of the Administrative Sciences, Workshop Administrative History, two papers, Helsinki, March 24-25. \*
0. (1995) Paper conference Netherlands Interuniversity Institute of Public Administration, November 9-10. \*
9. (1995) Lecture Regions and Regional Cooperation in Europe, Training Program International Relations of the Netherlands Institute for International Relations Clingendael, The Hague, June 23.
8. (1995) Organization of and paper in working group Administrative Reform in Historical Perspective, for the annual conference of the European Group of Public Administration, September 6-9.
7. (1995) Organization of Summer-school for the Netherlands Interuniversity Institute of Public Administration, Leiden, June 6-9.
6. (1995) Paper conference Netherlands Interuniversity Institute of Public Administration, March 8-10. \*
5. (1995) Administering the Summit, International Institute of the Administrative Sciences, Workshop on Administrative History, Paris, January 14, \* (two chapters 1998)
4. (1994) Organization (with M.A.P. Bovens & F.K.M. van Nispen) of International Conference on the occasion of the 10th anniversary of the Interuniversity Department of Public Administration, Universities of Leiden and Rotterdam, October 20. Organization (with M.R. Rutgers) of a working group for anniversary conference.
3. (1994) Lecture for the Society of the Family Van Nispen, Huis Bergh, October 8: Some notes concerning the 't Velde branch of the Family Van Nispen.
2. (1994) Lecture Rijksopleidings Instituut, The Hague, The Welfare State under Siege: A Global Perspective on Regional Issues, August 22, for a delegation of the British civil service. \*
1. (1994) Organizer of and opening lecture for study meeting on European integration with lecture by the Ambassador of Luxemburg in the Netherlands, June 6, University of Leiden.
0. (1994) Lecture 'Europese eenwording: naar een nieuwe staat?' (= European integration: toward a new state?), in Studium Generale course *In alle staten. Europese staatsvorming in staatsvormen* (= In all states. European statemaking in stateforms), April 21, University of Leiden.
9. (1994) Paper "De Beus' conception of the new state", The Sixth Annual Social Science Conference, University of Amsterdam. April 7-8.
8. (1994) The Netherlands governance system between reorganization and reform, 1945-1993, conference at University of Wroclaw, Poland, March 22-25.
7. (1994) Opening lecture annual conference of the Centrale Vereniging voor de Ambulante Handel (central association for itinerant trade), Tussen markt en overheid. De CVAH en de organisatie van de belangenbehartiging in het marktwezen (= Between market and government. The CVAH and interest articulation in the markets), March 7 in Veldhoven. \*
6. (1994) Lecture Rijksopleidings Instituut, The Hague, The Netherlands governance system between reorganization and reform, 1945-1993, March 7, for delegation of civil servants from the Republic of Latvia.
5. (1994) Lecture Municipal Archive The Hague, De gemeente georganiseerd? Bestuurlijke ontwikkeling in archiefbestanden (= Organizing municipalities. Administrative development in archival records), February 17. \*
4. (1994) The Napoleonic Model of Administration, International Institute of the Administrative Sciences, Workshop on Administrative History, February 5. \*
3. (1994) Organizer of and lecture during study day at the Institute of Social Studies in The Hague, delegation from Yemen chaired by Deputy-Minister Mr. Mohamed Saeed Abdullah, Ministry of the Civil Service, The Netherlands governance system: between reorganization and reform, 1945-1993, January 6.
2. (1993) Lecture Rijksopleidings Instituut, The Hague, Territorial and functional reorganization in the Netherlands,

November 25.

1. (1993) Lecture Macht en Onmacht van Raad (en College) (= Power and lack of power of council and board), introduction day for new members of the Leiden University Council, August 26.
0. (1993) Lecture, Administrative History, Department of Sociology, University of Utrecht, October 5. \*
9. (1993) Lecture, Adjustments of the Dutch public administration to European demands, Postgraduate Study of Local Government, University of Wroclaw, June 9.
8. (1993) Lecture Administrative history, Department of Law and Administration, University of Wroclaw, June 9. \* (in Polish).
7. (1993) Lecture, Europe and its regions: an administrative structure for public service delivery, Department of Law and Administration, University of Wroclaw, June 8. \*
6. (1993) Lecture, A curriculum in public administration, Department of Political Science, University of Wroclaw, June 8.
5. (1993) The Napoleonic Model of Administration, International Institute of the Administrative Sciences, Workshop on Administrative History, January 30. \*
4. (1992) The Regions in the European Community Integration Process, Gieszen, Bundesrepublik Deutschland, December 4-6 (paper). \*
3. (1992) Regionalization of Unitary States: France and the Netherlands in Comparative Perspective, Leiden/Rotterdam, November 25-28.
2. (1992) Paper Between Ecology and Economy: From Rigid to Flexible Water Defense Systems in the Netherlands, paper for the 3rd Annual Conference of the International Association for the Study of Common Property, Washington, September 16-20, 18 pages (organizer of session). \*
1. (1992) Speech, for presentation of book on Local Government History, Bank of Dutch Municipalities, Sept.4. \*
0. (1992) Lecture, for the Constitutional Committee of the Finnish Parliament, The Hague, Finnish Embassy, March 2, about the role of parliament in an integrated Europe.
9. (1992) Lecture, European Integration and the Public Services of the Member States: A Comparative Approach, Brussels, February 28, for top civil servants of the Belgian government.
8. (1991) Lecture, for the Chinese Ministry of Personnel: Dutch Government: Structure and Functioning, The Hague, October.
7. (1991) Lecture, Dutch Government: Planning and Zoning, The Hague, September, for a Kenyan governmental delegation (UNDP sponsor).
6. (1991) Nine Centuries of Waterboards in the Netherlands: From Autonomy to Interdependence, paper for the 2nd Annual Conference of the International Association for the Study of Common Property, September 26-29, University of Manitoba, Winnipeg, Canada, 22 pages. \*
5. (1991) Civil Service Systems in Comparative Perspective, International Congress, October 17-19, Leiden/Rotterdam (paper). \*
4. (1991) Lecture, the Royal Zeeland Society of Sciences: The Waterboard: Decision-Making in Two Zeeland Cases, April 24. \*
3. (1990) Representative Government, International Institute of the Administrative Sciences, Workshop on Administrative History. January 25. \*
2. (1990) Opening speech, Annual Meeting of the Dutch Society for Overseers of the Markets, September 6. \*
1. (1990) Representative Government, International Institute of the Administrative Sciences, Workshop on Administrative History. March 1990. \*
0. (1989) Regional Development, SPEA/Leiden/Rotterdam conference in Bloomington, Indiana University, May. \*

- . (1988) Multi-Functional Common Pool Resources: The Case of Dutch Waterboards, seminar at the Workshop for Political Theory and Policy Analysis, Bloomington, Indiana, October 24. \*
- . (1988) Local Government Development in The Netherlands, seminars given at Indiana University, Bloomington and Ft. Wayne, September 14, October 25.
- . (1988) Philosophy and Methodology of Public Administration, Leiden, October; symposium organized with Mark R. Rutgers) (two papers). \*
- . (1987) Municipalities and Education, paper at Conference of Educational Scientists, Amsterdam, October. \*
- . (1987) Co-Production in Historical Perspective, paper at the conference on Public Infrastructure, Leiden/Rotterdam June 30 - July 2. \*
- . (1985) Higher Education in Comparative Perspective. (working group), International Union of Local Authorities World Congress, Rio de Janeiro, Brazil, September. \*
- . (1985) Bureaucratization, paper at Historical Congress at University of Groningen, October. \*
- . (1985) Balance and Perspective, paper Historical Congress at University of Utrecht, May. \*
- . (1984) Public Administration, conference at Ministry of Home Affairs, The Hague. \*

### Teaching and Thesis Supervisor Experience

#### *Courses taught at The Ohio State University*

- 42. *History of Public Administration and Government* (undergraduate, gen.ed), spring 2018.
- 41. *Public Management*, spring 2017 (undergraduate)
- 40. *Seminar in Public Policy*, spring 2015 (doctoral class)
- 39. *Public Policy & Management – Foundations & Approach*, fall 2013, fall 2016 (doctoral class)
- 38. *Capstone Comparative Government* (graduate) spring 2013.
- 37. *Managing Public Organizations* (graduate, two sections) winter 2012.
- 36. *Public Policy Formulation and Administration* (graduate), fall 2011, fall 2012 (two sections), fall 2013 (two sections), fall 2014 (two sections), fall 2015, spring 2016.
- 35. *Introduction to Public Affairs* (undergraduate, gen.ed.), fall 2011, fall 2015, spring 2016, fall 2017, spring 2018.

#### *Courses taught at the University of Oklahoma*

- 34. *Cultures of Organizations* (graduate, online, OU College of Liberal Studies) spring and fall 2014.
- 33. *Foundations of Interdisciplinary Studies* (graduate, online, OU College of Liberal Studies), Spring and Fall 2008, Spring and Fall 2009, spring and fall 2010, spring and fall 2011, spring 2012, spring 2014.
- 32. *Introduction to American Government* (undergraduate general education class), Spring 2003.
- 31. *Public Policy Analysis* (graduate), Spring 2003, Ft. Sill (prepared but canceled).
- 30. *Introduction to Public Administration* (graduate), Fall 2002 (on-line class for on-campus and AP-students).
- 29. *Organizational Culture and Ethics* (graduate), Spring 2002 (Norman), Fall 2003 (Yongsan AB, Korea), Fall 2004 (HSC, Oklahoma City), Spring 2005 (Norman), Spring 2006 (Kadena AB, Okinawa), Fall 2007 (HSC, OKC), Fall 2009 (Norman), Spring 2011 (Norman).
- 28. *Comparative Political Analysis* (graduate), Fall 2001 (Mildenhall AB, England).
- 27. *Organizational Change and Development* (graduate), Summer 2001 (Tinker AFB, prepared but canceled), Fall 2004 (Hickam AFB, Hawaii), Summer 2005 (Tulsa), Fall 2006 (Washington, D.C.), Fall 2007 (OU-Tulsa), Summer 2008 (Mt.Home AFB, Idaho) Fall 2011 (Norman).

26. *Federalism and Intergovernmental Relations* (graduate), Spring 2001.
25. *Functions of Public Management* (undergraduate), Fall 2000.
24. *Pro-seminar/Field-seminar in Public Administration* (Ph.D. course), Fall 2000, Fall 2003, Fall 2006, Spring 2009, Summer 2011.
23. *Comparative Public Policy Analysis* (graduate), Summer 2000 (Geilenkirchen, Germany).
22. *Comparative Administration* (graduate), Spring 2000 (Norman), Spring 2001 (Tulsa), Spring 2002 (Offutt AFB), Summer 2003 (Norman); Spring 2004 (Yokota Air Base, Tokyo), Summer 2004 (Mt. Home AFB), Summer 2006 (Ft. Sill), Spring 2007 (Yongsan AB, Korea), Fall 2007 (SHAPE, Belgium), Spring 2008 (Norman), Fall 2008 (Ramstein, Germany), Spring 2009 (Nellis AFB), Spring 2010 (Hurlburt AFB), Summer 2010 (Ramstein), Fall 2010 (Ft. Sill).
21. *Capstone Public Administration* (undergraduate), Fall 1999, Spring 2005.
20. *Organizations: Design, Structure, Process* (graduate), Fall 1999 (Norman), Spring 2005 (Quantico), Spring 2006 (Norman), Fall 2006 (Ft. Sill), Fall 2010 (Norman).
19. *Human Resource Administration* (graduate), Spring 1999 (Norman), Spring 1999 (Offutt AFB), Summer 1999 (Washington), Fall 1999 (Tulsa), Spring 2000 (Nellis AFB), Fall 2001 (Tulsa), Spring 2002 (Norman), Spring 2003 (Washington, D.C.), Summer 2004 (Tulsa), Fall 2005 (Nellis AFB, Las Vegas), Spring 2008 (Ft. Sill), Fall 2008 (Norman), Summer 2009 (Norman), Spring 2010 (Norman), Spring 2011 (Tulsa).
18. *Human Resource Management* (undergraduate), Spring 1999, Spring 2001, Fall 2002.
17. *Theory of Public Organizations* (undergraduate), Fall 1998, Spring 2000, Spring 2007.
16. *Administration & Society. An Introduction to Public Administration* (undergraduate), Fall 1998, Fall 2001, spring 2008.

*Courses Taught in English at the University of Leiden*

16. *Comparative Public Management* (graduate) May 2014, June 2015, June 2016, June 2017.
15. *European Public Administration and Public Management*, Spring 1998, Leiden (advanced course, Swedish civil servants).
14. *International and Comparative Administration*, Fall 1997, Leiden (advanced course, Swedish civil servants).
13. *The Dutch Administrative System*, Fall 1997, Leiden (advanced course, Indonesian local government officials).
12. *Comparative Public Administration in Europe*, Fall 1996, Master of European Public Administration Program, Leiden (postgraduate).
11. *The Dutch State and Government in Historical Perspective*, Fall 1996, 1997 International Program, Leiden (undergraduate).
10. *Comparative Administrative Systems*, Fall 1995, 1996, 1997, International Program, Leiden (graduate).
9. *International Relations and Organizations*, Fall 1994, International Program, Leiden (with Leurdijk) (graduate).
8. *European Politics, Policies, and Administration*, Rotterdam School of Management, Fall 1993 (with Hoetjes & Toonen) (graduate).
7. *European Public Administration and Public Management in Comparative Perspective*, Fall 1992, Teikyo University Holland in Maastricht (with Toonen) (undergraduate).
6. *Dutch History and Culture from an Administrative Science Perspective*, Fall 1992, 1993, 1994, and 1995, International Program, Leiden (undergraduate).
5. *Institutionalization and the "New States"*, Fall 1990 and 1991, International Program, Leiden (undergraduate).

4. *Institutional Development of Western Nations*, Fall 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997; Spring 1993 in Rotterdam. International Program, Leiden (undergraduate/graduate).
3. *Directed Research*, Fall 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997 International Program, Leiden (undergraduate and graduate).
2. *Policy Analysis*, Fall 1989 and 1990, International Program, Leiden (undergraduate).
1. *International Public Affairs*, September/October 1988, School of Public and Environmental Affairs, Indiana University (undergraduate).

*Courses Taught and Lectures in Dutch (University of Leiden or elsewhere)*

18. *Philosophy of Government and of the Study of Public Administration*, University of Leiden, (graduate) June 2012.
17. *Comparative Public Management*, University of Leiden, (graduate) June 2012, June 2013, May 2014, June 2015, June 2016, June 2017.
16. Guest lectures *Development of Government in the Netherlands*, University of Nijmegen (February 1991, November 1997, February 1998).
15. PhD seminar for all PhD students of the Department of Public Administration (together with De Zwart), 1997-1998 (on research, methodology and progress of projects).
14. *Introduction to Comparative Public Administration*, Spring 1995, Fall and Spring 1995-1996, 1996-1997, 1997-1998, graduate 3rd year).
13. PhD seminar, *Administrative History of the Netherlands*, for the Netherlands Institute of Government, April-May 1995.
12. Guest lectures on *European Integration* for electives, October and November 1993, April 1994, November 1994, April 1995 (graduate).
11. *European Administrative Integration*, Spring 1994 (graduate).
10. Working group, *Foundations and Methodological Problems of Public Administration*, Fall 1992, 1993 (undergraduate).
9. *International and Comparative Public Administration*, 1992-1993, 1993-1994, 1994-1995, 1995-1996, 1996-1997, 1997-1998 (graduate 4th year).
8. PhD seminar, *Institutional Development*, June 1991 - May 1992.
7. Guest lecture, *Bureaucracy and Bureaucratization*, November 28, 1990, November 26, 1991 (graduate).
6. *Research in Policy and Organization*, Spring 1990, 1991 (graduate).
5. *Development Administration: Latin America*, Spring 1990 (graduate).
4. Working groups *Introduction to Public Administration*, Fall 1989, 1990, 1991 (undergraduate).
3. *Introduction to Public Administration*, Fall 1987, 1988 (undergraduate).
2. *Administrative Skills and Formal Logic*, 1985-1986, 1986-1987 (undergraduate).
1. *The Dutch Administrative System*, 1987-1988, 1988-1989, Spring 1991 (graduate).

*Courses and Lectures for Mid-Career Professionals*

a) *Courses taught for Practitioners while at The Ohio State University*

- Young African Leaders Academy, YALI Public Management Institute, June 20 – July 31, 2016; two lectures July 1 (on civic education) and July 7 (on merit and professionalism); one lecture (on civicness), July 5, 2017.
- Ohio Public Safety Leadership Academy, March 31– June 12, 2013; March 31- June 14, 2014; March 16 –

May 30, 2015; March 28 – June 10, 2016; March 29 – June 10 2017; eleven-week program for law enforcement personnel in Ohio organized by the Glenn College; served as instructor of record for the entire program, taught several units (HRM, organization theory, organizational culture and ethics, decision making, human resource management) and graded (since 2016) the graduate experiential learning papers.

b) *Courses since the spring of 1999 for OU's College of Continuing Education*

Organization theory, organizational change and development, organizational culture and ethics, human resource management, comparative government, comparative public policy, and comparative political systems (mainly students employed in the U.S. military, although most classes also had civilians).

c) *Course for OU's College of Liberal Studies*

Foundations of Interdisciplinary Studies (online class; mainly civilian students) (spring 2008 – spring 2012, spring 2014); Cultures of Organizations (online) (spring 2014, fall 2014).

d) *Special courses taught for administrative and political officeholders/appointees, University of Leiden*

- *European Public Administration and Public Management*, Spring 1998, Leiden (advanced course, Swedish civil servants);
- *International and Comparative Administration*, Fall 1997, Leiden (advanced course, Swedish civil servants);
- *The Dutch Administrative System*, Fall 1997, Leiden (advanced course, Indonesian local government officials);
- *International Relations and Organizations*, Fall 1994, International Program, Leiden (with Leurdijk from the Institute for International Studies, Clingendael) (for European diplomats);
- *European Politics, Policies, and Administration*, Rotterdam School of Management, Fall 1993 (with Hoetjes & Toonen) (for Dutch civil servants);
- *European Public Administration and Public Management in Comparative Perspective*, Fall 1992, Teikyo University Holland in Maastricht (with Toonen) (for European civil servants).

e) *Invited Lectures for Practitioner Audiences:*

- (2008) Research in American Public Administration: Topics and Trends. Keynote Speech at the 1<sup>st</sup> Liangzhu Forum, International Conference on 'Governance and Social Responsibility', College of Public Administration, Zhejiang University, Hangzhou. P.R. of China, Oct.31 – Nov.2 (for Chinese local and regional administrative and political officeholders).
- (2008) Trends in American Public Administration and their Meaning for Korean Public Administration. Keynote speaker at conference of the Korean Institute of Public Administration, in celebration of the 60<sup>th</sup> anniversary of the Republic of Korea, August 11 (for Korean political officeholders and civil servants).
- (1998) 3 Lectures (Comparative Political Systems, State and Administrative Traditions, Central-Local Relations), Clingendael Institute for International Relations, group of international civil servants and diplomats from Mozambique, January 20.
- (1997) Lecture 'The Development of the Province in the Dutch State and Administrative System.' Upon the first meeting of the Association of former Members of the Provincial Council of the Province of Utrecht, May 29, Provinciehuis Utrecht.
- (1996) Lecture Erasmus University Rotterdam, Researching civil service systems in comparative perspective + excursion, deputation of civil servants from the Kirghiz Republic (UNDP-sponsored), August 6.
- (1994) Organizer of and opening lecture for study meeting on European integration with lecture by the

- Ambassador of Luxemburg in the Netherlands, June 6 (for Luxemburgian diplomats and civil servants).
- (1994) Lecture Rijksopleidings Instituut, The Hague, The Netherlands governance system between reorganization and reform, 1945-1993, March 7 (for delegation of civil servants from the Republic of Latvia).
  - (1994) Lecture Municipal Archive The Hague, De gemeente georganiseerd? Bestuurlijke ontwikkeling in archiefbestanden (= Organizing municipalities. Administrative development in archival records), February 17 (for archivists).
  - (1994) Organizer of and lecture during study day at the Institute of Social Studies in The Hague, delegation from Yemen chaired by Deputy-Minister Mr. Mohamed Saeed Abdullah, Ministry of the Civil Service, The Netherlands governance system: between reorganization and reform, 1945-1993, January 6 (for Saudi Arabian civil servants).
  - (1993) Lecture Rijksopleidings Instituut, The Hague, Territorial and functional reorganization in the Netherlands, November 25 (for Dutch civil servants).
  - (1992) Speech, for presentation of book on Local Government History, Bank of Dutch Municipalities, Sept.4 (for Dutch civil servants).
  - (1992) Lecture, for the Constitutional Committee of the Finnish Parliament, The Hague, Finnish Embassy, March 2, about the role of parliament in an integrated Europe (for Finnish political officeholders and civil servants).
  - (1992) Lecture, European Integration and the Public Services of the Member States: A Comparative Approach, Brussels, February 28 (for top civil servants of the Belgian government).
  - (1991) Lecture, for the Chinese Ministry of Personnel: Dutch Government: Structure and Functioning, The Hague, October 1991 (for Chinese civil servants).
  - (1991) Lecture, Dutch Government: Planning and Zoning, The Hague, September 15 (for a Kenyan governmental delegation, UNDP sponsor).
  - (1991) Lecture, the Royal Zeeland Society of Sciences: The Waterboard: Decision-Making in Two Zeeland Cases, April 24 (for waterboard administrators).

#### **Other Educational Activities**

- guest lecture PA 6060 (Managing Human Resources in Public Organizations). John Glenn College, on organizational ethics (April 12 and 14, 2016).
- guest lecture PA 8000 (Public Policy and Management: Foundations and Approaches), John Glenn School, on comparative public management (November 16, 2012; November 5, 2014; December 9, 2015).
- guest lecture Psc 3243: Health Policy (OU, Givel) (April 6, 2010).
- guest lecture - PUAD 5343-001: Training and Learning (Department of Political Science, Texas Tech, Lubbock, March 6, 2006)
- guest lecture in Psc 3133: Politics and Public Administration (OU, Hill) on development of American personnel system and civil service hierarchy (February 1, 2005).
- guest lecture in Psc 3183, Politics of Government Budgeting (OU, Krutz), on development of budgeting (15 September 2004).
- guest lecture in Psc 4063, Comparative Public Policy (OU, Tao), on welfare policies (March 1, 2004).
- guest lecture in Psc 4213, Regulatory Policy (OU, Givel), on comparative policies regarding measures to reduce use of dirty needles by drug addicts (March 3, 2004).
- guest lecture, Psc 2223, Making Public Policy (OU, Franklin), on policy formation (January 19, 2003).
- guest lecture, Psc 2173, Administration & Society (OU, Franklin), on democratic accountability and



administrative discretion (October 9, 2003).

- guest lecture, Psc 5103, Organizational theory (OU, Hill), on bureaucracy (October 15, 2001).
- guest lecture, Psc 3623, 'Colonial administration in comparative perspective' (Politics of Transitional Areas, OU, Sloan) (February 9, 2000).
- Brown bag lunch series on the Identity of Public Administration, five meetings for PhD-students in preparation of the comprehensive exams, February-March 2000 (organized with Rosenthal).

### **Ph.D. and MPA Supervision**

- fall 2017: member Ph.D. committee Lathania Brown, Glenn College, OSU
- spring 2017- present: member Ph.D. committee Jan Vogler, Duke University
- fall 2016 – spring 2017: chair MPA-thesis Ellen van Reemst, University of Leiden
- fall 2013 – summer 2016: member Ph.D. committee Lauren Bailes, College of Education, OSU
- fall 2014 - spring 2016: member Ph.D. committee Lisa Fern, College of Engineering, OSU
- since August 2015: Member Ph.D. Committee Jeremy Luke, College of Education, OSU
- since fall 2015: chair Ph.D. committee James Comeaux, Glenn College, OSU
- fall 2014 – fall 2016: member Ph.D. committee Jongsoo Park, Glenn College, OSU
- summer 2014 - 2015: member Ph.D. committee James Low, Australia National University
- fall 2015-spring 2016: chair MPA-thesis Viktor Tomov, University of Leiden
- fall 2014: chair MPA-thesis Erwin Zwart, University of Leiden
- since spring 2013: MPA-thesis Reinier Geijtenbeek, University of Leiden
- spring 2013: MPA-thesis Fiona van Beek, University of Leiden
- since May 2013: member Ph.D. committee Rudy Hightower, Glenn College, OSU
- since summer 2013: chair Ph.D. committee Alex Roberts, Glenn College, OSU
- fall 2012 - fall 2013: chair MPA-thesis Marit Bakker, Lotte Helder, University of Leiden
- spring 2012 – summer 2016: member Ph.D committee Hae Na Kim, College of Education, OSU
- Spring 2013 defense: member Ph.D. committee Yun-Hsiang Hsu, Glenn College, OSU
- Spring 2013 defense: member Ph.D. committee Roy Heidelberg, Glenn College, OSU
- Fall 2013 defense: member Ph.D. committee Michel Hoenderboom, Free University of Amsterdam
- Spring 2013 defense: member Ph.D. committee Toon Kerkhof, University of Leiden
- Fall 2011: co-reviewer for the Ph.D. dissertation of Christian Rosser, University of Bern, Switzerland
- Spring 2011: nine students, OU, MPA-papers of community needs assessments.
- University of Leiden, member Ph.D. opposition committee of Casper van den Berg, defended January 20, 2011.
- MPA-papers, eight students, as part of a National Issues Forums on immigration, Oklahoma Fall 2010 (total of six forums, final report for the Kettering Foundation in January 2011).
- University of Utrecht, member Ph.D. committee of Jeroen van Bockel, defended October 23, 2009.
- University of Leiden, referee in Ph.D. committee of Alexander Kotchegura (University of Moscow), defended November 19, 2008.
- OU: member of PhD-committee in the College of Education (chaired by Sarah Beach) (2004-2007).
- OU: member of seven PhD-committees in the AP German cohort 2008-9 (chaired one).
- OU: committee member for several on-campus Ph.D.-students.
- Chair, Ph.D. Committee for Kwang-Hoon Lee (2003-2011), OU
- Supervisor of three PhD students (with Theo A.J. Toonen) in project on development of water-management in

the Netherlands (1991-1996); PhD-coordinator of the Department of Public Administration, University of Leiden (1997-1998).

- Together with Professor Theo Toonen, application for and management of a grant from the Dutch National Science Foundation for a four-year research project on the institutional development of waterboards in the Netherlands (since 1991: three PhD students).
- co-chair (with Prof. Theo A.J. Toonen) Ph.D.-dissertation by Birgitta Dörfing on bureaucratization in the 17th and 18th centuries in the Department of Public Administration, University of Leiden (1995-1997);
- co-chair (with Prof. Simon Groenveld) Ph.D.-dissertation by Pieter Wagenaar on bureaucratization of Dutch waterboards in 17<sup>th</sup> and 18<sup>th</sup> centuries in the Department of History, University of Leiden (2000).
- member Ph.D.-committee for study on water-management in the 19th century in the Department of History, University of Leiden (1997) (Chair: Prof. H. de Vries);
- member Ph.D.-committee European University in Florence for comparative study by Marleen Brans on pay of elected officials in the Belgium and The Netherlands in the 19<sup>th</sup> and 20<sup>th</sup> centuries (1999) (Chair: Prof. Jean Blondel, European University Florence);
- Member of Expert Panel in research project (1998-2003) at University of Leiden: The Renaissance of Public Administration. An Interdisciplinary Project on the Foundations of Administrative Thought, principal researcher dr. Mark R. Rutgers. Other expert panel members: prof. A. Hans G.M. Bekke (Netherlands), prof. Thijs G. Drupsteen (Netherlands), prof. Jens J. Hesse (Germany), prof. Erk Volkmar Heyen (Germany), prof. Edward C. Page (United Kingdom), prof. Richard J. Stillman II (United States), prof. Uri Rosenthal (Netherlands), prof. Gary L. Wamsley (United States).

#### **Professional Memberships**

1. Member, Dutch Society of Public Administration (1984-1998).
2. Member, European Group of Public Administration (1986-1998).
3. Member, "History of Administration" working group, International Institute of Administrative Sciences (since 1990).
4. Member, American Society for Public Administration (since 1996).
5. Member, International Political Science Association (2000-2007).
6. Member, American Political Science Association (since 2000-2010).

#### **Awards/Honors**

- 2016. Friendship 7 Individual Faculty Award, John Glenn College of Public Affairs.
- 2015. Keynote lecture for the *Congreso Chilena de Administracion Pública*, Rancagua, Chile, November 4, "The Epistemological Status of the Study of Public Administration: Its Intellectual Identity as Scholarship and Science."
- 2014. Fellow, National Academy of Public Administration.
- 2013. Keynote speech at the annual conference of the Korean Social Science Research Council, Seoul, South Korea, May 16, "Convergence of Disciplines for Global and Public Problem Solving: Necessities and Possibilities."
- 2012. Opening speech at the annual conference of the Institute of Public Administration Australia, Melbourne, September 18, "Napoleon as Administrative Reformer."
- 2012. Chester A. Newland Presidential Citation of Merit, American Society for Public Administration.

- 2011. Speaker for the Ferrel Heady Roundtable (presentation title: How Geography, Familiarity, Methods and Approaches Fragment Comparative Research) during the Annual Conference of the American Society for Public Administration, Section for International and Comparative Administration, April 10, 2010; March 13, 2011.
- 2008. Keynote speaker at the first international Lianzhu conference, Hanzhou, P.R. of China, November 2.
- 2008. Keynote speaker at conference of the Korean Institute of Public Administration in celebration of the 60<sup>th</sup> anniversary of the founding of the Republic of Korea, August 11.
- 2007. Keynote speaker at a study day on the future of the study of public administration, organized by the Social Scientific Council of the Royal Dutch Academy of Sciences, Trippenhuys, Amsterdam, June 22.
- 2006. Lecture in the Spring Speaker Series at the Department of Political Science, Texas Tech University, Lubbock, Topic: the Identity of Public Administration (in Relation to Political Science), March 6.
- 2003. Lecture at Seoul National University, Korea, September 18.
- 2003. Lecture at American University, Washington D.C., April 14.
- Financial support (\$ 3,000.-) (course release time or professional development) by College of Arts and Sciences for development of web-delivered course program in academic year 2002-2003.
- National Program Committee for ASPA's annual conference in Phoenix, AZ, March 2002, and in Philadelphia, March 2003.
- Visiting professor, Pioneer Project 'The Renaissance of Public Administration, Department of Public Administration, University of Leiden, June 6 - July 3, 2001.
- Presidential International Travel Fellowship, OU, April 2000.
- Senior Scholar Session, 60<sup>th</sup> annual conference of the American Society of Public Administration, April 10-14, 1999, Orlando, FL.
- 1998. Outstanding Academic Book, *Choice* (October 1998), Journal of the American Library Association (for *Handbook of Administrative History*).

### Other Activities

- Teaching friends classical guitar 1979-1989.
- Secretariate (1977-1983) and Chairman (1983-1993) of a Youth Association (4 groups with 750 members in total: scouting, gymnastics, hobby-club, young adults society) in the city of The Hague, The Netherlands.
- Member of the Church Council of the American Protestant Church in The Hague (1996-1998).
- Musical performance for the Friday assembly of Washington Elementary, Norman, OK (2001 - 2004; four times).
- Title I committee member 2004-05, Washington Elementary, Norman OK, preparation for a federal grant and evaluating student and parent surveys.
- Performance as Captain Von Trapp in the production of the *Sound of Music*, Sooner Theatre, Norman, OK, Sept/Oct. 2005.
- Musical performance at the Christmas luncheon of the staff of College of Continuing Education, OU, December 20, 2005; December 16, 2006; December 21, 2011.
- Served as stage crew for the production of *Willie Wonka and the Chocolate Factory*, May 9-16, 2009, Irving Middle School, Norman, OK (building and dismantling the stage set) (12 hours);
- Served as narrator, camp dad, and cleaner for the production of *Beauty and the Beast*, Sooner Theatre, Norman, Oklahoma, June 19-28, 2009 (45 hours).

# MEMORANDUM OF UNDERSTANDING

<b>College:</b>	John Glenn College of Public Affairs
<b>Department:</b>	same
<b>Faculty director:</b>	Trevor Brown
<b>Primary contact, if different from faculty director:</b>	Kathleen Hallihan
<b>Fiscal officer:</b>	Andrea Garringer
<b>Marketing director:</b>	TBD
<b>Enrollment contact for state authorization compliance:</b>	Rob Greenbaum
<b>Additional colleges/contacts:</b>	David Landsbergen Brittany Miller

<b>Name of program:</b>	Master of Public Management and Leadership	
<b>Approval process (change in delivery or new program):</b>	New Program	
<b>Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:</b>	No.	
<b>Total credit hours:</b>	32-33	
<b># of courses to be created:</b>	8 new courses, 16 courses that are in existence and need to be converted	
<b># of courses already in an online format that need ODEE review:</b>	1 ( Plus, 4 of the 16 existing courses are in hybrid formats)	
<b># of anticipated students:</b>	1 cohort of 20 to start,, eventually 2 cohorts of 30-40 (so 60-80 total over time per year)	
<b>State authorization:</b>	For this program, does your college plan to do any of the following outside of Ohio? Yes/No	
	Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)	No.
	Recruit students (either occasionally or consistently)	Yes.
	Conduct soliciting, marketing or advertising	Yes.
	Employ full time and/or adjunct faculty (1099/W-2)	Yes.
	Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face)	Yes.
	Have contracts or agreements to provide services to students, such as proctored exams	No.
	Have partnerships with educational institutions	No.



Office of  
**Distance Education  
and eLearning**

<i>Course Name</i>	<i>Faculty Lead</i>	<i>OAA Approved for Online Delivery</i>	<i>Developed</i>	<i>Delivered</i>	<i>5 Hour Review (semester immediately following first delivery)</i>	<i>Reviewed (every 3 years)</i>
<b>Example: Principles of Basic Science</b>	<b>J. Smith</b>	<b>AU16</b>	<b>AU16</b>	<b>SP17</b>	<b>SU17</b>	<b>SU19</b>
<b>PUBAFRS 6051 : Intro to PA and Orientation to Program</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 6045: Fundamentals of Budgeting &amp; Financial Admin.</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 6075: Data, Models &amp; Evaluation</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 7990: Capstone</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 6055: Judgment in Managerial Decision-Making</b>	<b>D. Landsbergen</b>	<b>(new course)</b>				
<b>PA 5506: Administration of Criminal Justice Policy</b>	<b>Andrea Headley</b>	<b>(new course)</b>				
<b>SOC 5XXX Evidence Based Practice</b>	<b>Paul Bellair (Sociology)</b>	<b>(new course)</b>				
<b>SOC 5XXX Offender Decision Making and Prisoner Reentry</b>	<b>Paul Bellair</b>	<b>(new course)</b>				



PA 7507 CJ Policy	Andrea Headley	(existing in-person course)				
PA 7508 Juvenile Justice System Policy	Andrea Headley	(new course)				
PA 7557: Strategic management	D. Landsbergen	(existing in-person course)				
PA 7550: Contract Management	D. Landsbergen	(existing in-person course)				
PA 7554: Performance Management	D. Landsbergen	(existing in-person course)				
PA 7555: Project Management	D. Landsbergen	(existing in-person course)				
PA 6000: Policy Formulation and Implementation	D. Landsbergen	(existing hybrid course)				
PA 6030: Public Sector Economics	D. Landsbergen	(existing hybrid course)				
PA 6080: Program Evaluation	D. Landsbergen	(existing hybrid course)				
PA 5570: Risk Analysis	D. Landsbergen	(existing in-person course)				
PA 7553: Nonprofit Mgt. and Governance	Tentative	(existing in-person course)				
PA 7533: Nonprofit Financial Management	Tentative	(existing in-person course)				
PA 5590: Fundraising & Philanthropy for	Tentative	(existing in-person course)				

Nonprofit Orgs						
PA 5592: Marketing for Nonprofit Organizations	Tentative	(existing in-person course)				
PA 6040: Public Budgeting & Finance	J. Landers	(existing on-line course to be reviewed)				

<b>Colleges entering into this agreement will:</b>
Secure approval from the following, where applicable: <ul style="list-style-type: none"> <li>• Graduate School</li> <li>• Council on Academic Affairs (CAA)</li> <li>• University Senate</li> <li>• Board of Trustees</li> <li>• Department of Higher Education</li> </ul>
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) <ul style="list-style-type: none"> <li>• Incur the costs for your program specific advertising</li> <li>• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)</li> </ul>
Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable <ul style="list-style-type: none"> <li>• Notify ODEE of states/countries where they would like to enroll students</li> <li>• Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations</li> </ul>
Collaborate with ODEE on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> <li>• OSU identity/branding guidelines</li> <li>• Carmen course template providing students with effective navigation and online course expectations, etc.</li> <li>• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery</li> <li>• Utilize Quality Matters principles in course design</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul>
Work with faculty on the workload assignment
Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy
Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.) <ul style="list-style-type: none"> <li>• Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE</li> </ul>
Collaborate with ODEE to review and update courses every three years.
Provide at least one required student participation activity each week in a course <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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.
<b>ODEE entering into this agreement will:</b>
Administer state authorization program <ul style="list-style-type: none"> <li>• Necessary to ensure program meets federal student financial aid guidelines</li> <li>• Communicate with the colleges the status of approved state authorizations</li> </ul>
Collaborate with the college on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> </ul>



<ul style="list-style-type: none"> <li>• OSU identity guidelines</li> <li>• Course templates providing students with effective navigation and online course expectations, etc.</li> <li>• Placing course content materials into mutually agreed upon formats and technologies for distance delivery</li> <li>• Utilize Quality Matters principles in course design</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul>
Provide instructional designer production time
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 every three years
Collaborate with course instructors to provide at least one required student participation activity each week in a course <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Provide distance education faculty and students access to: <ul style="list-style-type: none"> <li>• An OCIO managed Tier 1 help desk for ODEE/OCIO provided tools/services</li> </ul>
Provide OSU online program advertising <ul style="list-style-type: none"> <li>• Two minute program specific introductory video</li> <li>• Consult with college marketing on strategies for program specific advertising</li> <li>• Program included in general OSU online marketing strategy</li> <li>• Marketing will only be conducted in states/countries in which the program has been authorized</li> </ul>
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.

\*Products and services used will be held to each service level of agreement.

<b>MOU created by:</b>	Kathleen Hallihan	
<b>MOU approved by:</b>	<b>Mike Hofherr, Vice President and Chief Information Officer:</b>	<b>Date:</b> 2.2.18
	<b>Dean, College:</b>	<b>Date:</b> 1/29/2018
	<b>Fiscal Officer, College:</b>	<b>Date:</b> 1/29/2018

\*Please review and attach program revenue projection worksheet.

Office of Distance Education and eLearning (ODEE)  
Distance Education Program Revenue Projection - DRAFT

College:	John Glenn College of Public Affairs
Program Name:	Master of Public Administration and Leadership (MPAL)

01/31/18

Number of Courses:	10
Total Credit Hours:	30-33
Rank:	Graduate
Residency (In/Out State Split)	

Rank	1st Year	2nd Year	3rd Year	4th Year	5th Year
<b>Graduate</b>					
# of Courses	10 Courses	10 Courses	10 Courses	10 Courses	10 Courses
# of Students	20 Students	40 Students	40 Students	60 Students	80 Students
# of Credit Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours
Total Credit Hours of Instruction	640.0 hours	1,280.0 hours	1,280.0 hours	1,920.0 hours	2,560.0 hours
<b>Instructional Fee</b>					
Fees - Effective Rates	\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34
State Subsidy	\$407.33	\$407.33	\$407.33	\$407.33	\$407.33
Projected Fees	\$322,030	\$966,090	\$1,288,120	\$1,610,140	\$1,610,140
Projected Subsidy	\$0	\$0	\$0	\$0	\$0
Projected Revenue Generated	\$0	\$322,030	\$966,090	\$1,288,120	\$1,610,140
Marginal Revenue	\$0	\$322,030	\$644,060	\$822,030	\$322,030
Support Units Tax rate	24%	24%	24%	24%	24%
Support Units Tax	\$0	\$77,290	\$154,570	\$77,290	\$77,280
Cumulative Support Units Tax	0	77,290	231,860	309,150	386,430
Net Margin	\$0	\$244,740	\$489,490	\$544,740	\$244,740
Colleges Share %	70%	70%	80%	80%	80%
Colleges Share - Annual PBA	\$0	\$171,320	\$391,580	\$195,790	\$195,790
Colleges Share (Cumulative Cash Generated)	\$0	\$171,320	\$562,910	\$758,700	\$954,490
ODEE Share %	30%	30%	20%	20%	20%
ODEE Share Annual PBA	\$0	\$73,420	\$97,890	\$48,940	\$48,940
ODEE Share (Cumulative Cash Generated)	\$0	\$73,420	\$171,310	\$300,250	\$349,190
<i>Current Budget Model:</i>					
SSA 1 - Student Service Assessment 1 - UG - \$116.12	\$0	\$0	\$0	\$0	\$0
SSA 2 - Student Service Assessment 2 - Grad - \$492.26	\$157,520	\$472,570	\$630,090	\$787,670	\$787,670
SSA 3 - Student Service Assessment 3 - \$4.36	\$1,400	\$4,190	\$5,580	\$6,980	\$6,980
Total Current Assessments	\$0	\$158,920	\$476,760	\$635,670	\$794,650
College Assessment savings under new model	\$0	\$85,500	\$305,450	\$415,420	\$525,410

Assumptions:

No other Student Services Assessments would apply to Colleges under this model.  
The Distance Education assessment applies to marginal revenues.  
The Distance Education assessment only apply to students who are 100% distance Ed.  
No inflationary adjustments is taken for instructional fees.  
The projected numbers in this model are best estimates and the actual allocations might be slightly different.

Revenue and Assessments Calculation is based on the following current FY18 rates:

Fees	
Subsidy	
Undergraduate	\$399.58
Graduate	\$1,006.34
	\$407.33

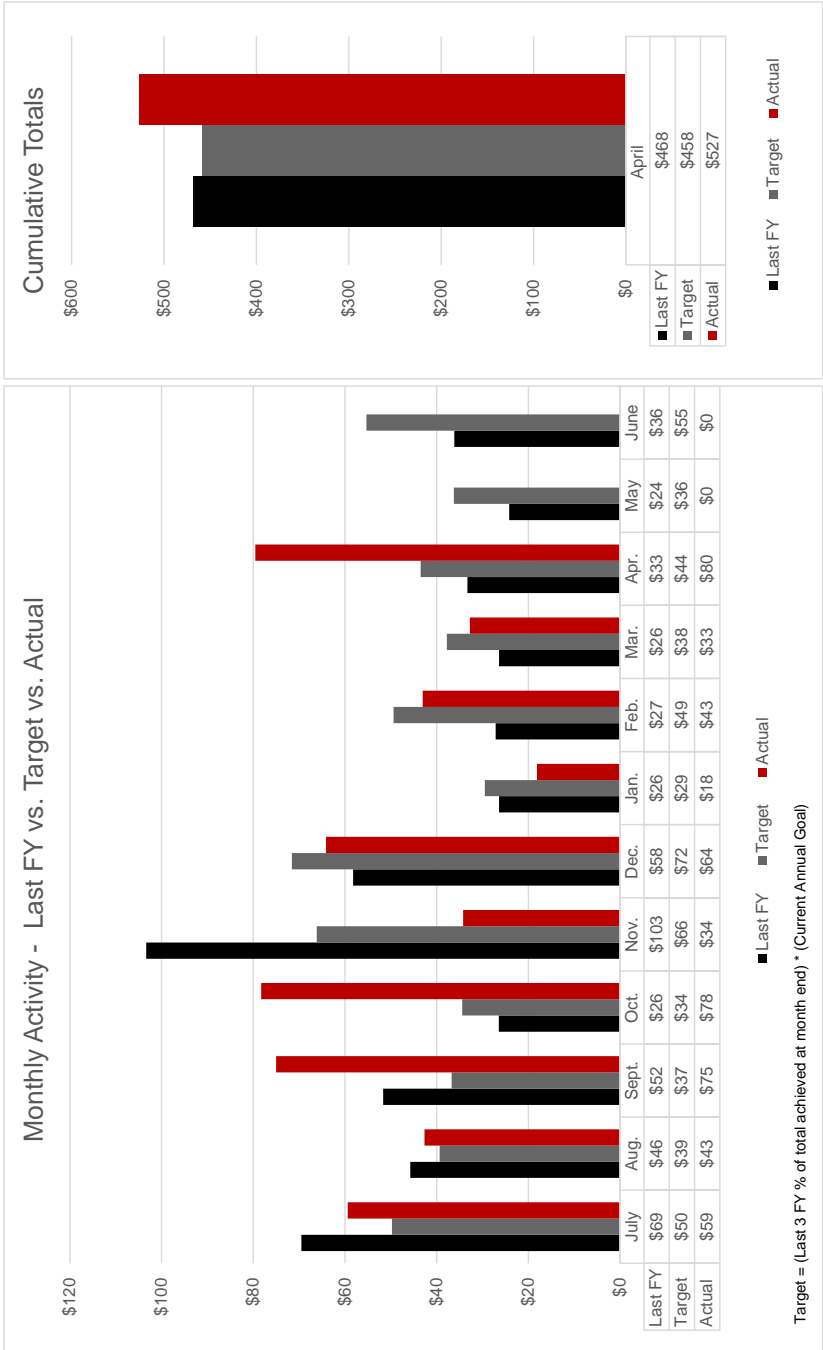


**THE OHIO STATE UNIVERSITY**

FY2018 New Fundraising Activity Report  
**Monthly Activity**  
 7/1/2017 through 4/30/2018

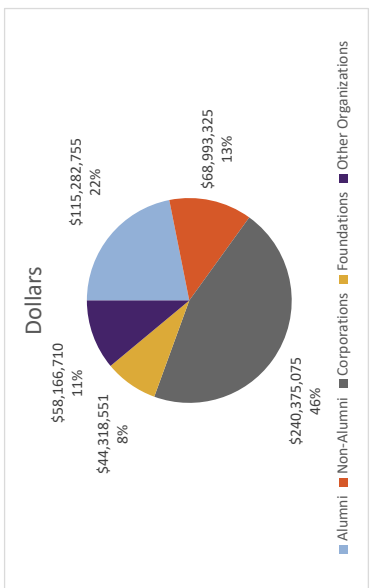
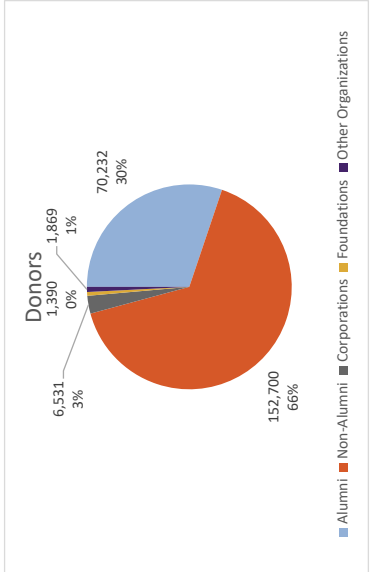
June 8, 2018, Board of Trustees meeting

(APPENDIX LXXIX)





	7/1/2017 - 4/30/2017		7/1/2017 - 4/30/2018		% Change	
	Donors	Dollars	Donors	Dollars	Donors	Dollars
<b>Individuals</b>						
Alumni	70,232	\$115,282,755	72,829	\$86,720,669	-4%	33%
Non-Alumni	152,700	\$68,993,325	151,461	\$52,218,644	1%	32%
	<b>222,932</b>	<b>\$184,276,080</b>	<b>224,290</b>	<b>\$138,939,313</b>	<b>-1%</b>	<b>33%</b>
<b>Organizations</b>						
Corporations	6,531	\$240,375,075	6,828	\$125,813,765	-4%	91%
Foundations	1,390	\$44,318,551	1,197	\$144,279,831	16%	-69%
Other Organizations	1,869	\$58,166,710	1,977	\$59,146,320	-5%	-2%
	<b>9,790</b>	<b>\$342,860,337</b>	<b>10,002</b>	<b>\$329,239,917</b>	<b>-2%</b>	<b>4%</b>
<b>Grand Total</b>	<b>232,722</b>	<b>\$527,136,417</b>	<b>234,292</b>	<b>\$468,179,229</b>	<b>-1%</b>	<b>13%</b>

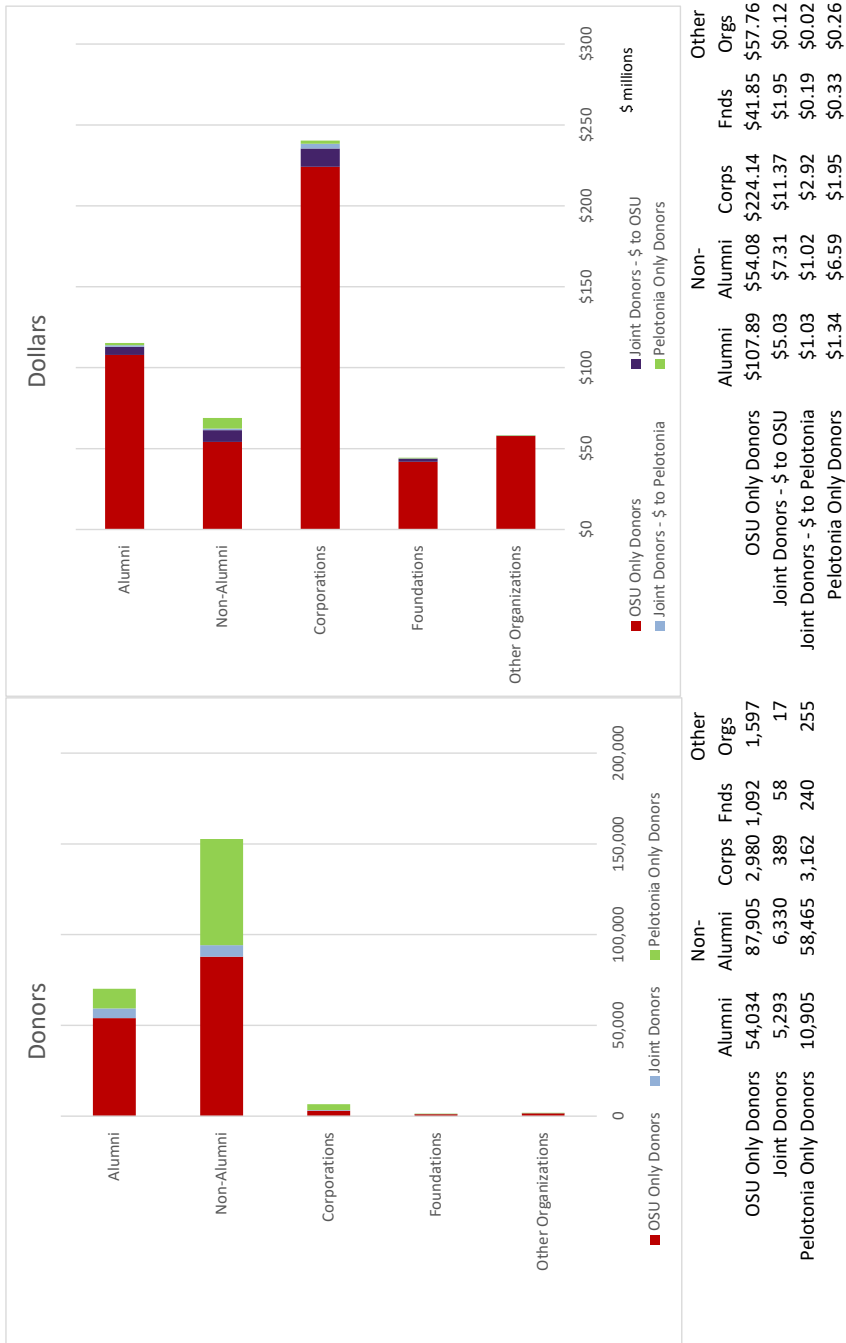




**THE OHIO STATE UNIVERSITY**

FY2018 New Fundraising Activity Report  
**Activity by Donor Type - Pelotonia Impact**  
 7/1/2017 through 4/30/2018

June 8, 2018, Board of Trustees meeting



University	Alumni	Non-Alumni	Corporations	Foundations	Organizations	Other	Total	Goal	% Achieved	vs. Target
<b>Colleges</b>										
Arts and Sciences (College of)	\$15,382,707	\$7,064,312	\$29,970,418	\$2,838,238	\$7,965,436	\$63,221,113	\$40,000,000	\$40,000,000	158%	75%
Business (Fisher College of)	\$15,033,044	\$315,864	\$4,468,989	\$635,062	\$237,725	\$20,680,683	\$22,000,000	\$22,000,000	94%	11%
Education and Human Ecology (College of)	\$2,194,331	\$156,973	\$1,562,438	\$872,134	\$5,612,979	\$9,000,000	\$9,000,000	\$9,000,000	62%	-21%
Engineering (College of)	\$6,552,362	\$752,801	\$20,717,226	\$881,114	\$9,788,786	\$39,682,289	\$70,000,000	\$70,000,000	55%	-28%
Food, Agricultural and Enviro Sciences (College of)	\$8,593,997	\$1,128,508	\$7,818,036	\$1,752,837	\$7,088,053	\$26,381,431	\$30,000,000	\$30,000,000	88%	5%
Law (Michael E. Moritz College of)	\$996,575	\$238,564	\$338,564	\$4,885,229	\$398,557	\$6,591,500	\$6,000,000	\$6,000,000	110%	27%
Public Affairs (John Glenn College of)	\$145,251	\$66,402	\$23,009	\$76,805	\$363,343	\$1,500,000	\$1,500,000	\$1,500,000	18%	-65%
Social Work (College of)	\$583,103	\$46,096	\$233,538	\$144,379	\$211,827	\$1,218,943	\$1,500,000	\$1,500,000	81%	-2%
<b>Colleges</b>	<b>\$49,461,372</b>	<b>\$9,613,530</b>	<b>\$65,022,216</b>	<b>\$12,216,538</b>	<b>\$26,429,323</b>	<b>\$162,762,780</b>	<b>\$180,500,000</b>	<b>\$180,500,000</b>	<b>90%</b>	<b>7%</b>
<b>Regional Campuses</b>										
OSU Lima	\$276,016	\$52,712	\$30,579	\$1,500	\$2,190	\$362,997	\$540,000	\$540,000	67%	-16%
OSU Mansfield	\$25,028	\$468,891	\$9,937	\$88,897	\$14,064	\$616,618	\$900,000	\$900,000	123%	40%
OSU Marion	\$608,373	\$32,785	\$65,342	\$58,727	\$17,652	\$767,879	\$900,000	\$900,000	96%	13%
OSU Newark	\$343,685	\$389,283	\$1,200	\$164,566	\$23,000	\$940,733	\$900,000	\$900,000	118%	34%
<b>Regional Campuses</b>	<b>\$1,254,102</b>	<b>\$953,671</b>	<b>\$127,058</b>	<b>\$323,490</b>	<b>\$23,906</b>	<b>\$2,688,227</b>	<b>\$2,640,000</b>	<b>\$2,640,000</b>	<b>102%</b>	<b>18%</b>
<b>Academic Support Units</b>										
Alumni Association	\$1,335,974	\$138,651	\$119,503	\$57,374	\$45,284	\$1,686,786	\$3,000,000	\$3,000,000	57%	-27%
Athletics	\$21,535,691	\$7,698,066	\$13,356,680	\$5,157,979	\$635,750	\$48,374,167	\$65,000,000	\$65,000,000	74%	-9%
Libraries	\$2,329,594	\$4,381,947	\$115,081	\$646,757	\$83,580	\$7,556,959	\$5,000,000	\$5,000,000	151%	68%
Scholarship and Student Support	\$10,611,649	\$658,459	\$25,418,223	\$1,128,834	\$3,080,747	\$40,897,913	\$36,000,000	\$36,000,000	114%	30%
Student Life	\$559,683	\$406,704	\$309,843	\$220,028	\$82,941	\$1,572,840	\$3,200,000	\$3,200,000	49%	-34%
University-wide Fundraising	\$1,611,567	\$710,889	\$92,676,457	\$449,410	\$897,847	\$96,646,270	\$73,860,000	\$73,860,000	131%	47%
Wexner Center for the Arts	\$271,819	\$228,893	\$244,970	\$2,175,862	\$28,870	\$2,960,515	\$5,500,000	\$5,500,000	54%	-30%
WOSU Public Stations	\$1,922,170	\$2,604,654	\$979,623	\$513,045	\$1,708,957	\$7,728,950	\$9,000,000	\$9,000,000	86%	-3%
<b>Academic Support Units</b>	<b>\$40,172,148</b>	<b>\$16,818,665</b>	<b>\$133,520,322</b>	<b>\$10,349,289</b>	<b>\$6,563,876</b>	<b>\$207,424,399</b>	<b>\$200,660,000</b>	<b>\$200,660,000</b>	<b>103%</b>	<b>20%</b>
<b>Medical and Health Sciences</b>										
<b>Wexner Medical Center</b>										
Cancer (James / Solove)	\$9,404,011	\$17,802,128	\$30,226,967	\$5,769,926	\$6,750,864	\$69,953,296	\$70,000,000	\$70,000,000	100%	17%
Heart (Ross)	\$316,538	\$10,918,361	\$428,654	\$346,100	\$591,860	\$12,601,513	\$12,000,000	\$12,000,000	105%	22%
Medical Center (Wexner)	\$1,166,941	\$2,231,610	\$4,008,514	\$194,610	\$7,919,591	\$17,172,968	\$24,000,000	\$24,000,000	72%	-12%
Medicine (College of)	\$2,049,270	\$948,305	\$1,381,893	\$766,083	\$2,543,370	\$7,688,621	\$15,000,000	\$15,000,000	51%	-32%
Neurosciences	\$340,894	\$1,998,410	\$1,157,628	\$131,610	\$2,651,572	\$7,464,688	\$9,000,000	\$9,000,000	83%	0%
<b>Wexner Medical Center</b>	<b>\$13,279,254</b>	<b>\$33,898,613</b>	<b>\$37,200,756</b>	<b>\$10,044,924</b>	<b>\$20,457,258</b>	<b>\$114,881,005</b>	<b>\$130,000,000</b>	<b>\$130,000,000</b>	<b>88%</b>	<b>5%</b>
<b>Health Sciences Colleges</b>										
Dentistry (College of)	\$2,624,533	\$61,143	\$518,995	\$344,339	\$254,245	\$3,803,254	\$7,000,000	\$7,000,000	54%	-29%
Nursing (College of)	\$934,519	\$181,837	\$75,234	\$3,316,366	\$917,774	\$5,325,730	\$5,000,000	\$5,000,000	107%	23%
Optometry (College of)	\$197,160	\$151,091	\$718,812	\$106,550	\$303,413	\$1,377,026	\$1,600,000	\$1,600,000	86%	3%
Pharmacy (College of)	\$682,638	\$153,773	\$995,946	\$308,383	\$1,215,729	\$3,356,469	\$4,600,000	\$4,600,000	73%	-10%
Public Health (College of)	\$394,483	\$34,395	\$158,115	\$5,348,343	\$1,107,901	\$7,043,238	\$2,900,000	\$2,900,000	352%	269%
Veterinary Medicine (College of)	\$6,262,547	\$7,226,407	\$2,037,621	\$1,960,529	\$987,184	\$18,474,288	\$16,000,000	\$16,000,000	115%	32%
<b>Health Sciences Colleges</b>	<b>\$11,095,879</b>	<b>\$7,708,646</b>	<b>\$4,504,722</b>	<b>\$11,384,510</b>	<b>\$4,686,247</b>	<b>\$39,380,005</b>	<b>\$36,200,000</b>	<b>\$36,200,000</b>	<b>109%</b>	<b>25%</b>
<b>Medical and Health Sciences</b>										
<b>Medical and Health Sciences</b>	<b>\$24,375,133</b>	<b>\$41,607,459</b>	<b>\$41,705,478</b>	<b>\$21,429,434</b>	<b>\$25,143,506</b>	<b>\$154,261,010</b>	<b>\$166,200,000</b>	<b>\$166,200,000</b>	<b>93%</b>	<b>9%</b>
<b>Grand Total</b>	<b>\$115,282,755</b>	<b>\$68,993,325</b>	<b>\$240,375,075</b>	<b>\$44,318,551</b>	<b>\$58,166,710</b>	<b>\$527,136,417</b>	<b>\$550,000,000</b>	<b>\$550,000,000</b>	<b>96%</b>	<b>13%</b>
										<b>Year to Date Target</b>
										<b>83%</b>

Target = (Last 3 FY % of total achieved at month end) \* (Current Annual Goal)



**Activity - Complex Giving**

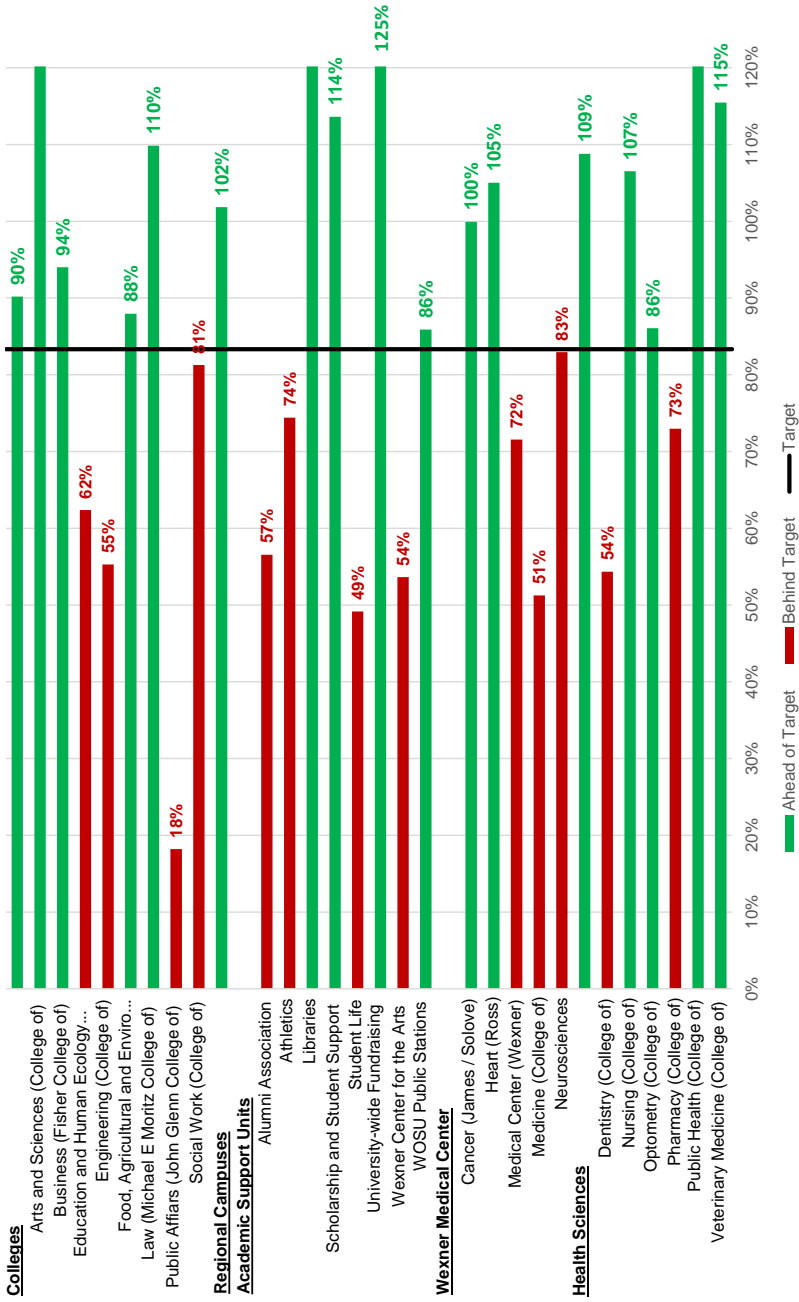
7/1/2017 through 4/30/2018

	7/1/2017 - 4/30/2018		7/1/2016 - 4/30/2017		% Change	
	Donors	Dollars	Donors	Dollars	Donors	Dollars
<b>Outright Gifts</b>						
Securities	473	\$3,457,880	476	\$4,645,294	-1%	-26%
Real Estate	1	\$84,450	1	\$427,000	0%	-80%
Gifts-in-Kind	952	\$9,585,253	782	\$10,960,058	22%	-13%
<b>Total New Activity</b>	<b>1415</b>	<b>\$13,127,583</b>	<b>1,247</b>	<b>\$16,032,351</b>	<b>13%</b>	<b>-18%</b>
<b>Planned Gifts</b>						
Charitable Trusts & Gift Annuities	33	3,407,104	30	3,251,314	10%	5%
Binding Donor Advised Funds	3	16,979,506	1	70,000,000	200%	-76%
Estate Commitments	263	81,047,387	231	33,065,554	14%	145%
<b>Total New Activity</b>	<b>299</b>	<b>\$101,433,998</b>	<b>258</b>	<b>\$106,316,868</b>	<b>16%</b>	<b>-5%</b>
<b>Grand Total</b>	<b>1,701</b>	<b>\$114,561,580</b>	<b>1,502</b>	<b>\$122,349,219</b>	<b>13%</b>	<b>-6%</b>

NOTE: donors may give through multiple gift types but are only counted once in totals



### Activity by Unit - Progress

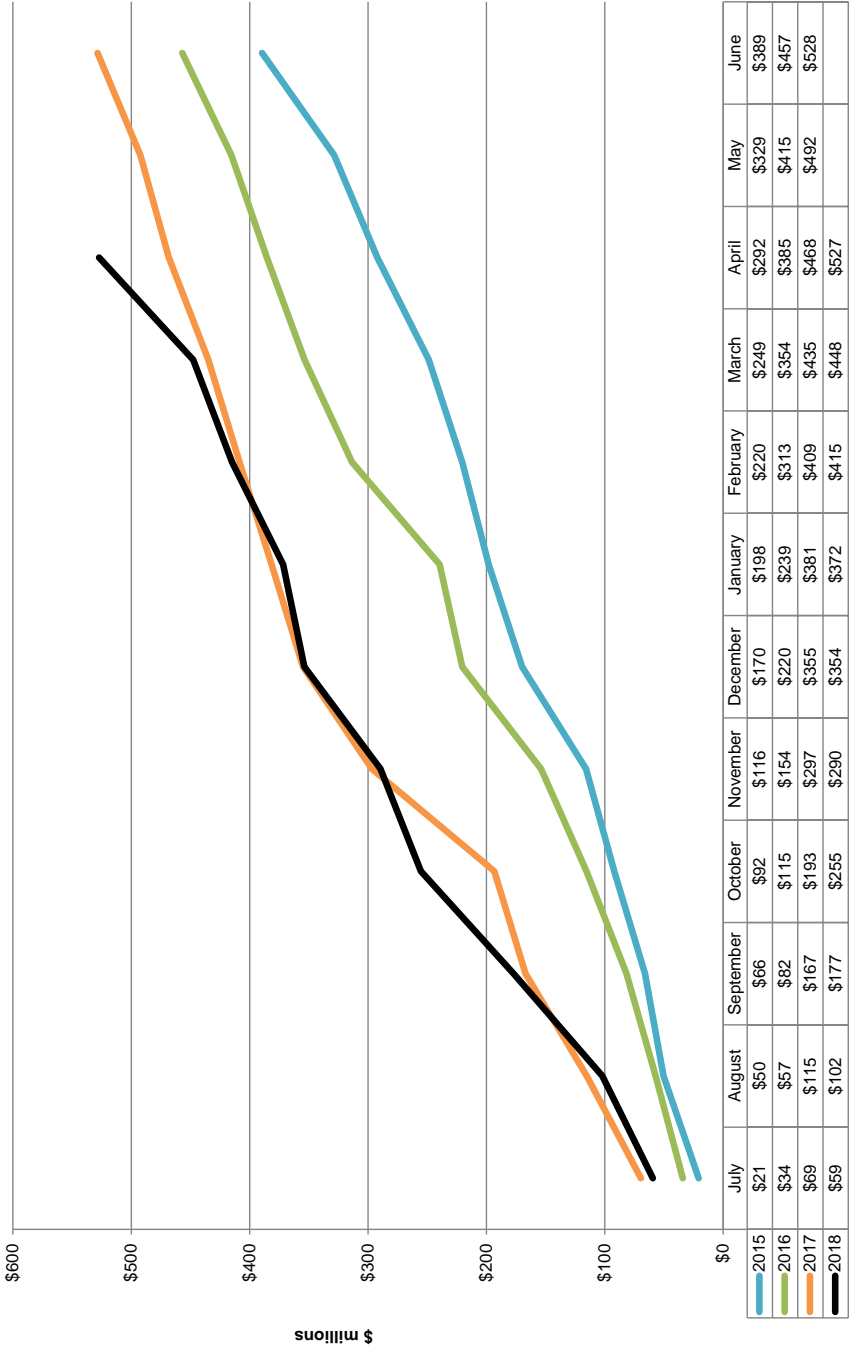


Target = (Last 3 FY % of total achieved at month end) \* (Current Annual Goal)

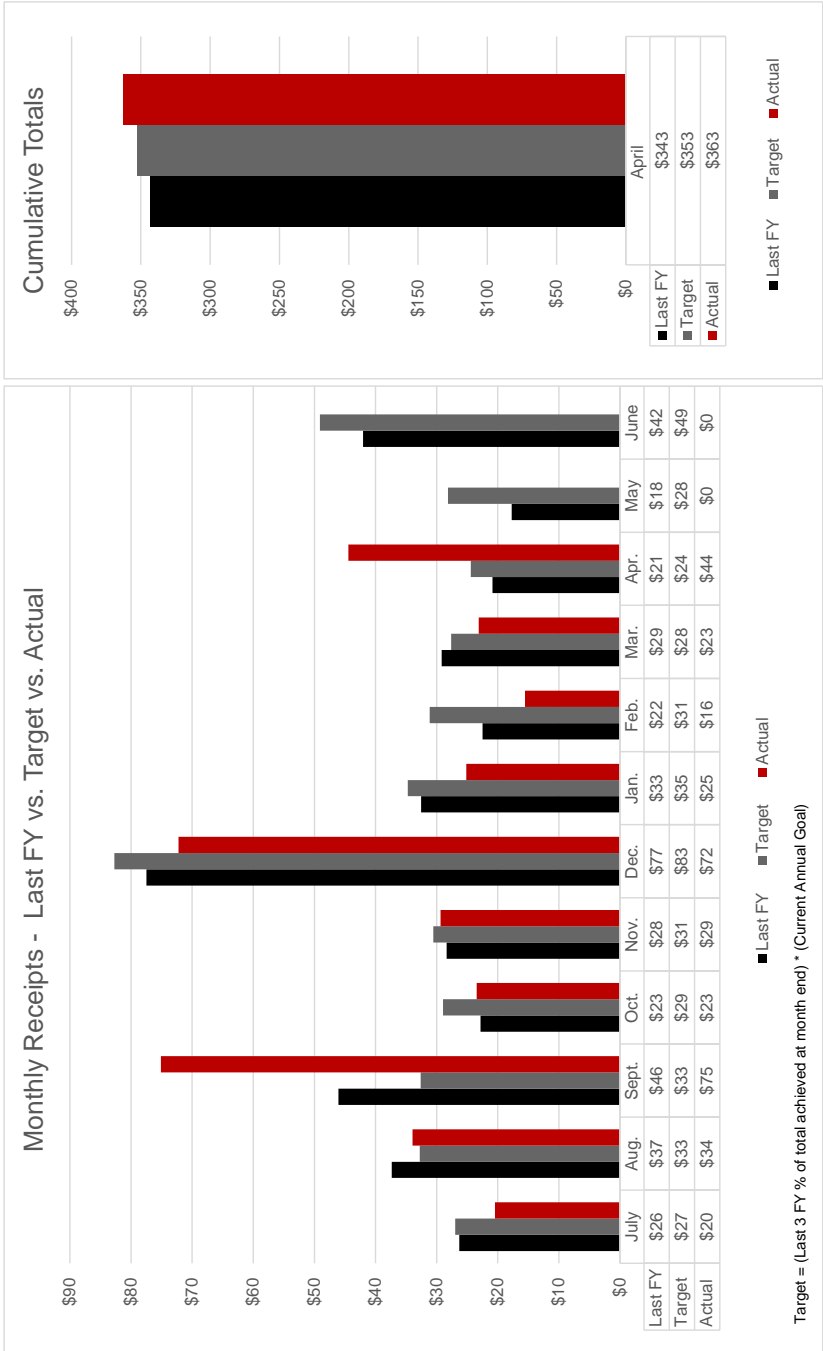




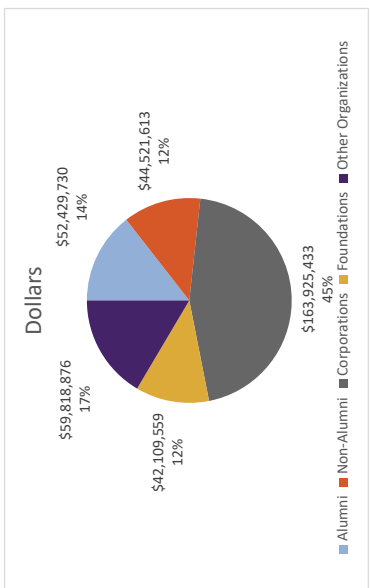
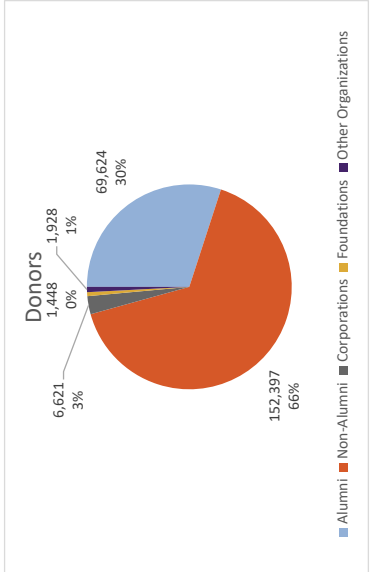
FY2018 New Fundraising Activity Report  
**Cumulative**  
 7/1/2017 through 4/30/2018

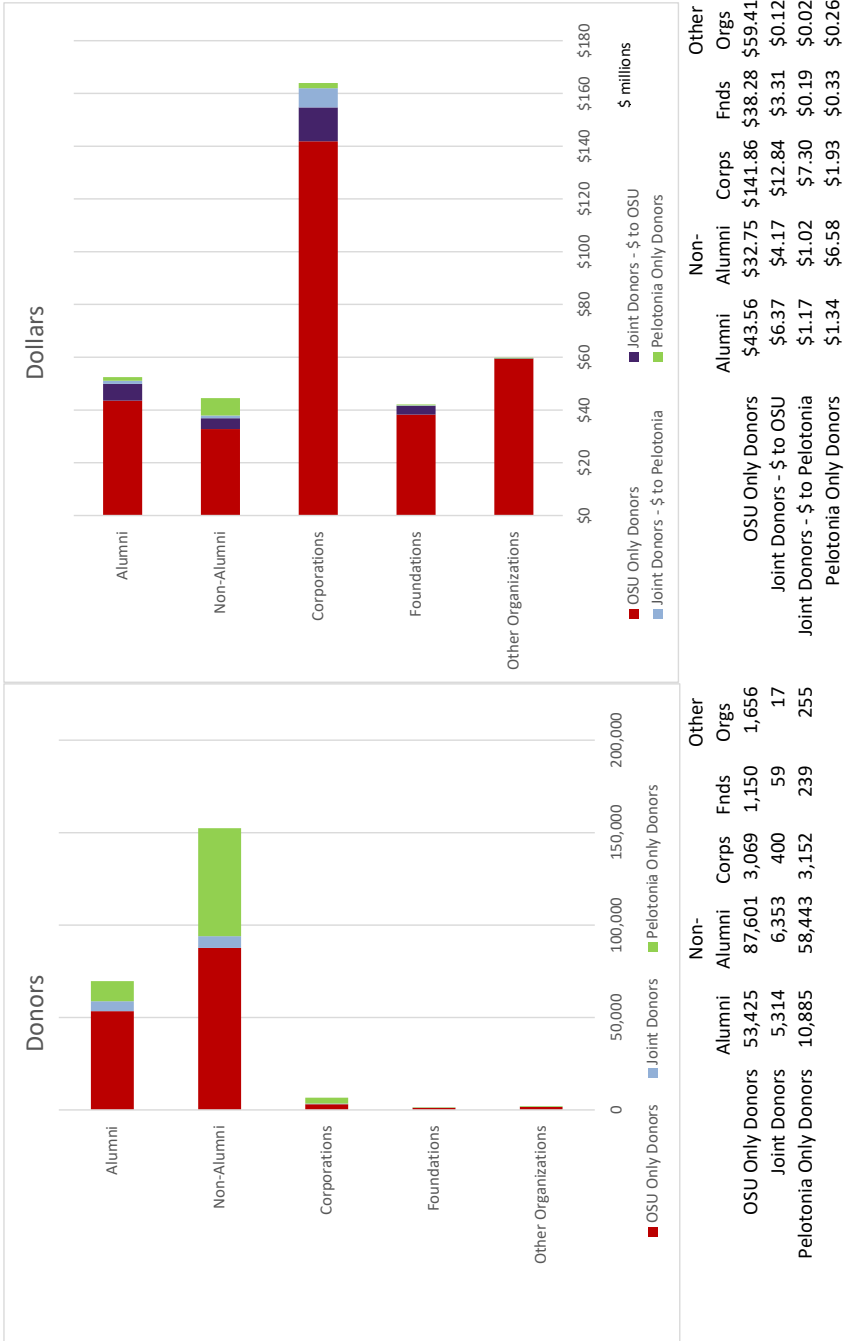


FY2018 Philanthropic Receipts Report  
**Monthly Receipts**  
 7/1/2017 through 4/30/2018



	7/1/2017 - 4/30/2018		7/1/2017 - 4/30/2017		% Change	
	Donors	Dollars	Donors	Dollars	Donors	Dollars
<b>Individuals</b>						
Alumni	69,624	\$52,429,730	73,303	\$65,166,780	-5%	-20%
Non-Alumni	152,397	\$44,521,613	151,856	\$46,885,394	0%	-5%
<b>Individuals</b>	<b>222,021</b>	<b>\$96,951,343</b>	<b>225,159</b>	<b>\$112,052,174</b>	<b>-1%</b>	<b>-13%</b>
<b>Organizations</b>						
Corporations	6,621	\$163,925,433	6,960	\$119,204,776	-5%	38%
Foundations	1,448	\$42,109,559	1,244	\$52,730,840	16%	-20%
Other Organizations	1,928	\$59,818,876	2,055	\$59,467,196	-6%	1%
<b>Organizations</b>	<b>9,997</b>	<b>\$265,853,869</b>	<b>10,259</b>	<b>\$231,402,812</b>	<b>-3%</b>	<b>15%</b>
<b>Grand Total</b>	<b>232,018</b>	<b>\$362,805,212</b>	<b>235,418</b>	<b>\$343,454,986</b>	<b>-1%</b>	<b>6%</b>





University	Alumni	Non-Alumni	Corporations	Foundations	Organizations	Total	Goal	% Achieved vs. Target
<b>Colleges</b>								
Arts and Sciences (College of)	\$5,000,468	\$2,067,192	\$12,713,906	\$3,520,884	\$7,986,352	\$31,288,803	\$30,000,000	104%
Business (Fisher College of)	\$2,915,397	\$294,354	\$4,459,489	\$8,652,067	\$8,652,067	\$8,694,707	\$10,000,000	87%
Education and Human Ecology (College of)	\$911,020	\$207,103	\$1,672,254	\$5,346,867	\$9,991,171	\$8,000,000	\$8,000,000	67%
Engineering (College of)	\$3,534,838	\$2,027,773	\$19,075,744	\$1,454,086	\$9,991,171	\$34,878,612	\$52,000,000	67%
Food, Agricultural and Enviro Sciences (College of)	\$2,662,557	\$1,646,657	\$7,339,174	\$7,161,737	\$7,339,144	\$20,762,831	\$25,000,000	83%
Law (Michael E. Moritz College of)	\$1,722,303	\$61,499	\$288,364	\$1,415,229	\$57,588	\$3,544,983	\$5,000,000	71%
Public Affairs (John Glenn College of)	\$243,389	\$96,402	\$23,009	\$77,424	\$547,600	\$1,700,000	\$3,000,000	32%
Social Work (College of)	\$518,988	\$518,988	\$4,823,538	\$175,519	\$161,852	\$2,634,418	\$3,000,000	88%
	<b>\$17,508,959</b>	<b>\$5,250,401</b>	<b>\$47,266,271</b>	<b>\$10,046,998</b>	<b>\$27,636,192</b>	<b>\$107,728,821</b>	<b>\$134,700,000</b>	<b>-2%</b>
<b>Regional Campuses</b>								
OSU Lima	\$147,203	\$33,212	\$51,579	\$26,500	\$7,190	\$285,684	\$500,000	53%
OSU Mansfield	\$35,891	\$69,891	\$104,270	\$96,082	\$16,064	\$322,190	\$600,000	54%
OSU Marion	\$93,706	\$117,805	\$68,342	\$837,577	\$11,652	\$1,129,082	\$1,100,000	103%
OSU Newark	\$362,925	\$94,278	\$31,200	\$184,566	\$2,000	\$674,969	\$1,200,000	56%
	<b>\$639,716</b>	<b>\$315,186</b>	<b>\$255,392</b>	<b>\$1,144,725</b>	<b>\$3,906</b>	<b>\$2,391,924</b>	<b>\$3,400,000</b>	<b>-12%</b>
<b>Academic Support Units</b>								
Alumni Association	\$1,056,284	\$138,141	\$129,503	\$57,374	\$45,359	\$1,426,661	\$2,000,000	71%
Athletics	\$10,687,384	\$8,356,301	\$11,835,867	\$5,575,121	\$1,575,050	\$38,029,724	\$58,000,000	66%
Libraries	\$826,339	\$1,278,286	\$145,081	\$659,357	\$33,580	\$2,912,643	\$4,000,000	73%
Scholarship and Student Support	\$2,626,818	\$721,615	\$26,573,323	\$1,330,068	\$2,142,217	\$32,994,041	\$35,000,000	93%
Student Life	\$370,116	\$364,066	\$615,430	\$422,028	\$32,941	\$1,694,572	\$2,000,000	85%
University-wide Fundraising	\$1,697,532	\$762,853	\$44,572,524	\$449,410	\$941,565	\$48,423,883	\$39,100,000	124%
Wexner Center for the Arts	\$273,619	\$228,216	\$900,370	\$2,175,862	\$30,356	\$3,208,626	\$6,000,000	53%
WOSU Public Stations	\$1,162,403	\$2,170,694	\$986,450	\$769,072	\$1,735,443	\$6,894,061	\$10,000,000	69%
	<b>\$18,720,694</b>	<b>\$14,010,175</b>	<b>\$84,238,539</b>	<b>\$11,438,291</b>	<b>\$6,536,511</b>	<b>\$134,944,210</b>	<b>\$156,100,000</b>	<b>86%</b>
<b>Academic Support Units</b>								
University	\$36,869,369	\$19,575,762	\$131,780,202	\$22,630,014	\$34,209,609	\$245,064,956	\$294,200,000	83%
<b>Medical and Health Sciences</b>								
<b>Wexner Medical Center</b>								
Cantor (James / Sobole)	\$5,297,893	\$13,493,307	\$18,067,958	\$7,017,926	\$6,439,261	\$51,306,345	\$54,000,000	95%
Heart (Ross)	\$157,538	\$2,426,286	\$342,464	\$431,100	\$991,860	\$3,951,246	\$6,000,000	48%
Medical Center (Wexner)	\$1,260,428	\$2,964,654	\$5,034,514	\$1,776,711	\$6,674,416	\$17,950,523	\$23,000,000	78%
Medicine (College of)	\$2,409,057	\$378,629	\$1,433,692	\$2,985,051	\$2,983,550	\$9,769,980	\$13,000,000	75%
Neurosciences	\$1,527,897	\$1,762,440	\$1,213,878	\$2,065,196	\$2,638,572	\$9,121,784	\$11,000,000	83%
	<b>\$10,652,614</b>	<b>\$20,961,516</b>	<b>\$27,082,505</b>	<b>\$14,245,984</b>	<b>\$19,137,659</b>	<b>\$92,080,280</b>	<b>\$109,000,000</b>	<b>84%</b>
<b>Health Sciences Colleges</b>								
Dentistry (College of)	\$2,110,896	\$68,976	\$551,245	\$564,339	\$260,245	\$3,556,301	\$5,000,000	71%
Nursing (College of)	\$549,885	\$167,887	\$75,234	\$316,366	\$2,569,774	\$3,679,147	\$2,800,000	131%
Optomety (College of)	\$317,632	\$59,905	\$539,645	\$106,550	\$338,413	\$1,362,145	\$1,400,000	97%
Pharmacy (College of)	\$656,593	\$119,772	\$914,634	\$308,383	\$1,217,729	\$3,217,111	\$4,200,000	77%
Public Health (College of)	\$99,838	\$34,395	\$168,115	\$149,894	\$1,131,875	\$3,374,118	\$1,400,000	241%
Veterinary Medicine (College of)	\$1,172,902	\$3,533,399	\$2,823,253	\$1,988,029	\$953,571	\$10,471,155	\$12,000,000	87%
	<b>\$4,907,747</b>	<b>\$3,984,335</b>	<b>\$5,062,726</b>	<b>\$5,233,562</b>	<b>\$6,471,608</b>	<b>\$25,659,977</b>	<b>\$26,800,000</b>	<b>96%</b>
<b>Medical and Health Sciences</b>								
	<b>\$15,560,361</b>	<b>\$24,945,851</b>	<b>\$32,145,231</b>	<b>\$19,479,546</b>	<b>\$25,609,267</b>	<b>\$117,740,256</b>	<b>\$135,800,000</b>	<b>87%</b>
<b>Grand Total</b>	<b>\$52,429,730</b>	<b>\$44,521,613</b>	<b>\$163,925,433</b>	<b>\$42,109,559</b>	<b>\$59,818,876</b>	<b>\$362,805,212</b>	<b>\$430,000,000</b>	<b>84%</b>
							<b>Year to Date Target</b>	<b>82%</b>

\*Target = (Last 3 FY % of total achieved at month end) \* (Current Annual Goal)

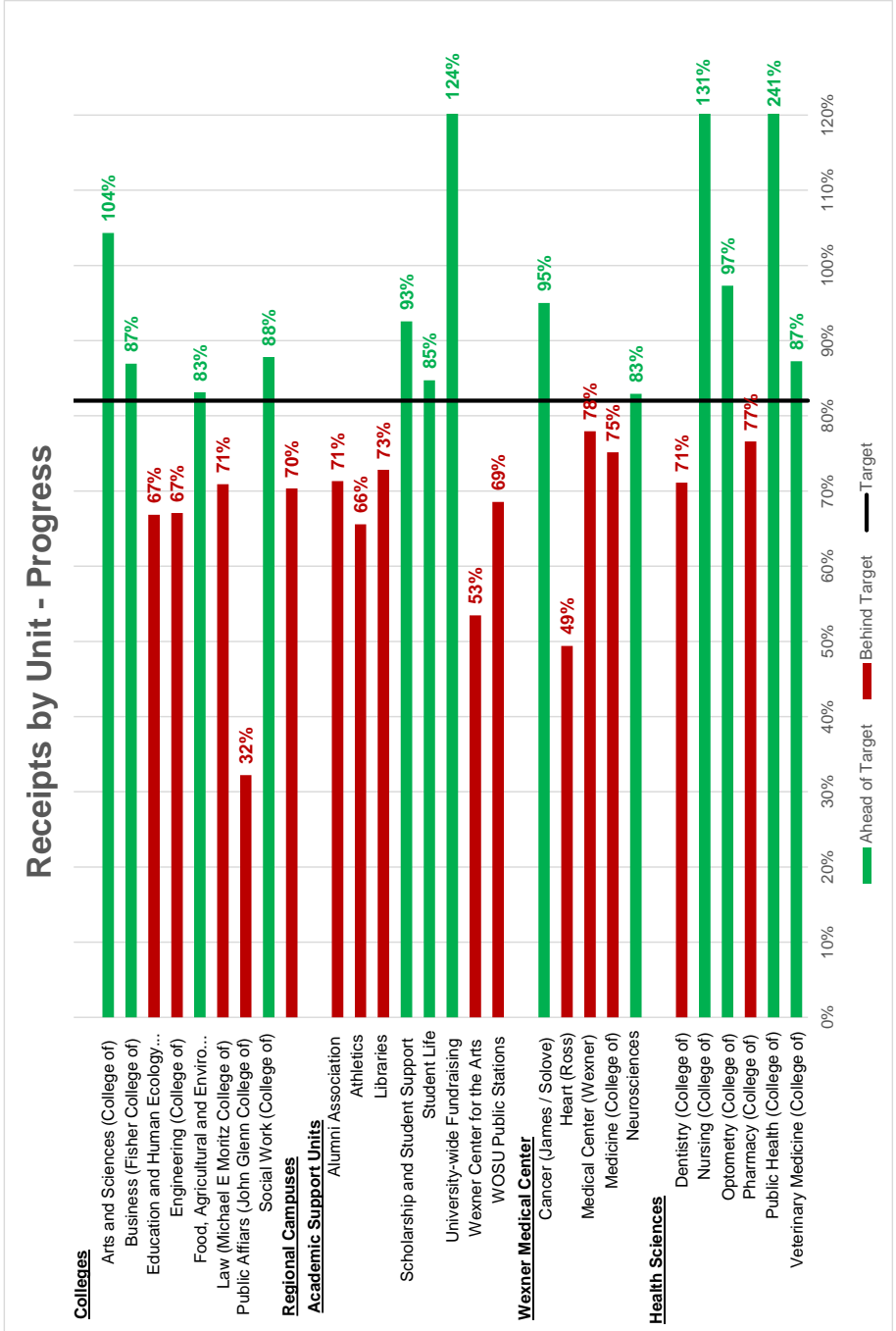


Receipts - Complex Giving

7/1/2017 through 4/30/2018

	7/1/2017 - 4/30/2018		7/1/2016 - 4/30/2017		% Change	
	Donors	Dollars	Donors	Dollars	Donors	Dollars
<b>Outright Gifts</b>						
Securities	473	\$3,457,880	476	\$4,645,294	-1%	-26%
Real Estate	1	\$84,450	1	\$427,000	0%	-80%
Gifts-in-Kind	952	\$9,585,253	782	\$10,960,058	22%	-13%
<b>Total Receipts</b>	<b>1,415</b>	<b>\$13,127,583</b>	<b>1,247</b>	<b>\$16,032,351</b>	<b>13%</b>	<b>-18%</b>
<b>Planned Gifts</b>						
Charitable Trusts & Gift Annuities	33	\$3,407,104	30	\$3,251,314	10%	5%
Binding Donor Advised Funds	1	\$5,000	0	\$0		
Estate Commitments	149	\$17,443,229	125	\$17,961,588	19%	-3%
<b>Total Receipts</b>	<b>183</b>	<b>\$20,855,333</b>	<b>154</b>	<b>\$21,212,901</b>	<b>19%</b>	<b>-2%</b>
<b>Grand Total</b>	<b>1,596</b>	<b>\$33,982,916</b>	<b>1,401</b>	<b>\$37,245,253</b>	<b>14%</b>	<b>-9%</b>

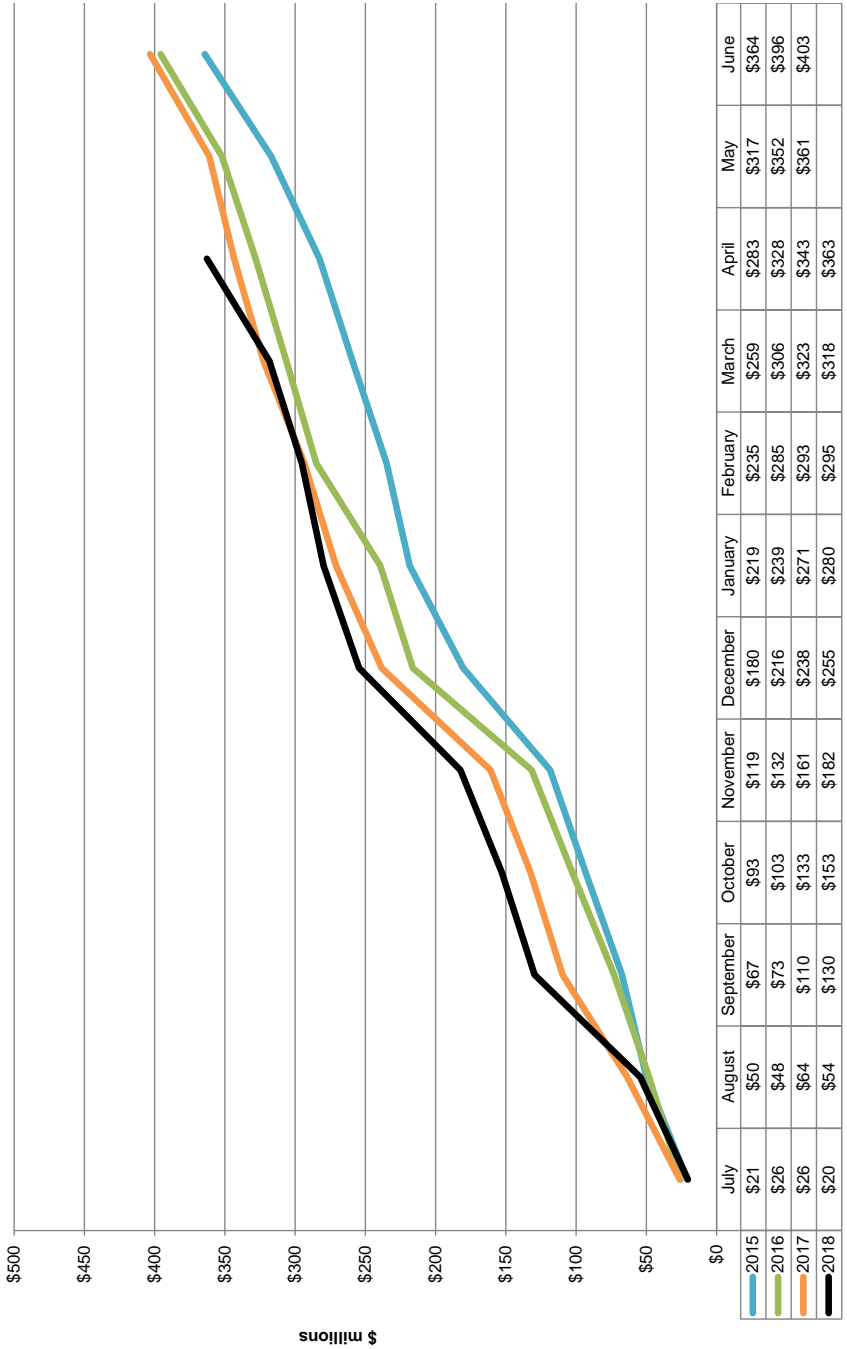
NOTE: donors may give through multiple gift types but are only counted once in totals



Target = (Last 3 FY % of total achieved at month end) \* (Current Annual Goal)



FY2018 Philanthropic Receipts Report  
**Cumulative**  
 7/1/2017 through 4/30/2018





June 8, 2018, Board of Trustees meeting

	Amount Establishing Endowment*	Total Commitment
<u>Establishment of Named Designated Professorship (University)</u>		
Ward Family Surgical Oncology Designated Professorship Established June 8, 2018, with gifts from Donald E. and Verna Jean Ward; used to provide a four year professorship position in the Arthur G. James Cancer Hospital and Richard L. Solove Research Institute to foster growth and excellence in the surgical oncology specialty, research endeavors, and faculty recruitment and retention efforts.	\$50,000.00	\$200,000.00
<u>Change in Description of Named Endowed Fund (University)</u>		
The Charles E. and Marian Benson Scholarship Fund		
Chi Association of Theta Xi Scholarship Fund		
The Columbus Chapter of Links, Inc. Scholarship Fund		
Elizabeth Shaw Long Scholarship Fund		
Morgan Memorial Scholarship Fund		
The Ralph and Anne E. Newman Endowed Scholarship Fund in Forestry		
<u>Establishment of Named Endowed Chair (Foundation)</u>		
Bernie Frick Research Chair in Heart Failure and Arrhythmia Established June 8, 2018, with a gift from Bob and Corrine Frick; used to support a research chair position in the specialty of heart failure and arrhythmia in the Davis Heart & Lung Research Institute whose research efforts support the work within the Bob and Corrine Frick Center for Heart Failure and Arrhythmia.	\$2,000,025.00	\$2,000,025.00
<u>Establishment of Named Endowed Chair Fund (Foundation)</u>		
Andrei Baronov and Ratmir Timashev Endowed Chair Fund in Data Analytics Established June 8, 2018, with gifts from Veeam Software Corporation; used at the discretion of the executive dean of the College of Arts and Sciences until full funding is reached. Thereafter, supports an endowed chair position in data analytics.	\$1,000,000.00	\$2,000,000.00
<u>Establishment of Named Endowed Professorship (Foundation)</u>		
S.T.A.R. Professorship Established June 8, 2018, with gifts from Thomas E. Szykowny and Dr. Lee Szykowny of Columbus, Ohio; used to support a professorship position for a nationally or internationally recognized psychiatrist, or other doctorally prepared mental health professional in the field of behavioral health, who specializes in stress and trauma recovery.	\$1,020,993.06	\$1,020,993.06
<u>Establishment of Named Endowed Professorship Fund (Foundation)</u>		
Helene Fuld Health Trust Endowed Professorship Fund for Evidence- based Practice in Nursing and Healthcare Established June 8, 2018, with gifts from the Helene Fuld Health Trust; used for a professorship in the College of Nursing when the principal balance reaches \$1,000,000.	\$500,000.00	\$500,000.00

June 8, 2018, Board of Trustees meeting

Burn Jeng Lin, PhD and Sue Huang Lin Endowed ElectroScience Laboratory Professorship Fund Established June 8, 2018, with a gift from Burn Jeng Lin (MS 1965, PhD 1970); used to provide salary support for a highly promising faculty member based out of the ElectroScience Laboratory in the College of Engineering.	\$173,280.36	\$173,280.36
<u>Establishment of Named Endowed Funds (Foundation)</u>		
The Wanda Neeley Coldiron Education Endowed Scholarship Fund Established June 8, 2018, with a gift from Wanda N. Coldiron (BS 1952); used to provide one or more scholarships to undergraduate students ranked as freshmen who are enrolled in the College of Education and Human Ecology and are studying or plan to study K-5 Education (including English language arts and special education).	\$1,008,472.17	\$1,008,472.17
The Bunny C. Clark Student Support Fund Established June 8, 2018, with grants from the Mercer Family Foundation; used to provide student support to undergraduate or graduate students enrolled in the College of Arts and Sciences studying in the Department of Physics.	\$1,000,000.00	\$1,000,000.00
Helene Fuld Health Trust Endowed Program Support Fund Established June 8, 2018, with gifts from the Helene Fuld Health Trust; used to support ongoing activity, initiatives, and programming associated with the Helene Fuld Health Trust National Institute for Evidence-based Practice in Nursing and Healthcare.	\$1,000,000.00	\$1,000,000.00
The William A. Marzich Endowed Scholarship Fund Established June 8, 2018, with an estate gift from William A. Marzich (BS 1982, MS1984); used to provide scholarships to students.	\$110,347.06	\$110,347.06
The Charles and Ellen Leone Lectureship Fund in Ophthalmology Established June 8, 2018, with a gift from Dr. Charles R. Leone Jr. (M 1965) and Ellen W. Leone; used to support an annual lectureship in the Department of Ophthalmology & Visual Science for medical professionals, researchers, and clinicians on advancements in ophthalmology.	\$100,000.00	\$100,000.00
The Rahimian Endowed Graduate Support Fund Established June 8, 2018, with gifts from Saeid Rahimian (MS1982); used to provide support to one or more graduate students or fellows enrolled in the College of Engineering who are studying in the Department of Mechanical and Aerospace Engineering.	\$100,000.00	\$100,000.00
The Scott McIlroy Cancer Research Fund Established June 8, 2018, with gifts made in memory of Dr. Scott A. McIlroy (MD 1975) from family and friends, including gifts from Dr. Mary Antenen McIlroy (MD 1975; Faculty Emeritus) and Andrew McIlroy; used to provide research and related program support on blood cancers, or on blood cancer discoveries that impact solid tumor cancers, at The James; preferably for priorities leading to rapid initial pre-clinical testing of new/novel therapies.	\$85,048.18	\$85,048.18
John and Annie Glenn Fund for Eye Research Established June 8, 2018, with a gift from L. C. Laxson, MD, PhD (PhD 1982, MD 1985) and Thomas F. Mauer, OD, MD (MS 1981, OD 1981, MD 1984); used to support advancements in research in the Department of Ophthalmology & Visual Science for innovative cures for blindness and eye disease including, but not limited to, macular degeneration and glaucoma.	\$79,945.00	\$100,000.00

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<p>Architecture Class of '63 Endowed Fund Established June 8, 2018, with gifts from the Architecture Class of 1963 and friends; used to support one or more renewable scholarships for graduate or undergraduate students enrolled in the Austin E. Knowlton School of Architecture.</p>	\$63,871.56	\$63,871.56
<p>Women in Computer Science and Engineering Endowed Scholarship Fund Established June 8, 2018, with gifts from Dr. Michael Fortin (MS 1987, PhD 1991); used to provide scholarship support to undergraduate students enrolled in the College of Engineering who are majoring in Computer Science and Engineering. It is the donor's desire that the scholarships be awarded with particular attention to, but not limited to, female students.</p>	\$62,347.00	\$62,347.00
<p>Ramm Endowed Graduate Student Fund Established June 8, 2018, with gifts from E. Edwin (BS 1972, MS 1974) and Cynthia (BS 1975) Ramm; used to provide graduate student development opportunities for one or more graduate students enrolled in the College of Engineering, Department of Integrated Systems Engineering who are majoring in Supply Chain and/or Data Analytics concentrations.</p>	\$59,068.56	\$59,068.56
<p>The Dennis J. McTigue Endowment Fund Established June 8, 2018, with gifts from family, friends, and colleagues; used to support programs in the College of Dentistry, Division of Pediatric Dentistry.</p>	\$56,781.50	\$56,781.50
<p>The Veterinary Medicine Class of 1976 Endowed Scholarship Fund Established June 8, 2018, with gifts from the College of Veterinary Medicine Class of 1976; used to provide scholarships to students enrolled in the College of Veterinary Medicine with preference given to candidates who demonstrate financial need and are in their second, third, or fourth years of enrollment.</p>	\$56,104.00	\$56,104.00
<p>McGrath-Stenger-McLeod Irish Rare Books and Manuscripts Endowment Fund Established June 8, 2018, with gifts from William and Nancy (BA 1962) McGrath; used for acquisitions for the Irish Collection in the Rare Books and Manuscripts Library.</p>	\$52,937.65	\$52,937.65
<p>The Drinko Cup Friends Merit Scholarship Fund Established June 8, 2018, with gifts from Scott Unger (BA 1993, JD 1996) and friends; used to provide a renewable scholarship(s) to a student(s) enrolled in the Michael E. Moritz College of Law who demonstrate financial need and who is/was involved in competitive undergraduate athletics at any collegiate level. Preference shall be given to student(s) that come from a single-parent home or from a divorced family.</p>	\$52,000.00	\$52,000.00
<p>The Linda C. Martin and Kenneth A. Huff CFAES Ambassador Enrichment Fund Established June 8, 2018, with gifts from Dr. Linda C. Martin (BS 1982); used to support the personal, professional, and academic growth of the College of Food, Agricultural, and Environmental Sciences' (the college) Ambassador Team and/or provide recognition for contributions of individual Ambassadors to the success of the college.</p>	\$51,514.00	\$51,514.00

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<p>The Ellen Pet Pal Fund at The Ohio State University Wexner Medical Center            Established June 8, 2018, with gifts from Kenneth A. Foland; used to expand and support the Pet Pal program of certified therapy dog and volunteer handlers who regularly visit The Ohio State University Wexner Medical Center patients, providing comfort and respite to patients and their families who request a pet therapy visit.</p>	\$50,822.01	\$50,822.01
<p>The Dr. Mark Bennett Memorial Scholarship Fund            Established June 8, 2018, with gifts from Joanna Bennett, friends, and former colleagues of Dr. Bennett; used to provide scholarship support to undergraduate students enrolled in the College of Food, Agricultural, and Environmental Sciences who are studying in the Department of Horticulture and Crop Science and have demonstrated an interest in fruit and vegetable production.</p>	\$50,799.00	\$50,799.00
<p>Robert L. &amp; Cynthia J. Grimm Graduate Student Scholarship in Workforce Development and Education Fund            Established June 8, 2018, with gifts from Robert L. Grimm (BS 1974) and Cynthia J. Grimm; used to provide scholarship support to graduate students enrolled in the College of Education and Human Ecology who demonstrate a particular interest in advanced practitioner education in Human Resource Development and Adult Learning or Family Financial Management.</p>	\$50,599.00	\$50,599.00
<p>Dr. Adrian Gendell Bonser Endowed Scholarship Fund            Established June 8, 2018, with gifts from Dr. Adrian Gendell Bonser (DDS 1991); used to provide renewable scholarships to one or more professional/doctoral students enrolled in the College of Dentistry. Recipients should be non-traditional dental students.</p>	\$50,458.50	\$50,458.50
<p>Dr. Katie Whitlock Memorial Fund            Established June 8, 2018, with gifts from Dr. Adele Bealer; used to support graduate students enrolled in the College of Arts and Sciences who are majoring in the Department of Theatre, are participating in the London Theatre Study Abroad Program or its successor and demonstrate financial need. Funds can also support graduate students participating in other international travel for research.</p>	\$50,250.00	\$50,250.00
<p>The Lois J. Hook Memorial Endowment Scholarship Fund in Materials Science and Engineering            Established June 8, 2018, with gifts from Rollin E. Hook.; used to provide renewable tuition and fee scholarships to one or more undergraduate students who are enrolled in the College of Engineering and majoring in Materials Science and Engineering.</p>	\$50,066.41	\$50,066.41
<p>James H-Y. Tai Buckeye East Asian Linguistics Fund            Established June 8, 2018, with a gift from Dr. James H-Y. Tai, former professor in the Department of East Asian Languages and Literatures at The Ohio State University (1986-1995); used to support the academic activities of graduate and undergraduate students and faculty whose primary field of research is East Asian (Chinese/Japanese/Korean) linguistics in the Department of East Asian Languages and Literatures.</p>	\$50,050.00	\$50,050.00
<p>Frank J. and Thelma L. Senff Tomastik Endowed Support Fund            Established June 8, 2018, with gifts from Carol T. (BA 1973, MS 1974) and David P. (BS 1972) Sheets to honor the memory of Carol's father and mother; used to equally support the Men's and Women's Golf Teams in the Department of Athletics.</p>	\$50,017.85	\$50,017.85

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<p>The Michael &amp; Wanda Moore Endowed Aeronautical Engineering Scholarship Fund            Established June 8, 2018, with gifts from Michael T. Moore (BS 1962, MS 1963) and Wanda L. Moore and matching gifts from their employer; used to provide scholarships to undergraduate students enrolled in the College of Engineering and majoring in Aeronautical Engineering. To qualify for scholarships, candidates must be from the State of Ohio and demonstrate financial need and academic merit.</p>	\$50,002.03	\$50,002.03
<p>The Bilik-Walden Endowed Scholarship Fund            Established June 8, 2018, with gifts from Patricia B. (MSW 1975) and Larry (MBA 1985) Walden; used to provide a scholarship to an undergraduate student who is enrolled in the College of Food, Agricultural and Environmental Sciences and majoring in the Construction Systems Management program of the Department of Food, Agricultural and Biological Engineering.</p>	\$50,000.00	\$50,000.00
<p>Charles and Carole Wendy Bynner Endowed Scholarship Fund in Civil Engineering            Established June 8, 2018, with gifts from Mr. Charles E. Bynner (BCE 1967) and Dr. Carole W. Bynner (1974 MS); used to provide renewable scholarships to undergraduate students enrolled in the College of Engineering who are majoring in Civil Engineering</p>	\$50,000.00	\$50,000.00
<p>Chemical Engineering Women's Endowment Fund            Established June 8, 2018, with gifts from Kris Lakshmanan (PhD 1986) and Leonore Witchey-Lakshmanan (BS 1983, MS1984) and friends; used to provide support toward initiatives that will promote women within the Department of Chemical and Biomolecular Engineering in the College of Engineering.</p>	\$50,000.00	\$50,000.00
<p>The Copeland Family Scholarship Fund            Established June 8, 2018, with gifts from Thomas C. Copeland III; used to provide scholarships to students who demonstrate an interest in studying business.</p>	\$50,000.00	\$50,000.00
<p>The Tom W. Davis Men's Volleyball Scholarship Fund            Established June 8, 2018, with a gift from Tom W. Davis; used supplement the grant-in-aid costs for undergraduate student-athletes who are members of the men's volleyball team.</p>	\$50,000.00	\$150,000.00
<p>Arthur J. Epstein Distinguished Emeritus Professor Graduate Endowed Travel Fund            Established June 8, 2018, with a gift from Paulayne T. Epstein; used to provide travel awards to graduate students enrolled in the College of Arts and Sciences and majoring in Physics to present at conferences, workshops and colloquia. Preference shall be given to candidates who are majoring in Condensed Matter Experiment or Theory.</p>	\$50,000.00	\$50,000.00
<p>Larry and Barbara Margolis Endowed Scholarship Fund            Established June 8, 2018, with a gift from Lawrence W. and Barbara Margolis; used to provide renewable scholarships to graduate students who are enrolled in the College of Public Health, Master of Health Administration program and demonstrate financial need.</p>	\$50,000.00	\$50,000.00
<p>The Adrienne C. Nowels Scarlet &amp; Gray Spirit Award and Scholarship Endowment Fund            Established June 8, 2018, with a gift from Dr. Robert L. Joseph (BS 1968, MS 1970, PhD 1975) and Linda R. Joseph (BS 1968) given in memory of Lieutenant Colonel Keith Nowels (BS 1969, MS 1972).; used to provide one scholarship to a cadet in the Army ROTC program.</p>	\$50,000.00	\$50,000.00

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Dean and Velda Sangalis Innovation Fund Established June 8, 2018, with gifts from Dean (BS 1952) and Velda Sangalis; used at the discretion of the dean of the Max M. Fisher College of Business to support the activities of faculty, students and staff in accordance with the strategic plans of the college.	\$50,000.00	\$50,000.00
Kurt W. Sauer '75 Engineering Scholarship Fund Established June 8, 2018, with gifts from Kurt W. (BS 1975) and Diane R. (BS 1975) Sauer; used to provide a renewable scholarship to an undergraduate student enrolled in the College of Engineering who has completed his/her first year of enrollment. Preference will be given to a student from Mercer or Trumbull Counties.	\$50,000.00	\$50,000.00
The Connie L. Salts Dean's Discretionary Endowment Fund Established June 8, 2018, from the estate of Dean E. Salts, in honor of his late wife Connie L. Salts; used the discretion of the dean of the the College of Food, Agricultural, and Environmental Sciences.	\$44,086.77	\$44,086.77
McKenzie/Brecher Fund for the Byrd Polar and Climate Research Center Established June 8, 2018, with gifts from Dr. Anne E. Carey and Dr. William "Berry" Lyons; used at the discretion of the director of the Byrd Polar and Climate Research Center or his/her designee.	\$38,141.00	\$38,141.00
The Violet I. Meek Endowment Fund Established June 8, 2018, with gifts from Violet I. Meek; used at the discretion of the dean and director of The Ohio State University at Lima.	\$28,163.00	\$28,163.00
The Jason B. and Stephanie C. Jones Dean's Innovation Fund Established June 8, 2018, with gifts from Jason B. Jones (BS 1993) and Stephanie C. Jones of Baltimore, Maryland; used by the dean of the Max M. Fisher College of Business to support activities of the faculty, students, and staff in accordance with the college's strategic plans.	\$25,049.20	\$25,049.20
The Jesse J. Tyson Dean's Innovation Fund Established June 8, 2018, with gifts from Jesse J. Tyson (MBA 1976) of The Woodlands, Texas; used at the discretion of the dean of the Max M. Fisher College of Business to support activities of the faculty, students, and staff in accordance with the strategic plans of the college.	\$25,000.00	\$25,000.00

Change in Name and Description of Named Endowed Fund (Foundation)

From: Chase Chair for Excellence in Corporate Strategy  
To: JPMorgan Chase & Co. Chair for Excellence in Corporate Strategy

From: The Chase Fund for Student Excellence and Leadership  
To: JPMorgan Chase & Co. Fund for Student Excellence and Leadership

From: The Sam Lee Commercialization Endowed Fund  
To: Shi-Chuan and Shwu-Ching Lee Engineering Fund

Change in Description of Named Endowed Fund (Foundation)

The Janet Garmhausen Bock Scholarship Fund for Students in Landscape Architecture

The William and Joan Johnson Scholarship Fund

Robert D. Touse and William F. Cowan Jr. Scholarship Fund

TOTAL            \$9,796,239.87

\*Amounts establishing endowments as of April 30, 2018.

#### **Ward Family Surgical Oncology Designated Professorship**

The Board of Trustees of The Ohio State University shall establish the Ward Family Surgical Oncology Designated Professorship effective June 8, 2018, with gifts from Donald E. and Verna Jean Ward.

This fund provides a professorship position in the Arthur G. James Cancer Hospital and Richard L. Solove Research Institute to foster growth and excellence in the surgical oncology specialty, research endeavors, and faculty recruitment and retention efforts. The fund shall be used for a four-year rotating designated professorship for young investigators and/or junior faculty in surgical oncology. Expenditures shall include, but are not limited to: medical research, operational support, and strategic initiatives at the discretion of the chair of the Department of Surgery. Expenditures will be approved by the chair of the Department of Surgery, in consultation with the director of the Comprehensive Cancer Center and the dean of the College of Medicine. Appointment to the position shall be recommended to the executive vice president and provost by the director of the Comprehensive Cancer Center and the dean of the College of Medicine and approved by the University's Board of Trustees. Should Dr. Timothy Pawlik leave the University, the donors reserve the right to discontinue any further payments.

This designated professorship position shall cease to exist four years from the date it is established unless another funding source is identified.

#### **The Charles E. and Marian Benson Scholarship Fund**

The Charles E. and Marian Benson Scholarship Fund was established May 5, 1978, by the Board of Trustees of The Ohio State University with a gift from the Ohio Lumbermen's Association. Effective June 8, 2018, the fund description shall be revised.

The distribution is to be used to provide one or more scholarships for students pursuing a degree in an area related to forestry, residents of Ohio, whose career interests include the distribution of lumber and building products. The selection of the recipient(s) is to be made by the Scholarship Committee in the College of Food, Agricultural, and Environmental Sciences upon the recommendation of a committee comprised of two (2) members appointed by the Ohio Lumbermen's Association, and the School of Environment and Natural Resources and in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University reserves the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the appropriate administrative official of the University who is then directly responsible for the study of forestry or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

#### **Chi Association of Theta Xi Scholarship Fund**

The Chi Association of Theta Xi Scholarship Fund was established January 10, 1975, by the Board of Trustees of The Ohio State University with residue resources from the previously closed Chi Association Chapter at The Ohio State University and with gifts from its alumni members. The University's Chi Chapter was re-established on October 10, 1993. The description was revised October 7, 1994. Effective June 8, 2018, the fund description shall be revised.

All gifts are to be invested in the University's permanent endowment fund, under the rules and regulations adopted by the Board of Trustees of The Ohio State University, with the right to invest and reinvest as occasion dictates.

The annual distribution shall be used to provide a scholarship for a member of the Chi Chapter of Theta Xi. Scholarship recipients will be selected by the director of Student Life or his/her designee.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of Student Life or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that this fund should benefit the University in perpetuity. The University reserves the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the director of Student Life or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

#### **The Columbus Chapter of Links, Inc. Scholarship Fund**

The Columbus Chapter of Links, Inc. Scholarship Fund was established July 6, 1990, by the Board of Trustees of The Ohio State University, with gifts from The Columbus Chapter of Links, Inc. Effective June 8, 2018 the fund description shall be revised.

The annual distribution shall be used to provide one or more need-based scholarships for students graduating from high schools in the Columbus Metropolitan Statistical Area (MSA) who have a minimum 3.0 grade point average in the College Preparatory Curriculum. It is the donor's desire that the scholarships be awarded with particular attention to, but not limited to, African American students. Scholarships will be awarded to incoming freshmen and shall be renewable for up to five years, or until recipients earn a baccalaureate degree, as long as the recipients are in good standing with the University. Recipients, who shall be known as Links Scholars, will be selected by the vice provost for the Office of Diversity and Inclusion, in consultation with the Columbus Chapter of Links, Inc. and Student Financial Aid. Scholarships shall be awarded in amounts not to exceed 40% of the cost of in-state tuition and fees.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

The Office of Diversity and Inclusion will provide periodic reports to the Columbus Chapter of Links, Inc., concerning the Endowment Account and the scholar(s) selected.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the vice provost for the Office of Diversity and Inclusion or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that this fund should benefit the University in perpetuity. The University reserves the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the vice provost for the Office of Diversity and Inclusion or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

#### **Elizabeth Shaw Long Scholarship Fund**



The Elizabeth Shaw Long Scholarship Fund was established June 11, 1981, by the Board of Trustees of The Ohio State University with gifts from Harry H. Long Jr. (BS 1948), in memory of his mother, Elizabeth Shaw Long. Effective June 8, 2018, the fund description shall be revised.

The annual distribution shall be used to provide scholarship support to a student pursuing a degree in an area related to forestry within the School of Environment and Natural Resources. The student must demonstrate high academic achievement as well as financial need. The selection of the student shall be made by the director of the school, in consultation with Student Financial Aid. During the lifetime of the donor, Student Financial Aid will annually provide the donor with the name of the student who receives the award.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University reserves the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the appropriate administrative official of the University who is then directly responsible for the study of forestry or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

#### **Morgan Memorial Scholarship Fund**

The Morgan Memorial Scholarship Fund was established September 5, 1980, by the Board of Trustees of The Ohio State University with gifts from Morgan Lumber Sales Company and other friends in tribute to its founder, Walter E. Morgan. Effective June 8, 2018, the fund description shall be revised.

The annual distribution shall be used to provide scholarship support to a student pursuing a degree in an area related to forestry within the School of Environment and Natural Resources. The student must demonstrate high academic achievement as well as financial need. The selection of the student shall be made by the director of the school, in consultation with Student Financial Aid. On an annual basis, Student Financial Aid will provide the Morgan Lumber Sales Company with the name of the student who received the award.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University reserves the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the appropriate administrative official of the University who is then directly responsible for the study of forestry

or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

#### **The Ralph and Anne E. Newman Endowed Scholarship Fund in Forestry**

The Newman Endowed Scholarship in Forestry was established November 30, 1979, by the Board of Trustees of The Ohio State University with gifts from Ralph and Anne (BS 1976, MS 1982, PhD 1990) Newman. The name and description were revised September 22, 2006. Effective June 8, 2018, the fund description shall be further revised.

The annual distribution from this fund shall be used to provide scholarships for sophomore, junior, or senior students majoring in programs leading to a degree related to forestry in the School of Environment and Natural Resources in the College of Food, Agricultural, and Environmental Sciences. Preference will be given to those students interested in land reclamation through reforestation and will be based on the applicant's ability, character, and financial need. Selection of the recipients will be made by the scholarship committee of the School of Environment and Natural Resources, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully expended, the unused portion should be reinvested in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University reserves the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University shall consult the director of the School of Environment and Natural Resources or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees, in accordance with the policies of the University.

#### **Bernie Frick Research Chair in Heart Failure and Arrhythmia**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Bernie Frick Research Chair in Heart Failure and Arrhythmia effective June 8, 2018, with a gift from Bob and Corrine Frick.

The annual distribution from this fund shall be used to support a research chair position in the specialty of heart failure and arrhythmia in the Davis Heart & Lung Research Institute whose research efforts support the work within the Bob and Corrine Frick Center for Heart Failure and Arrhythmia. The position shall be held by a nationally or internationally recognized researcher and physician or Ph.D. faculty member. Appointment to the position shall be made by the University's Board of Trustees and is reviewed no less than every four years by the dean of the College of Medicine to determine compliance with the intent of the donors as well as the academic and research standards of the University.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Medicine or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Medicine or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Andrei Baronov and Ratmir Timashev Endowed Chair Fund in Data Analytics**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Andrei Baronov and Ratmir Timashev Endowed Chair Fund in Data Analytics effective June 8, 2018, with gifts from Veeam Software Corporation.

Until the endowment principal reaches the minimum funding level required at that date for an endowed chair (\$2,000,000 on or before March 31, 2020), the annual distribution shall be used at the discretion of the executive dean of the College of Arts and Sciences. If the endowment principal reaches the minimum funding level required at that date for an endowed chair (\$2,000,000 on or before March 31, 2020), the fund name shall be revised to the *Andrei Baronov and Ratmir Timashev Endowed Chair in Data Analytics*. Thereafter, the University shall use the endowed fund's annual distribution to support an endowed chair position in data analytics. The eligible candidate must be a professor from an Arts and Sciences tenure initiating unit. Appointment to the position shall be recommended to the Provost by the executive dean of the college and approved by the University's Board of Trustees. The activities of the chair holder shall be reviewed no less than every four years by the executive dean of the college to determine compliance with the intent of the donor, as well as the academic and research standards of the University. In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of executive dean of the College of Arts and Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult executive dean of the College of Arts and Sciences. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **S.T.A.R. Professorship**

The S.T.A.R. Professorship Fund was established November 9, 2012, by the Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with gifts from community members who are advocates of the Stress, Trauma and Resilience program in the Department of Psychiatry, including initial gifts from Thomas E. Szykowny and Dr. Lee Szykowny of Columbus, Ohio. The required funding level for a professorship has been reached, the fund name is being revised, and the position is being established June 8, 2018.

The annual distribution from this fund shall support a professorship position for a nationally or internationally recognized psychiatrist, or other doctorally prepared mental health professional in the field of behavioral health, who specializes in stress and trauma recovery. The professorship holder shall be appointed by the Board of Trustees of The Ohio State University as recommended by the chairperson of the Department of Psychiatry and as approved by the dean of the College of Medicine and the senior vice president for Health Sciences. The activities of the professorship holder shall be reviewed no less than every four years by the dean to determine compliance with the intent of the donor, as well as the academic and research standards of the University.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the department chairperson.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. Should unforeseen circumstances arise in the future so that the need for this endowment ceases to exist, then another use, as nearly aligned with the original intent of the contribution as good conscience and need dictate, shall be designated by

the Foundation's Board of Directors and the University's Board of Trustees. In making this alternate designation, the Boards shall seek advice from both a representative of the donors and as recommended by the chairperson of the Department of Psychiatry, in consultation with the dean of the College of Medicine and the senior vice president for Health Sciences.

**Helene Fuld Health Trust Endowed Professorship Fund  
for Evidence-based Practice in Nursing and Healthcare**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Helene Fuld Health Trust Endowed Professorship Fund for Evidence-based Practice in Nursing and Healthcare effective June 8, 2018, with gifts from the Helene Fuld Health Trust.

The annual distribution from this fund shall be reinvested in the endowment principal until October 1, 2021. Should the gifted endowment principal balance reach \$1,000,000 by October 1, 2021, the endowment shall be revised to the Helene Fuld Health Trust Endowed Professorship for Evidence-based Practice in Nursing and Healthcare. Thereafter, the annual distribution from this fund shall be used for a professorship in the College of Nursing. Appointment to the position shall be recommended to the executive vice president and provost by the dean of the College of Nursing or his/her designee and approved by the University's Board of Trustees. The activities of the professorship shall be reviewed no less than every four years by the provost to determine compliance with the intent of the donor as well as the academic and research standards of the University.

Should the principal balance not reach \$1,000,000 for a professorship by October 01, 2021, the endowment shall be revised to the Helene Fuld Health Trust Endowed Faculty Support Fund for Evidence-based Practice in Nursing and Healthcare and the annual distribution shall be used to support the Helene Fuld Health Trust National Institute for Evidence-based Practice in Nursing and Healthcare. Expenditures shall be approved by the dean of the College of Nursing or his/her designee.

After October 1, 2021, the fund may be revised when the gifted endowment principal reaches the minimum funding level required at that date for a professorship.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Nursing or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Nursing or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**Burn Jeng Lin, PhD and Sue Huang Lin Endowed ElectroScience Laboratory Professorship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Burn Jeng Lin, PhD and Sue Huang Lin Endowed ElectroScience Laboratory Professorship Fund effective June 8, 2018, with a gift from Burn Jeng Lin (MS 1965, PhD 1970).

Until September 30, 2022, the annual distribution from this fund shall be held in the distribution account unless the fund's gifted principal balance reaches \$1,000,000 before September 30, 2022. Should the fund's gifted endowment principal balance reach \$1,000,000 on or before September 30, 2022, the endowment shall be revised to the Burn Jeng Lin, PhD and Sue Huang Lin Endowed ElectroScience Laboratory Professorship. Per the donor's request, the annual distribution shall be used to provide salary support for a highly promising faculty member based out of the ElectroScience Laboratory in the College of Engineering. Appointment to the position shall be recommended to the executive vice president and the provost by the college's dean and approved by the University's Board of Trustees.

The activities of the professorship shall be reviewed no less than every four years by the college's dean to determine compliance with the intent of the donor as well as the academic and research standards of the University.

Should the fund's gifted principal balance not reach \$1,000,000 by September 30, 2022, the fund name shall be revised to the Burn Jeng Lin, PhD and Sue Huang Lin Endowed ElectroScience Laboratory Fund. Per the donor's request, the annual distribution shall be used to provide program support for the ElectroScience Laboratory in the College of Engineering. Expenditures shall be approved by the college's dean or his/her designee.

After September 30, 2022, the fund may be revised when the gifted endowment principal reaches the minimum funding level required at that date for an endowed professorship position.

Once the above criteria are met, in any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Wanda Neeley Coldiron Education Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Wanda Neeley Coldiron Education Endowed Scholarship Fund effective June 8, 2018, with a gift from Wanda N. Coldiron (BS 1952).

The annual distribution from this fund shall be used to provide one or more scholarships to undergraduate students ranked as freshmen who are enrolled in the College of Education and Human Ecology and who are studying or plan to study K-5 Education (including English language arts and special education). Candidates must be graduates of Fremont Ross High School in Fremont, Ohio (or successor in interest) and have a minimum 3.5 grade point average.

Recipients will be recommended by the director of scholarships for the College of Education and Human Ecology and approved by the college's dean or his/her designee, in consultation with Student Financial Aid. Scholarships shall be awarded in amounts sufficient to cover tuition and room & board. Scholarships may not be renewed.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused distribution from this endowed fund shall be reinvested in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Education and Human Ecology or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Bunny C. Clark Student Support Fund**

The Board of Trustees of The Ohio State University (the "University"), in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation (the "Grantee"), shall establish The Bunny C. Clark Student Support Fund (the "Fund") effective June 8, 2018, with grants from the Mercer Family Foundation (the "Foundation").

Annual distribution from the Fund shall be used to provide student support to undergraduate or graduate students enrolled in the University College of Arts and Sciences studying in the Department of Physics. Preference shall be given to candidates who advance the excellence and diversity of the department. Recipients will be selected by the chair of the department or his/her designee, in consultation with the vice chairs for undergraduate and graduate studies or their designees and Student Financial Aid. Support may be renewed as long as the recipients meet the selection criteria.

The University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the executive dean of the College of Arts and Sciences or his/her designee.

The investment and management of the Fund shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the Foundation that the endowment established herein should benefit the University in perpetuity. The University and the Grantee reserve the right to modify the purposes of this Fund, however, (1) with written consent of the Foundation, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that the Fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Grantee shall consult the executive dean of the College of Arts and Sciences or his/her designee. Modifications to the Fund shall be approved by the University's Board of Trustees and the Grantee's Board of Directors, in accordance with the policies of the University and Grantee, and in the case of clause (1) above, prior to the Grantee's seeking the consent of the Foundation.

#### **Helene Fuld Health Trust Endowed Program Support Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Helene Fuld Health Trust Endowed Program Support Fund effective June 8, 2018, with gifts from the Helene Fuld Health Trust.

The annual distribution from this fund shall be used to support ongoing activity, initiatives, and programming associated with the Helene Fuld Health Trust National Institute for Evidence-based Practice in Nursing and Healthcare. Expenditures shall be approved by the dean of the College of Nursing or his/her designee.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Nursing or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Nursing or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The William A. Marzich Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The William A. Marzich Endowed Scholarship Fund effective June 8, 2018, with an estate gift from William A. Marzich (BS 1982, MS 1984).

The annual distribution from this fund shall be used to provide scholarships to students. Recipients will be selected by Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of Student Financial Aid or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of Student Financial Aid or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Charles and Ellen Leone Lectureship Fund in Ophthalmology**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Charles and Ellen Leone Lectureship Fund in Ophthalmology effective June 8, 2018, with a gift from Dr. Charles R. Leone Jr. (M 1965) and Ellen W. Leone.

The annual distribution from this fund shall be used to support an annual lectureship in the Department of Ophthalmology & Visual Science for medical professionals, researchers, and clinicians on advancements in ophthalmology. Expenses may include but are not limited to supplies, travel, publicity, lodging, conference space, and honorariums. Any unspent distribution may be used to support resident research awards. Expenditures shall be recommended by the chair of the Department of Ophthalmology & Visual Science or his/her designee and approved by the dean of the College of Medicine or his/her designee.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Medicine or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Medicine or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Rahimian Endowed Graduate Support Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Rahimian Endowed Graduate Support Fund effective June 8, 2018, with gifts from Saeid Rahimian (MS 1982).

The annual distribution from this fund shall be used to provide support to one or more graduate students or fellows enrolled in the College of Engineering who are studying in the Department of Mechanical and Aerospace Engineering. Recipients will be selected by the chair of the department, in consultation with committee members and Student Financial Aid.

The scholarships are portable if the recipients change campuses, transferable if they change major, and renewable for up to eight semesters, even if the semesters are non-consecutive, as long as the student remains in good standing with the University.

This fund is eligible to be included in the Ohio Scholarship Challenge. If the fund's principal balance reaches \$100,000 on or before December 31, 2017, the University will match annual distribution payouts in perpetuity. The transfer of matching funds will occur once annually, usually in July. Under the Challenge, unused annual distribution cannot be reinvested in the fund's principal.

If the fund's principal balance does not reach \$100,000 on or before December 31, 2017, the fund will no longer be eligible to be included in the Ohio Scholarship Challenge; the annual distribution will not be matched; the scholarships will not be required to be portable, transferable, or renewable; and unused distribution can be reinvested in the fund's principal.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Scott McIlroy Cancer Research Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Scott McIlroy Cancer Research Fund effective June 8, 2018, with gifts made in memory of Dr. Scott A. McIlroy (MD 1975) from family and friends, including gifts from Dr. Mary Antenen McIlroy (MD 1975; Faculty Emeritus) and Andrew McIlroy.

The annual distribution from this fund shall be used to provide research and related program support on blood cancers, or on blood cancer discoveries that impact solid tumor cancers, at The Ohio State University Comprehensive Cancer Center – The Arthur G. James Cancer Hospital and Richard J. Solove Research Institute (The James); preferably for priorities leading to rapid initial pre-clinical testing of new/novel therapies. First priority is to support said work as determined and overseen by Dr. John Byrd or his successor with the Chronic Lymphocytic Leukemia team. Second priority is to support said work as overseen by the director of the Division of Hematology. Funds may be used for research equipment, personnel; education/training; fellowship grants, etc. Expenditures shall be approved, in consultation with the director of the division and the chief executive officer of The James.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of the Division of Hematology.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with



the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of the Division of Hematology and chief executive officer of The James. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **John and Annie Glenn Fund for Eye Research**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the John and Annie Glenn Fund for Eye Research effective June 8, 2018, with a gift from L. C. Laxson, MD, PhD (PhD 1982, MD 1985) and Thomas F. Mauger, OD, MD (MS 1981, OD 1981, MD 1984).

The annual distribution from this fund shall be used to support advancements in research in the Department of Ophthalmology & Visual Science for innovative cures for blindness and eye disease including, but not limited to, macular degeneration and glaucoma. Expenditures shall be approved by the dean of the College of Medicine or his/her designee.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Medicine or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Medicine or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Architecture Class of '63 Endowed Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Architecture Class of '63 Endowed Fund effective June 8, 2018, with gifts from alumni from the Architecture Class of 1963 and friends.

The annual distribution from this fund shall be used to support one or more renewable scholarships for graduate or undergraduate students enrolled in the Austin E. Knowlton School of Architecture. Candidates must demonstrate academic merit and financial need. Recipients shall be recommended by the director of the school or his/her designee and approved by the dean of the College of Engineering or his/her designee, in consultation with Student Financial Aid.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of the Austin E. Knowlton School of Architecture or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of the Austin E. Knowlton School of Architecture or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Women in Computer Science and Engineering Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Women in Computer Science and Engineering Endowed Scholarship Fund effective June 8, 2018, with gifts from Dr. Michael Fortin (MS 1987, PhD 1991).

The annual distribution from this fund shall be to provide scholarship support to undergraduate students enrolled in the College of Engineering who are majoring in Computer Science and Engineering. Recipients shall be selected by the college's scholarship committee, in consultation with Student Financial Aid. It is the donor's desire that the scholarships be awarded with particular attention to, but not limited to, female students.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Ramm Endowed Graduate Student Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Ramm Endowed Graduate Student Fund effective June 8, 2018, with gifts from E. Edwin (BS 1972, MS 1974) and Cynthia (BS 1975) Ramm.

The annual distribution from this fund shall be used to provide graduate student development opportunities for one or more graduate students enrolled in the College of Engineering, Department of Integrated Systems Engineering who are majoring in Supply Chain and/or Data Analytics concentrations. Preference will be given to candidates from the state of Ohio who are in good academic standing. Support shall be renewable as long as the students meet the criteria. Recipients will be selected and approved by the chair of the department along with the ISE scholarship committee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications

to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Dennis J. McTigue Endowment Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Dennis J. McTigue Endowment Fund effective June 8, 2018, with gifts from family, friends, and colleagues.

The annual distribution from this fund shall be used to support programs in the College of Dentistry, Division of Pediatric Dentistry. Expenditures shall be recommended by the chair of the division and approved by the dean of the college.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Dentistry or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Dentistry or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Veterinary Medicine Class of 1976 Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Veterinary Medicine Class of 1976 Endowed Scholarship Fund effective June 8, 2018, with gifts from the College of Veterinary Medicine Class of 1976.

The annual distribution from this fund shall be used to provide scholarships to students enrolled in the College of Veterinary Medicine. Preference shall be given to candidates who demonstrate financial need and are in their second, third, or fourth years of enrollment in the college. Recipients will be selected by the dean of the college or his/her designee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Veterinary Medicine or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Veterinary Medicine or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **McGrath-Stenger-McLeod Irish Rare Books and Manuscripts Endowment Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the McGrath-Stenger-McLeod Irish Rare Books and Manuscripts Endowment Fund effective June 8, 2018, with gifts from William and Nancy (BA 1962) McGrath.

The annual distribution from this fund shall be used for acquisitions for the Irish Collection in the Rare Books and Manuscripts Library, as approved by the director of University Libraries and the lead curator of the Rare Books and Manuscripts Library.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of University Libraries or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of University Libraries or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Drinko Cup Friends Merit Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Drinko Cup Friends Merit Scholarship Fund effective June 8, 2018, with gifts from Scott Unger (BA 1993, JD 1996) and friends.

The annual distribution from this fund shall be used to provide a renewable scholarship(s) to a student(s) enrolled in the Michael E. Moritz College of Law who demonstrate financial need and who is/was involved in competitive undergraduate athletics at any collegiate level. "Club Level" or "Intramural Level" sports are not considered athletic participation. In addition, it is the preference of the donors that the student(s) comes from a single-parent home or from a divorced family. Selection of the recipient(s) and award amount shall be at the discretion of the dean of the college, or his/her designee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Michael E. Moritz College of Law or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the Michael E. Moritz College of Law or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Linda C. Martin and Kenneth A. Huff CFAES Ambassador Enrichment Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Linda C. Martin and Kenneth A. Huff CFAES Ambassador Enrichment Fund effective June 8, 2018, with gifts from Dr. Linda C. Martin (BS 1982).

Dr. Linda C. Martin served as the College of Food, Agricultural, and Environmental Sciences' associate dean for academic programs from 2007-2017 and provided leadership for various programs throughout the college. She had a passion for making a difference in the lives of students and embraced the longstanding commitment of the college to put "students first." During her time as associate dean, Dr. Martin recognized the contribution of the college's Ambassador Team to the success of the college and remained dedicated to their personal, professional and academic growth. This endowment is meant to foster the personal growth, academic enrichment and professional success of the ambassadors who represent their respective academic departments, the college, and the university throughout the State of Ohio and across the country. Additionally, in 2010 Dr. Martin was appointed as the Sanford G Price & Isabelle P. Barbee Endowed Chair for Teaching, Advising & Learning and in 2014, she was appointed the director of the University's Second-year Transformational Experience Program (STEP) for the Office of Academic Affairs, where she focused on both student engagement and development to enhance second-year success.

The annual distribution from this fund shall be used to support the personal, professional, and academic growth of the College of Food, Agricultural, and Environmental Sciences' Ambassador Team and/or provide recognition for contributions of individual Ambassadors to the success of the college. Proceeds should be used to advance the efforts of the college's Ambassador Program and should not be distributed as individual scholarships. Expenditures shall be approved by the associate dean for academic programs of the college or his/her designee. If the college's Ambassador Program ceases to exist, the proceeds will support a similar purpose at the discretion associate dean for academic programs of the college or his/her designee.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the associate dean for academic programs of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Ellen Pet Pal Fund at The Ohio State University Wexner Medical Center**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Ellen Pet Pal Fund at The Ohio State University Wexner Medical Center effective June 8, 2018, with a gift from Kenneth A. Foland.

The annual distribution from this fund shall be used to expand and support the Pet Pal program of certified therapy dog and volunteer handlers who regularly visit The Ohio State University Wexner Medical Center patients, providing comfort and respite to patients and their families who request a pet therapy visit. Funds shall cover the operational expenses of the program (or its successor entity) including costs for recruitment, support and recognition. Expenditures shall be recommended by the program's director and approved by the dean of the College of Medicine or his/her designee.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Medicine or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the chief executive officer of The Ohio State University Wexner Medical Center or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Dr. Mark Bennett Memorial Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Dr. Mark Bennett Memorial Scholarship Fund effective June 8, 2018, with gifts from Joanna Bennett, friends, and former colleagues of Dr. Bennett.

Dr. Mark Bennett was a professor in Horticulture and Crop Science from 1986-2015. During his 29 years at Ohio State, Mark established a nationally recognized research program in vegetable production, and provided leadership to Ohio vegetable producers through Extension. Mark was a highly regarded teacher and mentor, and had the privilege of working with horticulturists around the world. He was inspired by his work, had a passion for the earth, and thrived on sharing this passion with his colleagues, friends, and family. Mark was kind, smart, unassuming, and humble. Because of his premature death at age 60 of brain cancer, his family and friends will be honored to see his legacy carried on by offering a scholarship to those interested in studying the area of seeds and vegetable crops.

The annual distribution from this fund shall be used to provide scholarship support to undergraduate students enrolled in the College of Food, Agricultural, and Environmental Sciences who are studying in the Department of Horticulture and Crop Science and have demonstrated an interest in fruit and vegetable production. Recipients will be selected by the college's scholarship committee, in consultation with Student Financial Aid.

If the student farm, or programming around the farm and/or vegetable production should cease to exist, the founding donors request that the annual distribution shall be used to provide scholarships for students studying horticulture on the Columbus campus. Recipients shall be selected by the college's scholarship committee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees

#### **Robert L. & Cynthia J. Grimm Graduate Student Scholarship in Workforce Development and Education Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Robert L. & Cynthia J. Grimm Graduate Student Scholarship in Workforce Development and Education Fund effective June 8, 2018, with gifts from Robert L. Grimm (BS 1974) and Cynthia J. Grimm acknowledging their gratitude to world-renowned professors, dedicated thought leaders, and professional practitioners who inspired donors to pursue graduate degrees and careers in fields related to Workforce Development and Education.

The annual distribution from this fund shall be used to provide scholarship support to graduate students enrolled in the College of Education and Human Ecology who demonstrate a particular interest in advanced practitioner education in Human Resource Development and Adult Learning or Family Financial Management. Recipients shall be selected by the dean of the college, or his/her designee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused distribution from this endowed fund shall be reinvested in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Education and Human Ecology or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation. and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Dr. Adrian Gendell Bonser Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Dr. Adrian Gendell Bonser Endowed Scholarship Fund effective June 8, 2018, with a gift from Dr. Adrian Gendell Bonser (DDS 1991).

The annual distribution from this fund shall be used to provide renewable scholarships to one or more professional/doctoral students enrolled in the College of Dentistry. Recipients should be non-traditional dental students. It is the donor's desire that the scholarships be awarded with particular attention to, but not limited to, United States citizens or legal residents. Consideration shall be given to both female and male candidates who have served in the military. Recipients will be selected by the dean of the college or his/her designee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Dentistry or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Dentistry or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Dr. Katie Whitlock Memorial Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Dr. Katie Whitlock Memorial Fund effective June 8, 2018, with gifts from Dr. Adele Bealer.

The annual distribution from this fund shall be used to support graduate students enrolled in the College of Arts and Sciences who are majoring in the Department of Theatre, are participating in the London Theatre Study Abroad Program or its successor and demonstrate financial need. Funds can also support graduate students participating in other international travel for research. Expenditures may include study abroad travel fees and expenses. Support is renewable as long as the recipient meets selection criteria and is in good standing with the University. Recipients will be selected by the department's chair or his/her designee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the executive dean of the College of Arts and Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

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#### **The Lois J. Hook Memorial Endowment Scholarship Fund in Materials Science and Engineering**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Lois J. Hook Memorial Endowment Scholarship Fund in Materials Science and Engineering effective June 8, 2018, with gifts from Rollin E. Hook.

The annual distribution from this fund shall be used to provide renewable tuition and fee scholarships to one or more undergraduate students who are enrolled in the College of Engineering and majoring in Materials Science and Engineering. Candidates must rank as a sophomore, junior or senior, and have a minimum 3.0 grade point average. Candidates must be United States citizens or permanent residents and demonstrate financial need. Scholarship recipients shall be selected by the chair of the Department of Materials Science and Engineering and the college's scholarship committee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the chair of the Department of Materials Science and Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the



University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**James H-Y. Tai Buckeye East Asian Linguistics Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the James H-Y. Tai Buckeye East Asian Linguistics Fund effective June 8, 2018, with a gift from Dr. James H-Y. Tai, former professor in the Department of East Asian Languages and Literatures at The Ohio State University (1986-1995).

The annual distribution from this fund shall be used to support the academic activities of graduate and undergraduate students and faculty whose primary field of research is East Asian (Chinese/Japanese/Korean) linguistics in the Department of East Asian Languages and Literatures. This includes, but is not limited to, support for East Asian linguistics conferences and workshops as well as data collection and linguistic analyses on East Asian Languages. The exact use shall be determined on an annual basis by a committee consisting of the core faculty members in East Asian Linguistics in the Department of East Asian Languages and Literatures. Expenditures shall be approved by the chair of the department or his/her designee.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the executive dean of the College of Arts and Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the executive dean of the College of Arts and Sciences or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**Frank J. and Thelma L. Senff Tomastik Endowed Support Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Frank J. and Thelma L. Senff Tomastik Endowed Support Fund effective June 8, 2018, with gifts from Carol T. (BA 1973, MS 1974) and David P. (BS 1972) Sheets to honor the memory of Carol's father and mother.

The annual distribution from this fund shall be split equally between the program support funds of the Men's and Women's Golf Teams in the Department of Athletics.

- Men's Golf Program Support Fund - #312890
- Women's Golf Program Support Fund - #312778

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of the Department of Athletics. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**The Michael & Wanda Moore Endowed Aeronautical Engineering Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Michael & Wanda Moore Endowed Aeronautical Engineering Scholarship Fund effective June 8, 2018, with gifts from Michael T. Moore (BS 1962, MS 1963) and Wanda L. Moore and matching gifts from their employer.

The annual distribution from this fund shall be used to provide scholarships to undergraduate students enrolled in the College of Engineering and majoring in Aeronautical Engineering. To qualify for scholarships, candidates must be from the State of Ohio and demonstrate financial need and academic merit. Recipients shall be selected by the chair of the Department of Mechanical and Aerospace Engineering or his/her designee and approved by the dean of the college or his/her designee, in consultation with the college's scholarship committee and Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Biilik-Walden Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Biilik-Walden Endowed Scholarship Fund effective June 8, 2018, with gifts from Patricia B. (MSW 1975) and Larry (MBA 1985) Walden.

The annual distribution from this fund shall be used to provide a scholarship to an undergraduate student who is enrolled in the College of Food, Agricultural and Environmental Sciences and majoring in the Construction Systems Management program of the Department of Food, Agricultural and Biological Engineering. If no eligible candidates are identified, the scholarship will be held for the next award cycle. It is the donors' desire that the scholarship be awarded with particular attention to, but not limited to, female students. Recipients will be selected by the college's scholarship committee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Food, Agricultural and Environmental Sciences

or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Charles and Carole Wendy Bynner Endowed Scholarship Fund in Civil Engineering**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Charles and Carole Wendy Bynner Endowed Scholarship Fund in Civil Engineering effective June 8, 2018, with gifts from Mr. Charles E. Bynner (BCE 1967) and Dr. Carole W. Bynner (1974 MS).

The annual distribution from this fund shall be used to provide renewable scholarships to undergraduate students enrolled in the College of Engineering who are majoring in Civil Engineering. Candidates must have a minimum 2.5 grade point average on a 4.0 scale and demonstrate financial need. Preference will be given to candidates who are specializing in construction engineering. Scholarships may be used for up to 50% academic tuition. If funding permits, multiple scholarships may be awarded. Recipients will be selected by the Department of Civil Engineering, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Chemical Engineering Women's Endowment Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Chemical Engineering Women's Endowment Fund effective June 8, 2018, with gifts from Kris Lakshmanan (PhD 1986) and Leonore Witchey-Lakshmanan (BS 1983, MS1984) and friends.

The annual distribution from this fund shall be used to provide support toward initiatives that will promote women within the Department of Chemical and Biomolecular Engineering in the College of Engineering. Expenditures shall be approved by the chair of the department.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications

to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Copeland Family Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Copeland Family Scholarship Fund effective June 8, 2018, with gifts from Thomas C. Copeland III.

The annual distribution from this fund shall be used to provide scholarships to students who demonstrate an interest in studying business. Recipients will be selected by Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused distribution from this endowed fund shall be reinvested in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of Student Financial Aid. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Tom W. Davis Men's Volleyball Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Tom W. Davis Men's Volleyball Scholarship Fund effective June 8, 2018, with a gift from Tom W. Davis.

Ten percent of the annual distribution from this fund shall be reinvested in the endowment principal. The remaining annual distribution from this fund shall supplement the grant-in-aid costs for undergraduate student-athletes who are members of the men's volleyball team. Scholarships are renewable as long as recipients meet the selection criteria. Amount of scholarship(s) and number of recipients shall be at the discretion of the highest ranking official in the Department of Athletics or his/her designee. Recipients shall be selected in accordance with the then current guidelines and procedures for scholarship administration established by the department, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

The highest ranking official in the Department of Athletics or his/her designee has the discretion to hold all or a portion of the unused distribution in the distribution fund to be used in subsequent years, and/or reinvest all or a portion of the unused distribution in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation may modify the purpose of this fund in consultation with the donor named above. In accordance with Ohio Revised Code, if the purpose of the fund becomes unlawful, impracticable, impossible to achieve, or wasteful, the University and Foundation, may modify the purpose of this fund with approval from the Ohio

Attorney General. The University and the Foundation shall consult the highest ranking official in the Department of Athletics or his/her designee to identify a similar purpose consistent with the original intent of the donor. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**Arthur J. Epstein Distinguished Emeritus Professor Graduate Endowed Travel Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Arthur J. Epstein Distinguished Emeritus Professor Graduate Endowed Travel Fund effective June 8, 2018, with a gift from Paulayne T. Epstein.

The annual distribution from this fund shall be used to provide travel awards to graduate students enrolled in the College of Arts and Sciences and majoring in Physics to present at conferences, workshops and colloquia. Preference shall be given to candidates who are majoring in Condensed Matter Experiment or Theory. Recipients will be selected by the chair of the Department of Physics or his/her designee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the executive dean of the College of Arts and Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the executive dean of the College of Arts and Sciences or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**Larry and Barbara Margolis Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Larry and Barbara Margolis Endowed Scholarship Fund effective June 8, 2018, with a gift from Lawrence W. and Barbara Margolis.

The annual distribution from this fund to provide renewable scholarships to graduate students who are enrolled in the College of Public Health, Master of Health Administration program and demonstrate financial need. Recipients will be recommended by the chair of the Division of Health Services Management and Policy and approved by the dean of the college or his/her designee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

The highest ranking official in the College of Public Health or his/her designee has the discretion to hold all or a portion of the unused distribution in the distribution fund to be used in subsequent years, and/or reinvest all or a portion of the unused distribution in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation may modify the purpose of this fund, in consultation with the donors named above. In

accordance with Ohio Revised Code, if the purpose of the fund becomes unlawful, impracticable, impossible to achieve, or wasteful, the University and Foundation, may modify the purpose of this fund with approval from the Ohio Attorney General. The University and the Foundation shall consult the highest ranking official in the College of Public Health or his/her designee to identify a similar purpose consistent with the original intent of the donor/s. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Adrienne C. Nowels Scarlet & Gray Spirit Award and Scholarship Endowment Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Adrienne C. Nowels Scarlet & Gray Spirit Award and Scholarship Endowment Fund effective June 8, 2018, with a gift from Dr. Robert L. Joseph (BS 1968, MS 1970, PhD 1975) and Linda R. Joseph (BS 1968) given in memory of Lieutenant Colonel Keith Nowels (BS 1969, MS 1972).

The annual distribution from this fund shall be used to provide one scholarship to a cadet in the Army ROTC program. Recipient shall be selected by the commanding officer and/or cadre.

If the Army ROTC is no longer offered by the University, funds will be used to support veterans and their dependents. If the Army ROTC is subsequently reinstated by the University, the fund will revert to its original purpose.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the chair of the Department of Military Science.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the chair of the Department of Military Science. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Dean and Velda Sangalis Innovation Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Dean and Velda Sangalis Innovation Fund effective June 8, 2018, with gifts from Dean (BS 1952) and Velda Sangalis.

The annual distribution from this fund shall be used at the discretion of the dean of the Max M. Fisher College of Business to support the activities of faculty, students and staff, in accordance with the strategic plans of the college.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the Max M. Fisher College or his/her designee. Modifications

to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Kurt W. Sauer '75 Engineering Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Kurt W. Sauer '75 Engineering Scholarship Fund effective June 8, 2018, with gifts from Kurt W. (BS 1975) and Diane R. (BS 1975) Sauer.

The annual distribution from this fund shall be used to provide a renewable scholarship to an undergraduate student enrolled in the College of Engineering who has completed his/her first year of enrollment. Preference will be given to a student from Mercer or Trumbull Counties. If there are no eligible candidates from these counties, students from contiguous counties may be considered. Recipients shall be selected by the College of Engineering Scholarship Committee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused distribution from this endowed fund shall be reinvested in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Connie L. Salts Dean's Discretionary Endowment Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Connie L. Salts Dean's Discretionary Endowment Fund effective June 8, 2018, from the estate of Dean E. Salts, in honor of his late wife Connie L. Salts.

The annual distribution shall be designated to the College of Food, Agricultural, and Environmental Sciences to be used at the discretion of the dean of the college or his/her designee.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee. Modifications to endowed funds

shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**McKenzie/Brecher Fund for the Byrd Polar and Climate Research Center**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the McKenzie/Brecher Fund for the Byrd Polar and Climate Research Center effective June 8, 2018, with gifts from Dr. Anne E. Carey and Dr. William "Berry" Lyons. The annual distribution from this fund shall be used at the discretion of the director of the Byrd Polar and Climate Research Center or his/her designee.

The fund may be revised when the gifted endowment principal reaches the minimum funding level required at that date for an endowed scholarship. Thereafter the annual distribution shall be used to provide scholarships for research projects to students studying earth and environmental sciences. Recipients will be selected by the director of the Byrd Polar and Climate Research Center or his/her designee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of the Byrd Polar and Climate Research Center or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of the Byrd Polar and Climate Research Center or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**The Violet I. Meek Endowment Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Violet I. Meek Endowment Fund effective June 8, 2018, with gifts from Violet I. Meek.

The annual distribution from this fund shall be used at the discretion of the dean and director of The Ohio State University at Lima.

If gifts totaling \$50,000 are received by October 31, 2021, the Foundation will submit a request to the University's Board of Trustees to revise the fund name to The Violet I. Meek Endowment for Faculty Scholarly Activity. Research/Scholarly activity for faculty members is defined by the Pattern of Administration of their academic department. Student work/research/scholarly activity may be supported if such activities further the research/scholarly activity of the faculty member. Travel support to professional meetings is also allowed for both faculty and appropriate students. The distribution shall be awarded annually to at least one Lima faculty member. Recipients shall be selected by a committee of college faculty appointed by the dean and director or his/her designee.

If gifts totaling \$50,000 are not received by October 31, 2021, the fund shall be used at the discretion of the dean and director of The Ohio State University at Lima until the gifted endowment principal reaches the minimum funding level required for a restricted fund at that date.

If the need for this fund ceases to exist at the college, the fund shall be used for a similar purpose in the College of Arts and Sciences for faculty and/or students at Ohio State University Columbus Campus who conduct research within the Department of Chemistry and Biochemistry or the Department of Psychology.



In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean and director of The Ohio State University at Lima or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean and director of The Ohio State University at Lima or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Jason B. and Stephanie C. Jones Dean's Innovation Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Jason B. and Stephanie C. Jones Dean's Innovation Fund effective June 8, 2018, with gifts from Jason B. Jones (BS 1993) and Stephanie C. Jones of Baltimore, Maryland.

The annual distribution from this fund shall be used by the dean of the Max M. Fisher College of Business to support activities of the faculty, students, and staff, in accordance with the college's strategic plans.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College of Business.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the Max M. Fisher College of Business. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The Jesse J. Tyson Dean's Innovation Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Jesse J. Tyson Dean's Innovation Fund effective June 8, 2018, with gifts from Jesse J. Tyson (MBA 1976) of The Woodlands, Texas.

The annual distribution from this fund shall be used at the discretion of the dean of the Max M. Fisher College of Business to support activities of the faculty, students, and staff, in accordance with the strategic plans of the college.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College of Business.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with

the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the Max M. Fisher College of Business. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**JPMorgan Chase & Co. Chair for Excellence in Corporate Strategy**

The Bank One Chair for Excellence Fund was established May 8, 1987, by the Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with gifts from Bank One, N.A. (now JPMorgan Chase & Co.). The Bank One Chair for Excellence in Corporate Strategy was established June 5, 1992. The name and description were revised March 3, 2006. Effective June 8, 2018, the fund name and description shall be revised.

The annual distribution from this fund shall be used to attract and/or retain an internationally recognized scholar in the field of corporate strategy. Appointment to the chair shall be made by the dean of the Max M. Fisher College of Business with the approval of the executive vice president and provost and The Ohio State University Board of Trustees, in consultation with officials of now JP Morgan Chase & Co.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College of Business or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall obtain recommendation from the executive vice president and provost, in consultation with officials of Bank One, N.A. (now JP Morgan Chase & Co.). Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

**JPMorgan Chase & Co. Fund for Student Excellence and Leadership**

The Bank One Fund for Student Excellence and Leadership was established October 6, 1995, by the Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with gifts from Bank One, N.A. (now JPMorgan Chase & Co.). The description was revised on February 29, 1996. The name and description were revised March 3, 2006. Effective June 8, 2018, the fund name and description shall be revised.

The annual distribution from this fund shall be used to provide one or more tuition scholarships (with stipend, as appropriate) for MBA students in the Max M. Fisher College of Business. Amount of scholarship(s) and number(s) of recipients shall be at the discretion of the highest ranking official in the college. Recipients shall be selected in accordance with the current guidelines and procedures for scholarship administration established by the college. Student Financial Aid shall be apprised of the selection process.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College of Business or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall obtain recommendation by a committee from the Max M. Fisher College of Business (led by the academic director of the MBA program), in consultation with Student Financial Aid. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Shi-Chuan and Shwu-Ching Lee Engineering Fund**

The Sam Lee Commercialization Endowed Fund was established November 9, 2012, by the Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with a gift from Dr. Shi Chuan Sam Lee (MS 1972, PhD 1974), San Diego, California. Effective June 8, 2018, the fund name and description shall be revised.

The annual distribution from this fund shall be used for program support for The Experiential Entrepreneurship Education Program within the Center for Design Manufacturing in the College of Engineering. Expenditures shall be approved by the director of the center and the dean of the college or his/her designee.

If The Experiential Entrepreneurship Education Program ceases to exist, the annual distribution shall be used to support student projects within the College of Engineering with a preference towards projects emphasizing entrepreneurship. Expenditures shall be approved by the dean of the college or his/her designee.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. Should unforeseen circumstances arise in the future so that the need for this endowment ceases to exist, then another use, as nearly aligned with the original intent of the contribution as good conscience and need dictate, shall be designated by the Foundation's Board of Directors and the University's Board of Trustees. In making this alternate designation, the Boards shall seek -advice from the donor, if possible, and the dean of the College of Engineering.

#### **The Janet Garmhausen Bock Scholarship Fund for Students in Landscape Architecture**

The Janet Garmhausen Bock Enrichment Fund for Ph.D. Students in Nursing was established September 23, 2005, by the Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with gifts from Dr. J. John (BS 1952; MD 1957) and Mrs. Janet G. Bock (BSNurs. cum laude, 1956) in honor of Janet Bock's 50th anniversary of graduation from The Ohio State University College of Nursing. September 2, 2016, the fund was closed and the gifts were transferred to the Wilbur J. Garmhausen Scholarship Fund. Effective April 6, 2018, the fund was re-opened, the gifts transferred back, the fund name and fund description were revised. Effective June 8, 2018, the fund description shall be revised.

The annual distribution from this fund shall be used to award one scholarship at the end of the student's second year to an undergraduate or graduate student majoring in Landscape Architecture. The award is to be given to the student who best represents excellence in landscape architecture and can be renewable based on continued outstanding performance by the recipient. The recipient shall be selected by the college's scholarship committee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **The William and Joan Johnson Scholarship Fund**

The William and Joan Johnson Scholarship Fund was established February 4, 1994, by the Board of Trustees through funds received by the University from The Ohio State University Foundation, which has established an endowed fund with gifts designated for support of scholarships from William J. Johnson (BS Ed 1966), and Joan A. Johnson (BS Ed 1964), Madison, New Jersey. Effective June 8, 2018, the fund description shall be revised.

The annual distribution shall be used to provide renewable scholarships to students who are involved in the Students for Liberty network or its successor in interest. If no such students can be identified, the distribution shall be used to provide scholarships to students attending the University who demonstrate their enthusiasm for taking personal responsibility to build societies structured around the principle that individual freedom builds great and prosperous societies to the betterment of all mankind. Recipients will be selected by Student Life, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of Student Financial Aid or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of Student Financial Aid or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

#### **Robert D. Touse and William F. Cowan Jr. Scholarship Fund**

The Robert D. Touse and William F. Cowan Jr. Scholarship Fund was established July 7, 2006, by the Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with gifts from the Richard (BS 1968) and Rita Porterfield Charitable Trust in honor of Robert D. Touse and William F. Cowan Jr., whose leadership was instrumental in shaping the forestry major at The Ohio State University. Effective June 8, 2018, the fund description shall be revised.

The annual distribution from this fund shall provide need-based scholarships to full-time junior or senior students who have declared a Forestry specialization in the School of Environment and Natural Resources with preference given to students who are employed. Recipients must have a 3.0 (or higher) grade point average. It is the donor's desire that the scholarships be awarded in furtherance of the diversity mission with particular attention to, but not limited to, United

States citizens, who have been accepted for admissions at the University. If the Forestry specialization ceases to exist the fund will be used to support students majoring or specializing in a related field. Recipients shall be selected in accordance with the then current guidelines and procedures for scholarship administration established by the College of Food, Agricultural, and Environmental Sciences or its successor, in coordination with Student Financial Aid or its successor.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

If the need for the scholarship should cease to exist, another use within the School of Environment and Natural Resources shall be designated by the dean of the College of Food, Agricultural, and Environmental Sciences, in consultation with the trustees for the Richard and Rita Porterfield Charitable Trust.

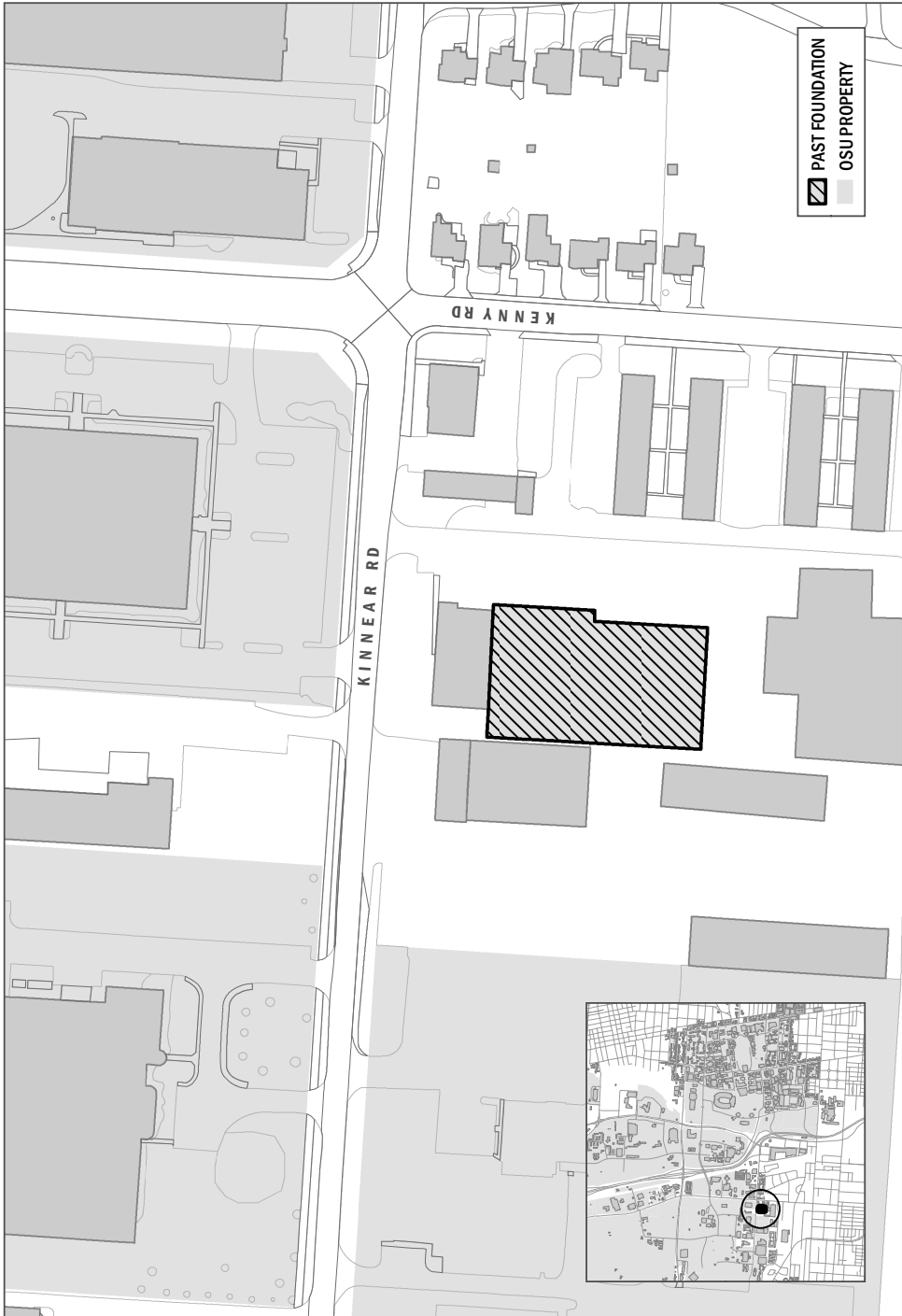
In any given year that the endowment distribution is not fully expended, the unused portion should be reinvested in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

## Opportunities for Named Endowments

	Description	Recommended Minimum (2018)	Previous Minimum (2006)
<b>Endowments Linked to Administrative Positions</b>			
President	Held by the university president, this endowment provides funding to be used at the president's discretion to support strategic initiatives.	\$10,000,000	N/A
Dean / Vice President	Held by a dean or vice president these endowments provide funding to be used at the discretion of the dean or vice president to support the strategic priorities and the work of the college or unit.	\$5,000,000	\$3,500,000
Executive Director	Held by an executive director, including but not limited to medical center positions these endowments provide funding to be used at the discretion of the executive director.	\$3,500,000	N/A
Program Director	Held by an individual who leads and manages a program, these endowments provide funding to be used at the discretion of the director.	\$2,000,000	N/A
<b>Endowments Linked to Faculty Positions</b>			
Chairs	Typically held by tenured faculty, these endowments support the work of the faculty; the establishment of a new endowed chair and use of the funds toward support of academic work and/or compensation are determined in consultation with the Office of Academic Affairs.	\$3,500,000	\$2,000,000
Professorships	Typically held by early or mid-career faculty, these endowments support the work of the faculty; the establishment of a new endowed professorship and use of the funds toward support of academic work and/or compensation are determined in consultation with the Office of Academic Affairs.	\$1,000,000	\$1,000,000
Visiting Professorship	Held by an individual from another institution, these endowments enable experts to visit and conduct academic work at Ohio State.	\$1,000,000	\$600,000
<b>Endowments to Support Student Financial Aid</b>			
Undergraduate Full Scholarship	These endowments provide support for a student's tuition, instructional and general fees, and room and board; the minimum is based on the cost for an Ohio resident.	\$750,000	N/A
Undergraduate Tuition Scholarship	These endowments provide support for a student's tuition and instructional and general fees; the minimum is based on costs for an Ohio resident.	\$300,000	N/A
Graduate Fellowship	These endowments provide support for highly qualified graduate students; a fellowship includes tuition, fees, and a stipend. (Room and board, application fee, books, equipment, lab fees, parking, and other personal expenses are not paid by the fellowship.)	\$1,000,000	\$1,000,000
Scholarship	These endowments provide partial support for undergraduate or professional students.	\$100,000	\$50,000
<b>Endowments to Support Programs, Research, Facilities and Other Priorities</b>			
Named Restricted Fund	These endowments support programs, projects, research, facilities, or other efforts as agreed-upon by the college/unit and the donor.	\$100,000	\$50,000
Named Unrestricted Fund	These endowments provide funding for the university or a specific college/unit, to be used at the discretion of the president, provost or a dean/director.	\$50,000	\$25,000



Prepared by: The Ohio State University  
Office of Planning and Real Estate  
Issue Date: May 14, 2018  
The Ohio State University Board of Trustees

**JOINT USE AGREEMENT BETWEEN  
THE OHIO STATE UNIVERSITY AND THE PAST FOUNDATION  
1003 KINNEAR ROAD  
COLUMBUS, OHIO 43212**

## Project Data Sheet for Board of Trustees Approval

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### Doan – 6<sup>th</sup> and 7<sup>th</sup> Floor NICU

OSU-180809 (CNI#1500068, 18000154)

Project Location: Doan Hall

- **approval requested and amount**  
professional services/construction \$7.5M

- **project budget**

professional services	\$0.7M
construction w/cont	\$6.8M
total project budget	\$7.5M

- **project funding**
  - university debt
  - development funds
  - university funds
  - auxiliary funds
  - state funds

- **project schedule**

BoT approval	06/18
design/bidding	06/18 – 07/19
construction	08/19 – 02/20

- **project delivery method**
  - general contracting
  - design/build
  - construction manager at risk

- **planning framework**
  - this project is included in the FY2018 Capital Investment Plan
  - this project is in cooperation with Nationwide Children's Hospital

- **project scope**
  - this project will renovate the NICU areas on the sixth and seventh floors of Doan
  - improvements to address standard of care requirements include increasing the patient, staff and parent areas, unifying the NICU, improving collaborative work zones, and providing a central entrance for parents, care givers and families
  - project costs will be shared evenly with Nationwide Children's Hospital

- **approval requested**
  - approval is requested to enter professional services and construction contracts



- 
- **project team**

University project manager:	Brendan Flaherty
AE/design architect:	TBD



## Project Data Sheet for Board of Trustees Approval

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### Service Building Annex Renovation

OSU-180830 (CNI# 14000406)

Project Location: Service Building Annex

- **approval requested and amount**  
prof services/construction \$7.0M

- **project budget**  
professional services \$1.2M  
construction w/contingency \$5.8M  

---

total project budget \$7.0M

- **project funding**
  - university debt
  - development funds
  - university funds
  - auxiliary funds
  - state funds

- **project schedule**  
BoT professional services approval 6/18  
design 6/18 – 5/19  
construction 4/19 – 4/20

- **project delivery method**
  - general contracting
  - design/build
  - construction manager at risk

- **planning framework**
  - this project is included in the FY 2019 Capital Improvement Plan
  - feasibility study completed in November 2016

- **project scope**
  - the project will renovate the facility for a combined Facilities Operations and Development and Transportation and Traffic Management bus and vehicle maintenance facility eliminating inventory, service and space duplication
  - the project includes MEP upgrades including ventilation that meets requirements for alternative fuel vehicle maintenance, expanded vehicle maintenance areas (within the current building footprint), and consolidated administrative offices

- **approval requested**
  - approval is requested to enter into professional services and construction contracts



- 
- **project team**  
University project manager: Al Stazzone  
AE/design architect: TBD

## Project Data Sheet for Board of Trustees Approval

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### Advanced Materials Corridor

OSU-160973 (CNI# 13000325, 17000092, 18000141)

*Project Location: old Koffolt Lab, Fontana Lab*

- **approval requested and amount**

construction w/contingency	\$47.5M
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- **project budget**

professional services	\$5.9M
construction w/contingency	\$53.2M
<b>total project budget</b>	<b>\$59.1M</b>



- **project funding**
  - university debt
  - development funds
  - university funds
  - auxiliary funds
  - state funds
- **project schedule**

BoT professional services approval	09/16
BoT construction (enabling) approval	02/18
BoT construction approval	06/18
design/bidding	01/17 - 05/18
construction	05/18 - 12/19

- **project delivery method**
  - general contracting
  - design/build
  - construction manager at risk

- **planning framework**
  - this project is included in the FY 2017, 2018 and 2019 Capital Investment Plans
  - scope and budget is based on feasibility studies completed in 2013 and 2014

- **project scope**
  - the project will include renovation of both old Koffolt and Fontana Labs in alignment with the university's strategic plan and Framework 2.0
  - the program will include research labs, offices and classrooms
  - the project will also include site utilities

- **approval requested**
  - approval is requested to enter into construction contracts

- 
- **project team**

University project manager:	Nate Thomas
AE/design architect:	Moody Nolan Ltd
CM at Risk:	Ruscilli Construction

## Project Data Sheet for Board of Trustees Approval

### OSU East – West Wing Expansion/Renovation

OSU-170319 (CNI#16000036)

Project Location: University Hospital East

- **approval requested and amount**  
construction \$23.9M

- **project budget**  
professional services \$2.1M  
construction w/contingency \$23.9M  
total project budget \$26.0M

- **project funding**
  - university debt
  - development funds
  - university funds
  - auxiliary funds
  - state funds

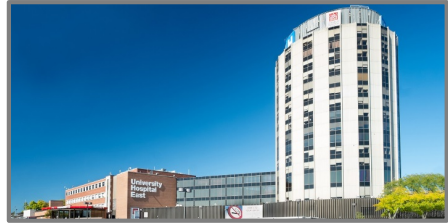
- **project schedule**  
BoT prof services approval 06/17  
design 07/17-08/18  
BoT construction approval 06/18  
construction 09/18-01/20

- **project delivery method**
  - general contracting
  - design/build
  - construction manager at risk

- **planning framework**
  - o this project is included in the FY 2017 Capital Improvement Plan

- **project scope**
  - o renovation of 11,800 GSF and expansion of 23,200 GSF on the first floor of the west wing of the hospital tower
  - o expansion and redesign of the operating rooms and pre-operative/PACU space and respiratory suite; consolidates imaging areas; improvements to patient arrival experience and entrance aesthetics

- **approval requested**
  - o approval is requested to enter into construction contracts



- 
- **project team**  
University project manager: Nikolina Sevis  
A/E: Moody Nolan  
CM at Risk: Elford



Prepared by: The Ohio State University  
Office of Planning and Real Estate  
Issue Date: February 22, 2018  
The Ohio State University Board of Trustees

**SAWMILL PARKWAY ACQUISITION SITE  
SAWMILL PKWY & HOME RD  
DELAWARE COUNTY, OHIO**

(APPENDIX LXXXIV)



# FY 2019 Budget Plan

Michael Papadakis, Mark Larmore and Kris Devine  
Finance Committee | June 7, 2018



## Highlights: FY19 operating budget

- Fiscal strength: Consolidated budget growth, fueled by Health System
  - Projected FY19 revenues: \$7.5 billion
  - Projected FY19 spending: \$6.9 billion
- Access and affordability: Controlling costs and expanding financial aid
  - Ohio State Tuition Guarantee
  - Buckeye Opportunity Program, Land Grant Opportunity Scholarships
- Academic Excellence: Digital learning and teaching excellence
  - Digital Flagship
  - University Institute for Teaching and Learning
- Wexner Medical Center: Strong demand support investments in patient care
  - Operating revenue projected to grow 6.1%



# Consolidated Financial Overview

The Health System accounts for 50% of consolidated revenue

	FY17		FY18		FY19		%	
	Actuals	Forecast	Forecast	Plan	Plan	\$ Difference	Difference	
<b>Total Sources</b> (\$ thousands)								
University (Incl investment income & MCI)	4,087,228	4,003,674	4,133,308	4,133,308	129,634	3.2%		
Health System (Incl investment income)	2,789,773	2,988,447	3,184,452	3,184,452	196,006	6.6%		
OSU Physicians	496,364	431,942	443,066	443,066	11,123	2.6%		
Transfers and Eliminations	(87,691)	(96,592)	(94,268)	(94,268)	2,323	2.4%		
<b>Total Sources</b>	<b>7,285,674</b>	<b>7,327,472</b>	<b>7,666,558</b>	<b>7,666,558</b>	<b>339,086</b>	<b>4.6%</b>		

	FY17		FY18		FY19		%	
	Actuals	Forecast	Forecast	Plan	Plan	\$ Difference	Difference	
<b>Total Uses</b> (\$ thousands)								
University	3,371,562	3,597,694	3,731,417	3,731,417	133,723	3.7%		
Health System (Incl MCI)	2,551,773	2,723,793	2,928,303	2,928,303	204,510	7.5%		
OSU Physicians (Incl MCI)	466,860	423,364	437,268	437,268	13,904	3.3%		
Transfers and Eliminations	31,100	(6,747)	(7,523)	(7,523)	(775)	-11.5%		
<b>Total Uses</b>	<b>6,421,295</b>	<b>6,738,104</b>	<b>7,089,465</b>	<b>7,089,465</b>	<b>351,361</b>	<b>5.2%</b>		

	FY17		FY18		FY19		%	
	Actuals	Forecast	Forecast	Plan	Plan	\$ Difference	Difference	
<b>Sources Less Uses</b> (\$ thousands)								
University (incl investment income)	715,666	405,980	401,891	401,891	(4,089)	-1.0%		
Health System	238,000	264,653	256,150	256,150	(8,504)	-3.2%		
OSU Physicians	29,504	8,578	5,798	5,798	(2,781)	-32.4%		
Transfers and Eliminations	(118,791)	(89,844)	(86,746)	(86,746)	3,099	3.4%		
<b>Total Sources Less Uses</b>	<b>864,379</b>	<b>589,368</b>	<b>577,093</b>	<b>577,093</b>	<b>(12,275)</b>	<b>-2.1%</b>		

# Academic enterprise





# Highlights: University-only sources

Total Sources (\$ thousands)	FY17	FY18	FY19 Plan	FY18-FY19	FY18-FY19
	Actuals	Forecast		\$ Diff	% Diff
<b>External Sources</b>					
Tuition & Fees (gross)	1,106,385	1,124,715	1,156,534	31,819	2.8%
State Share of Instruction	384,804	383,624	383,725	101	0.0%
Other Government Appropriations	167,088	149,769	149,911	142	0.1%
Exchange Grants & Contracts	736,994	722,468	723,691	1,233	0.2%
Non-Exchange Grants & Contracts	64,396	69,300	71,100	1,800	2.6%
Sales & Services - Auxiliaries	340,514	381,829	385,169	3,340	0.9%
Sales & Services - Departmental	154,933	176,389	177,157	768	0.4%
Advancement Receipts	260,431	287,340	298,654	11,313	3.9%
Investment Income	601,182	436,603	515,711	79,108	Assumes 8%
Other Revenues	37,600	38,745	38,755	10	0.0%
<b>Total External Sources</b>	<b>3,854,327</b>	<b>3,770,773</b>	<b>3,900,407</b>	<b>129,634</b>	<b>3.4%</b>
<b>Internal Sources</b>					
Net Transfers from OSU Health System	232,901	232,901	232,901	-	0.0%
<b>Total Internal Sources</b>	<b>232,901</b>	<b>232,901</b>	<b>232,901</b>	<b>-</b>	<b>0.0%</b>
<b>Total Sources</b>	<b>4,087,228</b>	<b>4,003,674</b>	<b>4,133,308</b>	<b>129,634</b>	<b>3.2%</b>

## Source Drivers

	Price	Volume	Mix
Tuition & Fees	↔	↔	↔
Housing & Dining	↔	↔	↔

- Resident undergraduates increasing \$5.4M, driven by shift to tuition guarantee model and NFYS guarantee generates \$6.4M, offset by \$1M in volume decrease
- Non-resident undergraduates - increasing \$7.2M due to 4.8% surcharge increase
- Professional/tagged master's - \$7.3M increase including \$3.5M in marginal differential fees
- Graduate - \$1.8M due to budgeted volume increase in FTE

Pell Grant maximum award increased from \$5,920 to \$6,095 (sources are a pass-through as student aid)

New Fundraising Activity goal for FY19 yields \$299M in cash receipts (an increase of \$11M)

8% return budgeted for FY19; includes \$42.7M in short-term and intermediate-term investment income.



# Highlights: University-only uses

	FY17 Actuals	FY18 Forecast	FY19 Plan	FY18-FY19 \$ Diff	FY18-FY19 % Diff
<b>Total Uses (\$ thousands)</b>					
Salaries	1,401,486	1,518,096	1,601,924	83,827	5.5%
Benefits	506,781	421,693	416,643	(5,051)	-1.2%
<b>Total Personnel Expense</b>	<b>1,908,267</b>	<b>1,939,790</b>	<b>2,018,567</b>	<b>78,777</b>	<b>4.1%</b>
Fee Authorizations	107,184	111,582	113,760	2,178	2.0%
Student Aid	356,306	383,350	403,244	19,894	5.2%
Supplies & Services	707,112	810,270	830,176	19,906	2.5%
<b>Total Non-Personnel Expense</b>	<b>1,170,602</b>	<b>1,305,202</b>	<b>1,347,179</b>	<b>41,977</b>	<b>3.2%</b>
Depreciation	170,038	227,804	235,700	7,896	3.5%
Interest Expense	122,655	124,898	129,971	5,073	4.1%
<b>Total Capital-Related Expense</b>	<b>292,693</b>	<b>352,702</b>	<b>365,671</b>	<b>12,968</b>	<b>3.7%</b>
<b>Total Uses</b>	<b>3,371,562</b>	<b>3,597,694</b>	<b>3,731,417</b>	<b>133,723</b>	<b>3.7%</b>

- 2.5% salary guidelines increases \$33M
- Teaching excellence initiative in Institute for Teaching and Learning \$9.8M
- Discovery Themes Hires \$5.0M
- WiFi expansion, security and Digital Flagship support \$4.7M
- Growth of Clinical Operations \$7.7M
- These increases are slightly offset by a decrease in composite benefit rates

- Buckeye Opportunity Program (\$14.2M)
- Expansion of the Land Grant Opportunity Scholarship (\$3.8M)

- \$16.2M due to inflation
- \$3.7M due to faculty startups, fundraising and alumni relations

Increase of 50 - 70 basis points on variable rate debt obligations



# Wexner Medical Center



# Wexner Medical Center

Includes Health System, OSU Physicians, College of Medicine and Office of Health Sciences

Wexner Medical Center	FY18 Forecast	FY19 Plan	FY18-FY19 \$ Diff	FY18-FY19 % Diff
<b>Total Operating Revenue</b>	<b>3,649,289</b>	<b>3,867,878</b>	<b>218,589</b>	<b>6.0%</b>
<b>Operating Expenses</b>				
Salaries & Benefits	1,944,000	2,058,909	114,909	5.9%
Supplies and Pharmaceuticals	653,114	742,708	89,594	13.7%
Services	374,315	401,634	27,319	7.3%
Depreciation	175,005	186,153	11,148	6.4%
Interest/Debt	49,460	47,330	(2,130)	-4.3%
Other Operating Expense	136,611	147,834	11,223	8.2%
Medical Center Investments	9,794	4,629	(5,165)	-52.7%
<b>Total Expenses</b>	<b>3,342,299</b>	<b>3,569,197</b>	<b>246,898</b>	<b>7.4%</b>
<b>Excess Revenue over Expense</b>	<b>306,990</b>	<b>278,681</b>	<b>(28,309)</b>	<b>-9.2%</b>

## Source Drivers

	Price	Volume	Mix
Total Revenue per AA	←	→	↔
Total Expense per AA	←	↔	↔

- Budgeted to increase about 6.0% compared with the current year rate of 7.3%.
- Activity increases account for approximately 3.9% and rates account for 2.8% of fiscal 2019 growth

- 2.5% merit increase
- 0.5% market adjustments
- 75 net new OSUP physicians during FY18

Majority of the Supplies and Services are volume Driven:  
Surgery Growth

- 3.1% inpatient
- 4.0% outpatient
- 3.6% total growth

Admissions & Outpatient Visit Growth

- 3.5% inpatient growth
- 4.3% outpatient growth

Drug cost inflation of 5% in addition to the 340B drug pricing program and cost of new cancer drugs

Interest expense is decreasing with continued principal repayments and no plan to issue incremental debt in FY19



**THE OHIO STATE  
UNIVERSITY**

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# FY 2019 Budget Plan



Office of Business & Finance  
Financial Planning & Analysis

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## Executive Summary

Ohio State continues to invest in our strengths as a leading national flagship research university and thriving academic medical center.

Guided by our new strategic plan, these are some of the priorities and highlights reflected in the Fiscal 2019 operating budget:

### Fiscal Strength

Ohio State projects revenues will grow to \$7.5 billion, an increase of 4.7% compared with Fiscal Year 2018. The growth is driven primarily by patient care at the Wexner Medical Center, which now represents 52% of the consolidated budget excluding investment income.

For the academic enterprise, tuition and fees support 75% of the cost of instruction, with the remaining 25% funded through the State Share of Instruction.

In all, the budget calls for \$6.9 billion in spending.

### Access and Affordability

The university will mark a number of milestones in the coming year in terms of student support. Ohio State is controlling costs and providing unprecedented aid for students who demonstrate financial need.

- Low- and moderate-income students entering this fall will be the first to benefit from the **Buckeye Opportunity Promise**, which ensures that financial aid covers tuition costs for Ohioans who receive Pell Grants.
- Through this commitment and others, the university will eclipse the \$100 million mark for new **need-based student aid** since 2015, a year ahead of the 2020 Vision goal. The total in Fiscal 2019 exceeds \$40 million, including President's Affordability Grants and an expanded Land Grant Opportunity Scholarship program.
- A second incoming class of students will enter under the **Ohio State Tuition Guarantee**, which locks in rates for in-state tuition, mandatory fees, room and board for four years. This program provides students and families with predictability about the cost of a four-year education.

### Academic Excellence

The **Digital Flagship** program is integrating learning technology throughout the Ohio State experience. Incoming first-year students at all campuses will receive a iPad Pro as part of their academic toolkit, and faculty members are ramping up courses specifically designed to take advantage of widespread access to this technology.

Meanwhile, the university continues to expand its investments in programs that support teaching excellence, such as the **University Institute for Teaching and Learning**. The institute works with faculty throughout the university to extend best practices in instruction.

FY 2019 BUDGET PLAN

Health Care

After a strong FY 2018, the Health System and OSUP are projecting another year of high demand, with 6.1% growth in operating revenue leading to \$262 million in projected margin. The health system plans to reinvest these funds in patient care and in capital planning to support growing demand, including a new inpatient hospital, expanded ambulatory facilities and an integrated health sciences facility.

Summary

The FY 2019 operating budget reflects that the university is operating from a position of strength and demonstrates the active implementation of the strategic plan to advance our mission.



**FY 2019 Operating Budget – Consolidated**

<b>Total Sources (\$ thousands)</b>	<b>FY17</b>			<b>FY18-FY19</b>	
	<b>Actuals</b>	<b>FY18 Forecast</b>	<b>FY19 Plan</b>	<b>\$ Diff</b>	<b>% Diff</b>
Tuition & Fees (gross)	1,106,385	1,124,715	1,156,534	31,819	2.8%
State Share of Instruction	384,804	383,624	383,725	101	0.0%
Other Government Appropriations	167,088	149,769	149,911	142	0.1%
Exchange Grants & Contracts	736,994	722,458	723,691	1,233	0.2%
Non-Exchange Grants & Contracts	64,396	69,300	71,100	1,800	2.6%
Sales & Services - Auxiliaries	340,514	381,829	385,169	3,340	0.9%
Sales & Services - Departmental	154,933	176,389	177,157	768	0.4%
Sales & Services - Health System	2,743,092	2,974,756	3,173,085	198,329	6.7%
Sales & Services - OSU Physicians	496,364	431,942	443,066	11,123	2.6%
Advancement Receipts	260,431	287,340	298,654	11,313	3.9%
Investment Income	601,182	436,603	515,711	79,108	Assumes 8%
Other Revenues	37,600	38,745	38,755	10	0.0%
<b>Total Sources</b>	<b>7,093,783</b>	<b>7,177,472</b>	<b>7,516,558</b>	<b>339,086</b>	<b>4.7%</b>

<b>Total Uses (\$ thousands)</b>	<b>FY17</b>			<b>FY18-FY19</b>	
	<b>Actuals</b>	<b>FY18 Forecast</b>	<b>FY19 Plan</b>	<b>\$ Diff</b>	<b>% Diff</b>
<b>Total Personnel Expense</b>	<b>3,585,425</b>	<b>3,745,779</b>	<b>3,929,131</b>	<b>183,352</b>	<b>4.9%</b>
Fee Authorizations	107,184	111,582	113,760	2,178	2.0%
Student Aid	356,306	383,350	403,244	19,894	5.2%
Supplies, Services & Other	1,676,081	1,837,149	1,959,741	122,591	6.7%
<b>Total Non-Personnel Expense</b>	<b>2,139,571</b>	<b>2,332,081</b>	<b>2,476,744</b>	<b>144,663</b>	<b>6.2%</b>
Depreciation	381,753	385,346	403,619	18,273	4.7%
Interest Expense	122,655	124,898	129,971	5,073	4.1%
<b>Total Capital-Related Expense</b>	<b>504,408</b>	<b>510,244</b>	<b>533,590</b>	<b>23,346</b>	<b>4.6%</b>
<b>Total Uses</b>	<b>6,229,404</b>	<b>6,588,104</b>	<b>6,939,465</b>	<b>351,361</b>	<b>5.3%</b>
<b>Sources Less Uses</b>	<b>864,379</b>	<b>589,368</b>	<b>577,093</b>	<b>(12,275)</b>	<b>-2.1%</b>

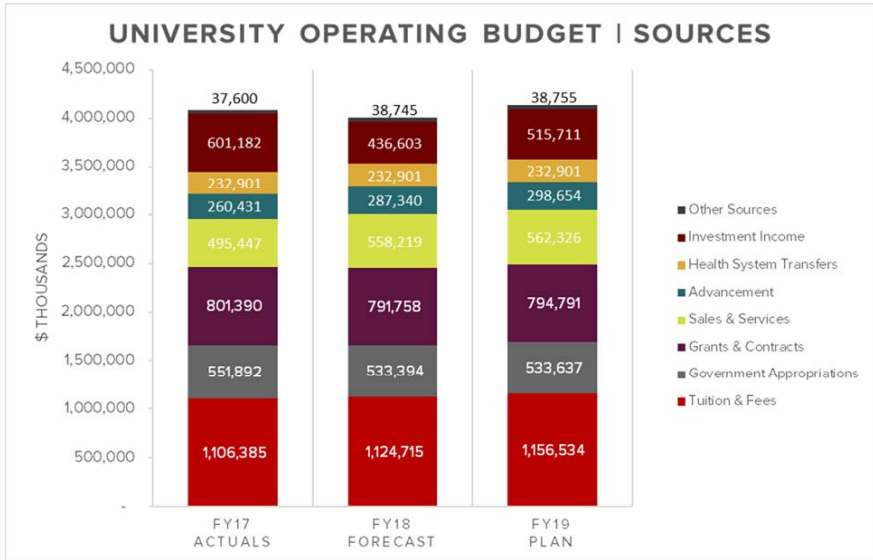
FY 2019 BUDGET PLAN

**FY 2019 Operating Budget – University**  
(excluding Health System and OSUP)

<b>Total Sources (\$ thousands)</b>	<b>FY17 Actuals</b>	<b>FY18 Forecast</b>	<b>FY19 Plan</b>	<b>FY18-FY19 \$ Diff</b>	<b>FY18-FY19 % Diff</b>
<b>External Sources</b>					
Tuition & Fees (gross)	1,106,385	1,124,715	1,156,534	31,819	2.8%
State Share of Instruction	384,804	383,624	383,725	101	0.0%
Other Government Appropriations	167,088	149,769	149,911	142	0.1%
Exchange Grants & Contracts	736,994	722,458	723,691	1,233	0.2%
Non-Exchange Grants & Contracts	64,396	69,300	71,100	1,800	2.6%
Sales & Services - Auxiliaries	340,514	381,829	385,169	3,340	0.9%
Sales & Services - Departmental	154,933	176,389	177,157	768	0.4%
Advancement Receipts	260,431	287,340	298,654	11,313	3.9%
Investment Income	601,182	436,603	515,711	79,108	Assumes 8%
Other Revenues	37,600	38,745	38,755	10	0.0%
<b>Total External Sources</b>	<b>3,854,327</b>	<b>3,770,773</b>	<b>3,900,407</b>	<b>129,634</b>	<b>3.4%</b>
<b>Internal Sources</b>					
Net Transfers from OSU Health System	232,901	232,901	232,901	-	0.0%
<b>Total Internal Sources</b>	<b>232,901</b>	<b>232,901</b>	<b>232,901</b>	<b>-</b>	<b>0.0%</b>
<b>Total Sources</b>	<b>4,087,228</b>	<b>4,003,674</b>	<b>4,133,308</b>	<b>129,634</b>	<b>3.2%</b>
<b>Total Sources Less Uses</b>					
<b>Total Uses (\$ thousands)</b>	<b>FY17 Actuals</b>	<b>FY18 Forecast</b>	<b>FY19 Plan</b>	<b>FY18-FY19 \$ Diff</b>	<b>FY18-FY19 % Diff</b>
Salaries	1,401,486	1,518,096	1,601,924	83,827	5.5%
Benefits	506,781	421,693	416,643	(5,051)	-1.2%
<b>Total Personnel Expense</b>	<b>1,908,267</b>	<b>1,939,790</b>	<b>2,018,567</b>	<b>78,777</b>	<b>4.1%</b>
Fee Authorizations	107,184	111,582	113,760	2,178	2.0%
Student Aid	356,306	383,350	403,244	19,894	5.2%
Supplies & Services	707,112	810,270	830,176	19,906	2.5%
<b>Total Non-Personnel Expense</b>	<b>1,170,602</b>	<b>1,305,202</b>	<b>1,347,179</b>	<b>41,977</b>	<b>3.2%</b>
Depreciation	170,038	227,804	235,700	7,896	3.5%
Interest Expense	122,655	124,898	129,971	5,073	4.1%
<b>Total Capital-Related Expense</b>	<b>292,693</b>	<b>352,702</b>	<b>365,671</b>	<b>12,968</b>	<b>3.7%</b>
<b>Total Uses</b>	<b>3,371,562</b>	<b>3,597,694</b>	<b>3,731,417</b>	<b>133,723</b>	<b>3.7%</b>
<b>Sources Less Uses</b>	<b>715,666</b>	<b>405,980</b>	<b>401,891</b>	<b>(4,089)</b>	<b>-1.0%</b>

University Budget – Sources

Overview



Total budgeted sources for FY 2019 are \$4.13 billion, compared with \$4.00 billion forecasted for FY 2018. Tuition and Fees is the largest category, with \$1.16 billion or 28.0% of total sources, followed by Grants and Contracts, with \$795 million or 19.2% of total sources.

In total, we expect a 3.2% increase in sources in FY 2019 over FY 2018 forecasts. This increase is driven by increases in Tuition and Fees, Auxiliary Sales & Services, Advancement Receipts, and Investment Income. These changes are discussed in detail below.

FY 2019 BUDGET PLAN

Total Sources (\$ thousands)	FY17	FY18	FY19	% of total
	Actuals	Forecast	Plan	
Tuition & Fees	1,106,385	1,124,715	1,156,534	28.0%
Government Appropriations	551,892	533,394	533,637	12.9%
Grants & Contracts	801,390	791,758	794,791	19.2%
Sales & Services	495,447	558,219	562,326	13.6%
Advancement	260,431	287,340	298,654	7.2%
Health System Transfers	232,901	232,901	232,901	5.6%
Investment Income	601,182	436,603	515,711	12.5%
Other Sources	37,600	38,745	38,755	0.9%
	<b>4,087,228</b>	<b>4,003,674</b>	<b>4,133,308</b>	<b>100.0%</b>

FY 2019 Sources



## Tuition and Fees

Gross tuition and fees are expected to increase by \$31.8 million, or 2.8%, from FY 2018 forecast to \$1.16 billion. The increase is due to increases to non-resident and international surcharges for FY 2019, differential fee increases, and the continuing implementation of the Ohio State Tuition Guarantee for incoming first-year students. Instructional and mandatory fees will not increase in FY 2018 for continuing and transfer undergraduate students as well as graduate students. However, some tagged masters and professional programs that have differential fees will include increases in those fees.

The university is committed to access, affordability and excellence. In areas where tuition and fee increases are planned, the proceeds are used to cover inflation and to invest in excellence within the core academic mission. Tuition and fees provide approximately 75% of university revenue available to fund the core academic mission. The remaining 25% is largely provided through the State of Ohio instructional subsidy (SSI). Ohio State remains one of the most affordable options in Ohio and among its Big Ten peers.

\$ thousands	FY18		\$ Difference	% Difference
	Forecast	FY19 Plan		
Instructional Fees	705,161	720,130	14,970	2.1%
Non-Resident Fees	308,214	324,418	16,204	5.3%
General Fees	21,843	21,794	(50)	-0.2%
International Surcharge	6,601	7,413	812	12.3%
Program and Tech Fees	30,763	30,734	(29)	-0.1%
Other Student Fees	25,602	25,581	(21)	-0.1%
<b>Total Academic Fees</b>	<b>1,098,185</b>	<b>1,130,070</b>	<b>31,885</b>	<b>2.9%</b>
Student Activity Fees	4,599	4,594	(5)	-0.1%
Recreational Fees	13,613	13,585	(28)	-0.2%
Ohio Union Fees	8,318	8,285	(33)	-0.4%
<b>Total Student Life Fees</b>	<b>26,530</b>	<b>26,464</b>	<b>(66)</b>	<b>-0.2%</b>
<b>Total Tuition &amp; Fees (gross)</b>	<b>1,124,715</b>	<b>1,156,534</b>	<b>31,819</b>	<b>2.8%</b>

### Enrollment

The university will be executing against an enrollment plan, which was implemented beginning in FY 2017, to increase the quality and diversity of the student body. Enrollment is expected to be flat in total compared with FY 2017 levels.

Regional campuses account for 10% of the university's enrollment. Many of these campuses are experiencing continued poor economic conditions in the communities they serve, a decreasing number of high school graduates and the competition from community and technical colleges. However, the Newark Campus is showing considerable growth since the completion of McConnell Hall student housing.

## FY 2019 BUDGET PLAN

**STUDENT ENROLLMENT FOR AUTUMN TERM**  
**AUTUMN FY 2015 - FY 2019**

Headcounts	2015	2016	2017	2018	2019	1 YR Chg	1YR % Chg	5YR % Chg
Columbus	58,322	58,663	59,482	59,837	59,688	-149	-0.2%	2.3%
Lima	1,056	1,010	1,039	1,018	1,017	-1	-0.1%	-3.7%
Mansfield	1,188	1,199	1,128	1,061	1,061	0	0.0%	-10.7%
Marion	1,204	1,085	1,139	1,198	1,221	23	1.9%	1.4%
Newark	2,396	2,476	2,536	2,623	2,749	126	4.8%	14.7%
ATI	702	751	722	707	707	0	0.0%	0.7%
<b>Grand Total</b>	<b>64,868</b>	<b>65,184</b>	<b>66,046</b>	<b>66,444</b>	<b>66,443</b>	<b>-1</b>	<b>0.0%</b>	<b>2.4%</b>

### Fees

See Appendixes A, B and C for a listing of student fees.

#### *Instructional, General & Student Life Fees*

The Ohio State Tuition Guarantee locks in a set price for resident tuition, mandatory fees, housing and dining for four years. Established in FY 2018, the guarantee is designed to provide predictability and transparency for students and their families. For incoming freshmen in FY 2019, instructional fee will increase 1.4% on all campuses for FY 2019 and then be frozen at that level for four years. This increase will allow the university to maintain quality while preserving affordability. Rates remain frozen for students who entered in the FY 2018 tuition guarantee cohort. In addition, resident tuition and mandatory fees will be frozen for undergraduate students who began prior to the guarantee. The university has held these fees flat since FY 2013.

Master's and PhD instructional fees will not increase in FY 2019. Some graduate and professional programs charge a differential instructional fee based principally on market demand and pricing. Revenue generated from these additional fees directly support the graduate or professional program that is charging the student. Most graduate and professional programs are not increasing fees; programs with increases range between 1.25% percent and 8% in FY 2019.

See Appendixes A, B and C for a listing of student fees.

#### *Non-Resident & International Surcharges*

Effective Autumn term FY 2019, the non-resident surcharge will increase 4.8% for undergraduate, graduate, and professional programs at each campus. The undergraduate international surcharge will be held flat for FY 2019.

See Appendixes A, B and C for a listing of student fees.

#### *Program, Course & Technology Fees*

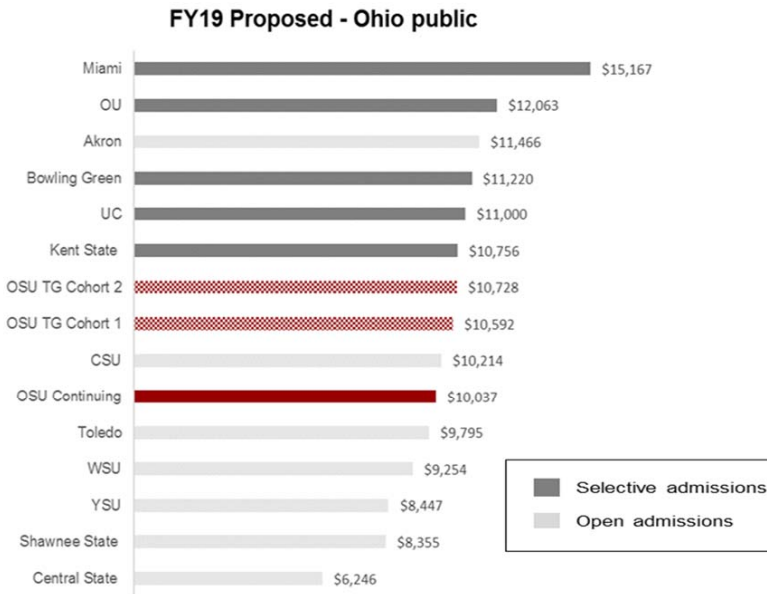
Several colleges and academic programs have additional fees to support specific initiatives. Program fees are designed to provide financial support for specific academic and student

programs, technology fees support learning technology, course fees provide classroom supplies and distance education fees support distance education technology. These fees will be frozen for FY 2019.

See Appendixes A, B and C for a listing of student fees.

**Selective Ohio Peer Comparison**

Among Ohio’s six public four-year universities with selective admissions, Ohio State ranks highest in academic reputation and is the most affordable rate for resident tuition and fees even including the most expensive tuition guarantee cohort. Every Ohio university will have a tuition guarantee except for the University of Cincinnati and Central State University for FY 2019.



OSU TG Cohort = OSU Tuition Guarantee Cohort  
 As of FY 2019, there will be two tuition guarantee cohorts in attendance at the university.

FY 2019 BUDGET PLAN

## Government Appropriations

The university receives funding from the State of Ohio, federal government and local governments to support various aspects of the university's operations. The largest category received is the State Share of Instruction (SSI), which accounts for approximately 73% of state funding.

\$ thousands	FY18		\$	%
	Forecast	FY19 Plan	Difference	Difference
State Share of Instruction	383,624	383,725	101	0.0%
State Appropriations   Operating	95,196	95,338	142	0.1%
State Appropriations   Capital	44,000	44,000	-	0.0%
Federal Build America Bonds Subsidy	10,573	10,573	-	0.0%
<b>Total Government Appropriations</b>	<b>533,394</b>	<b>533,637</b>	<b>243</b>	<b>0.0%</b>

### State Share of Instruction

The SSI allocation is the State of Ohio's primary funding support for higher education. The allocation between public colleges and universities in Ohio is based on their share of enrollment and degree completions, indexed for financially and academically at risk resident undergraduate students, medical and doctoral subsidy as well as other criteria intended to advance the goals of the state. In FY 2019, the total SSI funding pool is budgeted as flat. Preliminary estimates from the state are fairly flat, so the university is projecting flat funding from SSI as well.

### State Appropriations | Operating

In addition to SSI funding, the university also receives funding directed for specific purposes through state line item appropriations. Total appropriations for FY 2019 are estimated at \$95.3 million. Major line items are similar to FY 2018, comprising approximately 78% of the total. This includes support for the Ohio Agricultural Research and Development Center (OARDC/\$36.4 million), OSU Extension (\$24.3 million) and OH-Tech (\$13.5 million).

### State Appropriations | Capital

Ohio State receives capital allocations from the State of Ohio used to maintain and improve the physical infrastructure of the university. Over the next biennium, Ohio State expects to receive \$92.0 million, which includes \$3.6 million in pass-through community projects.

Of the \$88.4 million in university projects, \$47 million will support major building renovations (Celeste Laboratory - \$25 million; Hamilton Hall - \$15 million; and Newton Hall - \$7 million) and \$6.8 million will support projects at the four regional campuses of Lima, Marion, Mansfield and Newark. The continuing construction of Thorne Hall on the Wooster campus will receive \$6 million. The \$28.6 million remaining funding is allocated to various renovations and repairs on the Columbus campus.



## Grants and Contracts

Grants and Contracts revenue is administered in two ways: recorded by individual units in segregated grants and contracts funds, or as sponsored projects administered by the Office of Sponsored Programs. For FY 2019, revenue from grants and contracts (including non-exchange grants) is expected to be \$795 million, which is up slightly from the FY 2018 forecast.

\$ thousands	FY18		\$	%
	Forecast	FY19 Plan	Difference	Difference
Federal Grants and Contracts	410,097	410,021	(75)	0.0%
Private Grants and Contracts	169,263	169,551	288	0.2%
State Grants and Contracts	124,094	124,195	101	0.1%
Local Grants and Contracts	19,004	19,924	919	4.8%
<b>Total Exchange Grants &amp; Contracts</b>	<b>722,458</b>	<b>723,691</b>	<b>1,233</b>	<b>0.2%</b>
Federal Grants and Contracts   Non-Exchange	57,900	60,100	2,200	3.8%
State Grants and Contracts   Non-Exchange	11,400	11,000	(400)	-3.5%
<b>Total Non-Exchange Grants &amp; Contracts</b>	<b>69,300</b>	<b>71,100</b>	<b>1,800</b>	<b>2.6%</b>
<b>Total Grants &amp; Contracts</b>	<b>791,758</b>	<b>794,791</b>	<b>3,033</b>	<b>0.4%</b>

Of the \$795 million, \$521 million is administered by the Office of Sponsored Programs, \$203 million is administered directly by colleges and support units, and \$71 million is administered by Enrollment Services for student financial aid programs. Projects administered by the Office of Sponsored Programs typically have more stringent process and documentation requirements than projects that are directly administered through the colleges and support units.

### Sponsored Research Programs

The university secures funding for sponsored research programs from a variety of external sources. External grants are awarded by federal, state and local agencies along with private foundations and corporate sponsors. Total direct revenue for sponsored research programs administered by the Office of Sponsored Programs is expected to increase from \$511 million in FY 2018 to approximately \$521 million in FY 2019.

The sponsored research revenues include facilities and administrative (F&A) cost recoveries, which are projected to be \$113 million, a decrease of 1% over final estimated FY 2018 recovery of \$114 million. F&A costs are recovered from most sponsored programs to offset the cost of maintaining the physical and administrative infrastructure that supports the research enterprise at the university. It is important to note that direct and indirect cost expenditures do not necessarily align when comparing expected revenue streams, and this occurs for two reasons. First, certain direct cost expenditures do not recover F&A. Second, not all sponsors allow the university to recover F&A at the university's fully negotiated rate. The full-negotiated F&A rate for FY 2018 is 55%; the rate will increase to 56% for FY 2019 and FY 2020. These rates are an increase from the FY 2017 rate, which was 54%.

Sponsored research funding comes from a variety of sources, each of which is impacted by economic and political considerations. For example, the federal government is by far the largest

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source of research support. In recent years, federal research budgets have been essentially flat, and the number of proposals submitted has been increasing, resulting in lower funding rates.

The university's Time and Change Strategic Plan outlines our goals in accelerating the pace of expansion of our research enterprise. The university aspires to become a national leader in research and creative expression, with the specific goal of attracting top scholars excelling in targeted research areas designed to address complex and pressing challenges. Strategies to achieve this goal include facilitating multidisciplinary research to take advantage of the breadth of expertise at the university through the Discovery Themes initiative; establishing new centers focused on current and emerging research challenges; supporting the proposal development center to increase funding for strategic, multidisciplinary initiatives (the Center already shows a 55% success rate for proposals it handles); and establishing and maintaining cutting edge core facilities to support our growing community of research-intensive faculty. The second strategy involves building external relationships that will help grow the university's portfolio of federally funded research, and expand strategic partnerships with industry.

**College/Support Unit Administered Grants and Contracts and Student Financial Aid Funding**

FY 2019 revenue for exchange grants and contracts administered directly by individual colleges and support units is expected to remain flat from \$203 million forecasted for FY 2018. Approximately half of these grants and contracts are state grants and contracts, a quarter are private, and the remainder are federal and local grants and contracts.

Some grants and contracts revenue is considered a non-exchange item and appears in the non-operating section of the income statement as Non-Exchange Grants. These items include \$71 million of grants administered by Student Financial Aid sourced from federal funding for Pell Grants and Supplemental Educational Opportunity Grants (SEOG) and state funding for Ohio College Opportunity Grants (OCOG). In total, funding levels for these items are expected to increase by \$1.8 million from forecasted FY 2018 to budgeted FY 2019, due primarily to increases to maximum Pell Grant awards from \$5,920 to \$6,025 per year for each eligible student.

## Sales & Services

\$ thousands	FY18		\$	%
	Forecast	FY19 Plan	Difference	Difference
Sales and Services   Auxiliaries	381,829	385,169	3,340	0.9%
Sales and Services   Departmental	176,389	177,157	768	0.4%
<b>Total Sales and Services</b>	<b>558,219</b>	<b>562,326</b>	<b>4,107</b>	<b>0.7%</b>

### Sales and Services of Auxiliary Enterprises

Student Life, Athletics, and Business Advancement comprise the majority of sales and services of auxiliary enterprises. Revenue from sales and services of auxiliary enterprises before scholarship allowances is expected to increase \$3.3 million or 0.9% in FY 2019 over forecasted FY 2018. \$2 million of the increase is due to the increase in the housing and dining rates for new first year students under the tuition guarantee. The Schottenstein Center is also projecting an additional \$825k in revenue due to additional events in FY 2019.

### Sales and Services of Educational Departments

Revenue sources in educational departments consist largely of clinical operations in colleges such as Dentistry, Optometry and Veterinary Medicine and non-college departments such as Recreational Sports and Student Health Services. Sales and Services are expected to remain flat in FY 2019 over FY 2018.

## Advancement

Following the conclusion of the But for Ohio State campaign, which raised \$3 billion over the life of the campaign, university fundraising posted another record year totaling \$533 million in gifts and pledges for Ohio State. Gifts from alumni, friends, grateful patients, and the rest of Buckeye Nation continue to be directed to our students, our faculty, our campuses, and our potential.

In FY 2019, the university's goal for "New Fundraising Activity" is \$605 million, including gifts, pledges and certain private contracts. Advancement fully expects to deliver results in line with expectations. Dollars are being raised by engaging a variety of constituents, including students, faculty, staff, alumni, friends, corporate partners and private foundations. Cash receipts are expected to total \$455 million. This \$455 million is inclusive of certain private grants and contracts and other receipts that appear in other budgeted line items.

\$ thousands	FY18		\$	%
	Forecast	FY19 Plan	Difference	Difference
Current Use Gifts	187,445	194,826	7,380	3.9%
Private Capital Gifts	27,209	28,280	1,071	3.9%
Additions to Permanent Endowments	72,686	75,548	2,862	3.9%
<b>Total Advancement Sources</b>	<b>287,340</b>	<b>298,654</b>	<b>11,313</b>	<b>3.9%</b>

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## Investment Income

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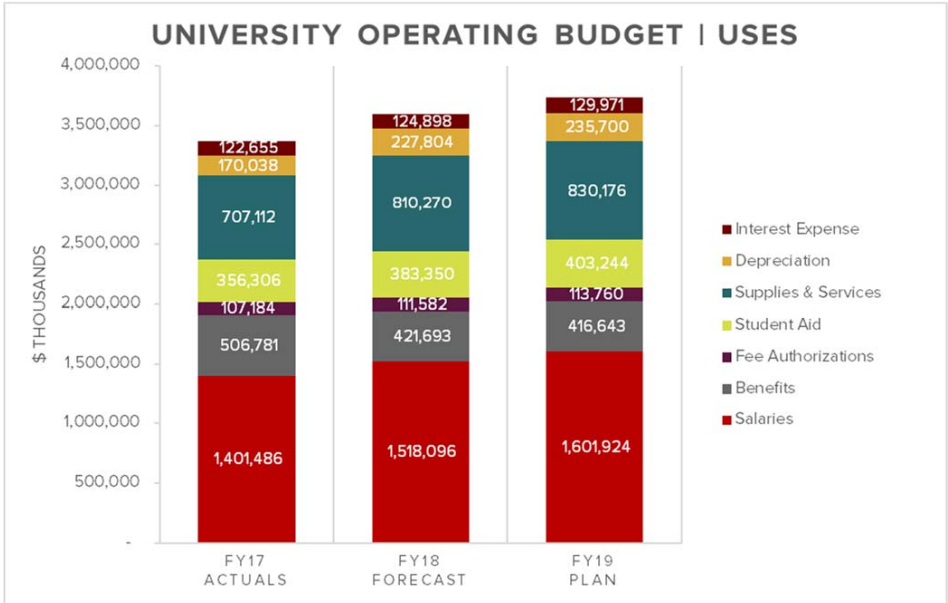
The Office of Investments manages the Long Term Investment Pool (LTIP), which totals \$5.2 billion as of FY 2018 and includes gifted endowment funds of \$2.0 billion, designated funds of \$2.0 billion and operating funds of \$1.2 billion that have been invested for long-term stability. Through a partnership with external managers, the Office of Investments has adopted an asset allocation model for the LTIP that groups assets into three broad categories. This model enables the investment team to build a portfolio of specialized investment teams around the world to implement our strategic allocation and to be responsive to changing market conditions.

Investment income on cash, short and intermediate term investments is budgeted at \$42.7 million for FY 2019. This is reflecting a rising interest rate environment on bank yields and diversification into money market funds yielding a higher return.

The LTIP is budgeted to gain \$489 million before fees at an 8.0% return in FY 2019. \$20 million of the increase over FY 2018 is due to increased funds in the long term investment portfolio from the Comprehensive Energy Management Project transaction which closed in FY 2018. The LTIP is projected to have an ending market value of \$5.4 billion at the end of FY 2019.

University Budget – Uses

Overview



Total budgeted uses for FY 2019 are \$3.73 billion, compared with \$3.60 billion forecasted for FY 2018. Salaries are the largest category, at \$1.60 billion or 43% of total uses, followed by Supplies & Services, at \$830 million or 22% of total sources.

In total, we expect a 3.7% increase in uses in FY 2019 over forecasted FY 2018. This increase is concentrated in personnel expenses (up 4.1% over forecasted FY 2018), Student Aid (up 5.2% over forecasted FY 2018) and Supplies & Services (up 2.5% over forecasted FY 2018). Expense control measures continue to evolve to help keep controllable costs, such as staff salaries, supplies, and services, in line.

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	FY17 Actuals	FY18 Forecast	FY19 Plan	% of total
Salaries	1,401,486	1,518,096	1,601,924	42.9%
Benefits	506,781	421,693	416,643	11.2%
<b>Total Personnel Expense</b>	<b>1,908,267</b>	<b>1,939,790</b>	<b>2,018,567</b>	<b>54.1%</b>
Fee Authorizations	107,184	111,582	113,760	3.0%
Student Aid	356,306	383,350	403,244	10.8%
Supplies & Services	707,112	810,270	830,176	22.2%
<b>Total Non-Personnel Expense</b>	<b>1,170,602</b>	<b>1,305,202</b>	<b>1,347,179</b>	<b>36.1%</b>
Depreciation	170,038	227,804	235,700	6.3%
Interest Expense	122,655	124,898	129,971	3.5%
<b>Total Capital-Related Expense</b>	<b>292,693</b>	<b>352,702</b>	<b>365,671</b>	<b>9.8%</b>
<b>Total Uses</b>	<b>3,371,562</b>	<b>3,597,694</b>	<b>3,731,417</b>	<b>100.0%</b>

FY 2019 Uses



## Salaries

Salary expense is expected to increase by \$83.8 million or 5.5% over forecasted FY 2018. The budget for FY 2019 includes faculty and staff salary guideline increases of up to 2.5%. Consistent with prior years, the approved salary guidelines take into consideration the financial condition of the university as well as the current labor market. The university continues to employ a strategy to set faculty salaries at a level that will maintain or advance Ohio State's position nationally for the highest quality faculty, and to set staff salaries to be competitive with the local employment markets.

Salary guideline increases of 2.5% represent \$36.6 million of the total increase of \$83.8 million. The remainder of the increase (\$47.2 million) in the FY 2019 budget is due to net new hires in several areas and teaching excellence programs associated with the University Institute for Teaching and Learning. These increases are divided between Faculty (\$26.0 million increase) and Staff (\$22.2 million increase).

**Faculty** increasing \$39.4 million, \$13.4 million due to salary guidelines; \$26.0 million due to net new hires and the teaching excellence program associated with the faculty incentive program from the University Institute for Teaching and Learning for \$9.8 million. The remaining \$16.2 million is attributed to increased strategic and Discovery Theme hires. Planned Discovery Theme hires are occurring in the Fisher College of Business (\$1.9 million increase) and College of Food, Agricultural and Environmental Sciences (\$2.2 million increase). Strategic plan hiring by the College of Engineering accounts for an additional \$3.5 million, and new clinical positions within the College of Medicine account for a \$7.7 million increase.

**Staff** increasing \$41.8 million, \$19.6 million due to salary guidelines; \$22.2 million due to net new hires and open positions in FY 2019. Clinical operations in the colleges of Medicine and Veterinary Medicine are driving increases of \$5.3 million and \$1.8 million respectively. Discovery themes are driving increases in the college of Food Agricultural and Environmental Sciences of \$2.3 million and Office of Academic Affairs of \$0.8 million. Strategic investments in information security, distance education and personnel for the Digital Flagship program are driving increases in the Office of the Chief Information Officer of \$2.2 million. There is a \$2.0 million net increase in Administration and Planning due to filling of vacant positions in maintenance, custodial, and capital project management departments. The increases in Administration and Planning were offset by a decrease of \$1.4 million in salaries for utilities personnel due to the energy concession agreement. Student Life is also planning an increase \$1.4 million mainly attributable to student counseling services. The Office of Research is adding \$1.1 million in support of strategic plan goals of research and creative expression. The Office of Legal Affairs is increasing \$1.2 million in support of general council. Athletics is planning an increase of \$0.8M in support of new facilities and administration. The remainder of the increase is due to filling open positions throughout the university.

## Benefits

Benefit costs consist of several different pools of costs, including retirement plans, medical plans, educational benefits, and life insurance benefits. For the forecast and budget, benefits are estimated based on the composite benefit rate applied to salaries by employee type (e.g., full-time faculty vs. part-time staff vs. students). Actual expenses may be more or less than the amount

## FY 2019 BUDGET PLAN

collected through the rates and vary from year to year. The composite benefit rate setting process takes these yearly variations into account.

Total benefit costs are expected to decrease by \$5.1 million or 1.2% under forecasted FY 2018, to \$417.9 million. Benefits decreases are driven by a decrease in composite benefits rates, which have been adjusted to reflect lower employer medical costs and historical over-collection against expenses. Lower employer medical costs are driven by benefits plan changes that reflect recent trends in moving to consumerism. Employer medical costs are also driven by tightened controls over benefits administration and a decrease in inpatient and outpatient utilization from enhanced medical management processes. These decreases are offset by the 2.5% salary guideline increase, which directly affects the retirement plan contribution expenses, and net new additional hires. Benefits include the university's contribution to employee retirement plans, various medical, dental, vision, life and disability plans, employee and dependent tuition plans and university expense related to compulsory plans, such as workers' compensation and unemployment compensation.

**Retirement Plans** - University employees are covered by one of three retirement systems. The university faculty is covered by the State Teachers Retirement System of Ohio (STRS Ohio). Substantially all other employees are covered by the Public Employees Retirement System of Ohio (OPERS). Employees may opt out of STRS Ohio and OPERS and participate in the Alternative Retirement Plan (ARP) if they meet certain eligibility requirements. Under each of the plans, the university contributes 14% of the employee's pay to the plan annually, while the employees contribute 10%. Vesting varies by plan.

**Medical Plan** - The university is self-insured for employee health insurance. FY 2019 medical plan costs are budgeted based on historical cost trend data, projected employee eligibility, and expected plan changes associated with governmental regulations and plan design.

## Fee Authorizations

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Fee authorizations are provided to students holding graduate student appointments to pay for graduate tuition and fees. Total university fee authorization expense is expected to increase 2% to \$113.8 million in FY 2019. This is due to the 4.8% increase attributable to non-resident surcharge increases. Approximately half of graduate student appointments are graduate research associates, 45% are graduate teaching associates, and the remainder are graduate administrative associates.



## Student Financial Aid

\$ thousands	FY18		\$		%	
	Forecast	FY19 Plan	Difference		Difference	
Student Aid   Institutional	182,569	199,961	17,392		9.5%	
Student Aid   Departmental	70,744	71,139	395		0.6%	
Student Aid   Endowment and Development	34,633	34,735	103		0.3%	
Student Aid   Athletic	26,104	26,308	204		0.8%	
Student Aid   Federal	57,900	60,100	2,200		3.8%	
Student Aid   State	11,400	11,000	(400)		-3.5%	
<b>Total Student Aid</b>	<b>383,350</b>	<b>403,244</b>	<b>19,894</b>		<b>5.2%</b>	

Financial Aid is a critical investment of resources that keeps the cost of education manageable for students. The Ohio State University engages both the federal and state governments in conversations to stress the importance of financial aid and reasonable loan programs for students.

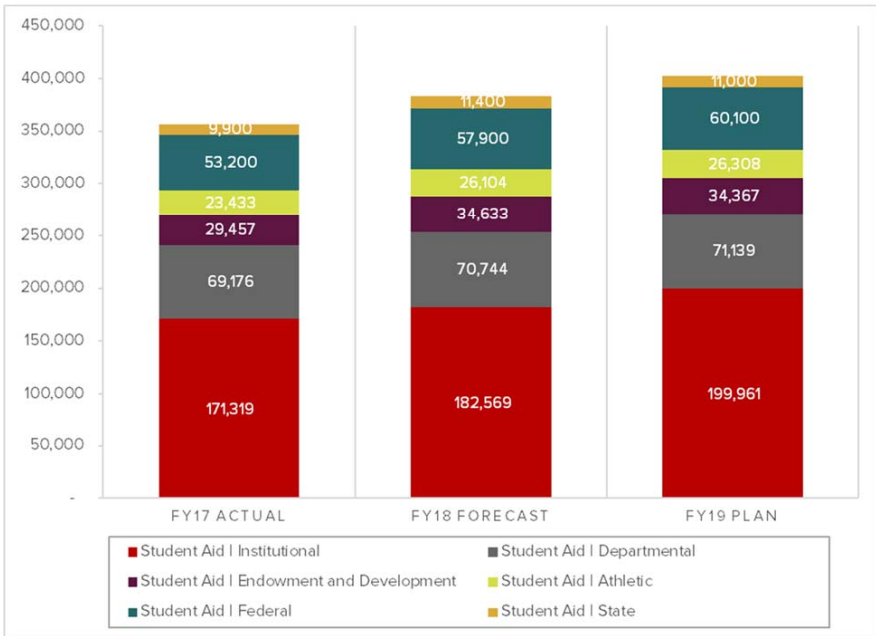
The financial aid plan seeks to advance two specific goals for the university: to invest in the quality, quantity and diversity of students to continue to advance Ohio State as a leading national flagship public research university; and to invest in students to fulfill our role as the land grant university for the State of Ohio, whereby access to college is afforded to those students with limited resources. The university continues to work to support both goals and continues to develop the appropriate balance in moving the university towards eminence. Fundraising efforts are also underway through various initiatives, including the Ohio Scholarship Challenge in which all 88 Ohio counties are raising funds to recruit students from each county to attend Ohio State.

Since 2015, the university has increased financial aid to support low- and moderate-income families by more than \$100 million. This exceeds the 2020 Vision goal more than a year early.

Ohio State expects to distribute a total of \$403 million of financial aid, excluding graduate fee authorizations, to students in FY 2019. Sources for financial aid include federal and state programs, gifts and endowments and institutionally funded aid. The university financial statements present a portion of financial aid, in accordance with GASB accounting requirements, as an allowance against gross tuition and, in the case of athletic and room and board scholarships, an allowance against sales and services of auxiliary enterprises.

Institutionally funded financial aid is expected to increase by \$17.4 million, or 9.5%, in FY 2019 to a total of \$200 million. Need-based financial aid continues to be a priority as part of the university's commitment to affordability. The budget for FY 2019 includes a total of \$14.2 million for the Buckeye Opportunity Program, which covers the full cost of tuition for Pell-eligible Ohio students after accounting for existing federal, state and institutional aid. This program is anticipated to be funded by income from an endowments created by the energy concession agreement and will assist 4,200 eligible students in the first year. The Land Grant Opportunity Scholarship program will also be expanded by \$3.8 million to offer full cost of attendance scholarships for up to 176 students. The budget devotes \$25 million to the President's Affordability Grant program, which supports more than 15,000 low- and moderate- income students from Ohio.

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Federal financial aid, which consists primarily of Pell Grants and some Supplemental Educational Opportunity Grants (SEOG), is expected to increase by \$2.2 million to \$60.1 million in FY 2019, due to an increase in the maximum Pell Grant award. State financial aid is expected to decrease slightly in FY 2019 to \$11.0 million and is driven by state budgets for programs such as the Ohio College Opportunity Grant (OCOG). Donor and other funds are expected to remain flat to FY 2018 projections at \$34.4 million.

Athletic scholarships are planned to remain flat at \$26 million. The remaining aid provided directly by colleges is projected to increase slightly to \$71.1 million in FY 2018.

## Supplies & Services

Supplies & Services expenses are projected to increase \$19.9 million or 2.5% over projected FY 2017. Supplies & Services expenses are comprised of several discrete categories, including Cost of Sales, Supplies, Office Services, Repairs & Maintenance, Utilities, Rentals, Purchased Services, Travel, Other Expense and Non-Capitalized Equipment, all offset by Intra-University Revenue. Categories with increases greater than the assumed 2% inflation are discussed below.

**Other Expenses** expense is expected to increase \$2.5 million or 2.6% over forecasted FY 2018. Inflation of 2% accounts for \$1.9M of the increase. A majority of the remaining increase is due to strategic fundraising and alumni relations.

**Non-capitalized equipment** expense is expected to increase by \$1.3 million or 3.2% over projected FY 2018. This increase is primarily driven by the iPad leases as part of the Digital Flagship program.

## Interest Expense

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The proceeds of past debt issuance have been utilized to fund major construction projects including the Wexner Medical Center expansion, student housing construction and refurbishments, as well as significant campus infrastructure improvements.

The debt is comprised of a mix of tax exempt and taxable bonds. Over 82% of the outstanding debt balance is comprised of fixed rate obligations ranging between 1.56% and 4.85% all-in true interest cost. The remainder of the debt is tax-exempt variable rate debt obligations. The variable rates, most of which are subject to change every seven days, averaged 1.174% through the first ten months of fiscal 2018 and have a 15-year average of 0.856%. Under the terms of the variable rate agreements, the rates cannot exceed 8% or 12%, depending on the issue.

The University expects to incur approximately \$129 million of interest expense on plant debt in FY 2019; an increase of \$4.0 million over FY 2018 projected levels. This is due to increased interest rates on variable rate debt obligations.

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## OSU Health System Budget

Health System	FY18 Forecast	FY19 Plan	FY18-FY19 \$ Diff	FY18-FY19 % Diff
<b>Total Operating Revenue</b>	<b>2,974,756</b>	<b>3,173,085</b>	<b>198,329</b>	<b>6.7%</b>
<b>Operating Expenses</b>				
Salaries & Benefits	1,400,592	1,481,647	81,054	5.8%
Supplies	315,877	342,066	26,189	8.3%
Drugs & Pharmaceuticals	301,989	366,783	64,794	21.5%
Services	268,417	282,989	14,572	5.4%
Depreciation	157,541	167,919	10,378	6.6%
Interest	38,065	35,991	(2,075)	-5.5%
University Overhead	53,440	60,740	7,300	13.7%
Other	37,871	40,169	2,298	6.1%
<b>Total Expenses</b>	<b>2,573,793</b>	<b>2,778,303</b>	<b>204,510</b>	<b>7.9%</b>
<b>Gain/Loss from Operations</b>	<b>400,963</b>	<b>394,782</b>	<b>(6,181)</b>	<b>-1.5%</b>
<b>Medical Center Investments</b>	<b>(150,000)</b>	<b>(150,000)</b>	<b>-</b>	<b>-</b>
<b>Investment Income</b>	<b>13,691</b>	<b>11,367</b>	<b>(2,323)</b>	<b>(0)</b>
<b>Excess of Revenue over Expenses</b>	<b>264,653</b>	<b>256,150</b>	<b>(8,504)</b>	<b>-3.2%</b>

The margin for the OSU Health System is budgeted at \$256 million for fiscal 2019. Included in the budget is the Health System's continued support to OSU Physicians and the College of Medicine (COM) (\$150 million). The Health System operating budget is set at a level to provide the necessary margin to invest in clinical programs, capital, provide debt service coverage and build cash reserves. The operating budget for fiscal 2019 anticipates the volumes and financial impact from increased bed capacity, additional ORs in the Jameson Crane Sports Medicine Institute, as well as reduced average length of stay. The budget also takes into consideration the impact of healthcare reform and Medicaid rate rebasing. In addition, the budget continues to incorporate payer mix changes resulting from an aging population with shifts to Medicare. The budget provides a Total Operating Margin percentage of 8.1% and an EBIDA operating margin of 18.9%

### Revenue Drivers

Overall revenue is budgeted to increase approximately 6.7% compared with the current year rate of 7.6%. Activity increases account for approximately 3.9% and rates account for 2.8% of fiscal 2019 growth. Inpatient admission growth is budgeted at 3.5% and driven primarily by University Hospital and James Cancer Hospital growth from additional bed capacity as well as a growth at East related to becoming a designated Level III Trauma Program. Outpatient activity will grow at 4.3% with continued ambulatory growth related to increasing access, additional operating rooms, expanded infusion sites and opening of Bo Jackson Elite Sports in Hilliard.



Medicaid Expansion continues to be favorable for the Health System as patient's previously receiving services under charity programs now have coverage thru Medicaid. The Health System will see decreases in Medicaid rates related to rebasing efforts at the Ohio Department of Medicaid. Overall Medicare rates will increase less than 1%. Managed care plan migration to Medicare due to the aging population is anticipated at 1% in fiscal 2019. Managed care arrangements are negotiated through the end of 2019 and in some cases into 2020. The prevalence of quality and risk-based contracts are increasing with ongoing negotiations with payers. The budget anticipates a 0.5% negative impact to fiscal 2019 relating to these factors. The payment increases for managed care contracts are on average 3% in rate growth while governmental payer base rates are anticipated to increase less than 1%.

### Expense Drivers

Total operating expenses will grow by 7.9% compared to the current year growth of 6.6%. Drug cost is increasing 21.5% with 5% due to inflation and the remaining impact relating to impacts of participation in the 340B drug pricing program and cost of new cancer drugs including CAR-T cell. Operating expenses, excluding drugs, depreciation and overhead, are budgeted to grow 5.9%, of which 3.6% will be activity driven and 2.3% rate driven. Average salary increases for employees is included in the budget at 2.5%. Benefit rates are expected to decrease from current year. Labor productivity is budgeted to remain consistent with fiscal 2018. Expense management initiatives will continue to be an emphasis to mitigate reimbursement changes and increasing alternative payment plans

## FY 2019 BUDGET PLAN

## OSU Physicians Budget

OSU Physicians	FY18 Forecast	FY19 Plan	FY18-FY19 \$ Diff	FY18-FY19 % Diff
<b>Revenues</b>				
Operating Revenue	431,942	443,066	11,123	2.6%
<b>Total Revenue</b>	<b>431,942</b>	<b>443,066</b>	<b>11,123</b>	<b>2.6%</b>
<b>Expenses</b>				
Faculty Salaries & Benefits	308,487	320,809	12,322	4.0%
Non Faculty Salaries & Benefits	96,910	108,109	11,198	11.6%
Supplies & Pharmaceuticals	19,731	17,510	(2,221)	-11.3%
Services	42,982	41,896	(1,086)	-2.5%
Depreciation	3,245	3,494	249	7.7%
Interest	343	295	(47)	-13.8%
Other Operating Expense	35,944	35,489	(456)	-1.3%
Medical Center Investments	(84,278)	(90,334)	(6,056)	-7.2%
<b>Total Expenses</b>	<b>423,364</b>	<b>437,268</b>	<b>13,904</b>	<b>3.3%</b>
<b>Gain / (Loss)</b>	<b>8,578</b>	<b>5,798</b>	<b>(2,781)</b>	<b>-32.4%</b>

Total operating revenue is budgeted to increase \$11.1 million or 2.6% over fiscal 2018 projections. Total operating revenue includes net patient revenue, and other operating revenue associated with physician services. Net patient revenue is budgeted to increase \$13.4 million or 3.8% over fiscal 2018 projection, while other revenue is budgeted to decrease \$18.2 million. The increase in net patient revenue is due to faculty recruitment, increased clinical productivity, improved payment rates, and improved service mix.

Total expenses are expected to increase \$13.9 million. Expense categories with the largest increases were physician salaries & benefits, staff salaries & benefits, and other operating expenses. Net new physicians in fiscal 2018 are approximately 75. Generally, the amount of time for a new practice to reach full profitability is approximately 2-3 years. Staffing costs include support for new physicians, market adjustments, merit increases and filling of vacancies. Other operating expenses include start-up costs and other provider related costs for new physicians,

Work continues on increasing revenue growth through a number of initiatives. In addition, expense control measures continue to evolve to help keep controllable costs, such as staff salaries, supplies, and services, in line with revenue changes.

## University Budget Process

For the FY 2019 Operating Budget, the university continues a budget process that encompasses all funds of the university. This approach affords a holistic view of all operations of the university in an easily understood format that will enable the university to highlight the evolution of funding sources. This will allow leadership to make informed strategic decisions in a timely manner.

All funds budgets are collected from each unit in the university and reviewed and consolidated by the Office of Financial Planning & Analysis. This all funds total operating budget will provide the base framework for evaluating the activities of all academic and support units within the university, allowing proactive responses to changing economic issues as they arise.

### Budget Model

The university uses a budget model that is comprised of two components: a modified Responsibility Center Management (RCM) model and the strategic investment of central funds. This structure allows for decentralized decision-making and control of financial resources at the colleges and support units while still retaining central funds for holistic strategic investment purposes. The modified RCM budget model assigns substantial control over resource decisions to individual colleges and support units. The underlying premise of the university's decentralized budget model is entrusting academic and support unit leaders with significant control over financial resources, leading to more informed decision-making and better outcomes for the university as a whole. Through this decentralized model, colleges in particular are incentivized to increase resources by teaching more credit hours and increasing research activity. Auxiliary and earnings units, which are not included in the RCM model, prepare their budgets based on their business plans and projected use of their products and services. Research budgets are projected based on historical patterns and anticipated grants that may be received.

The OSU Health System and OSU Physicians, Inc. prepare their budgets based on projected activity and associated costs. External factors, such as government regulations and reimbursements rates, as well as contractual agreements with health care payers also play an integral part in developing the health system's budget.

### Fund Accounting

The university's budget is developed and managed according to the principles of fund accounting. We manage over 20,000 active expendable funds and over 5,500 endowment principal funds through a robust accounting system. Revenue is segregated into a variety of fund types, the use of which is governed by the restrictions of the specific fund. Some fund types are unrestricted, including general funds and some earnings funds. Others have restrictions derived from the source of the revenue, including grants and contracts received from government agencies, foundations, and other outside sponsors. Individual funds are set up to ensure strict adherence to the terms of the grant or contract that governs these funds.

Endowments are another type of restricted fund, where separate funds are established to preserve the corpus or principal of the gifts. As those funds earn investment returns, annual income distributions are made out of the endowment funds and into current funds for spending in accordance with the donors' restrictions. The segregation of each gift allows the university to

## FY 2019 BUDGET PLAN

ensure the funds are spent appropriately and to enable reporting to donors on the activities that their funds support.

Although emphasis was placed on including all university funds in the FY 2019 budget process, general funds continue to remain a significant component of the budget. General funds can generally be used for any university purpose whereas restricted funds are more specifically targeted. These funds play a major role in both the budget and operations of the university, as they cover many expenses in the colleges and support units for which it is difficult to raise money. The main sources of general funds are tuition and other student fees, state support of instruction, indirect cost recovery, and overhead charged to earnings units.

### Allocation of Funds

Each college and support unit receives a portion of general funds in support of both academic and administrative functions. The process for allocating the funds is administered through the Office of Financial Planning & Analysis under the guidance of the Chief Financial Officer and Provost. General funds are allocated to colleges and support units on a marginal basis under an established set of criteria. In other words, increases (or decreases) in the pool of general funds available each budget year are allocated back to colleges and support units as increases (or decreases) to their base general funds budgets. While the allocation is on a marginal basis, the change is calculated based on total revenues.

Marginal changes in revenue are allocated to colleges based on three primary funding formulas. The first funding formula for colleges utilizes a model to distribute undergraduate marginal tuition and state support. Sixty percent of the funding is allocated based on total credit hours taught, while forty percent is allocated based on the cost of instruction. This budget allocation method takes into account the fact that some courses have a higher cost for delivery and are allocated a greater share of the funding. The other two primary funding formulas allocate graduate tuition and state support based on a two-year average of credit hours in fee-paying categories (tuition) and type of course taught based on cost of instruction (state support). As a college teaches more of the share of total credit hours, it receives a proportionally larger share of the incremental funding. Conversely, if a college's share of the hours taught declines, the college's allotted share of incremental funding will correspondingly decline proportionally. The two-year average credit hour driver acts as a smoothing mechanism in times of unforeseen volatility. Colleges will receive their share of revenue on indirect research cost recovery, based upon the college's share of research revenue. Fee revenue from learning technology, course and program fees are provided directly to colleges.

Support units are funded through a combination of central tax, specific activity-based assessments charged to colleges and an overhead rate charged to auxiliary and earnings units. The central tax, assessments and overhead charges are designed to provide the funds necessary to maintain support services such as payroll services, central human resource services, and student life services. Support units are generally ineligible for marginal revenue changes because the funding formulas rely on credit hours taught; instead, support units must request additional funding during the annual budget process to support new services or mandates. For FY 2019, funding requests were approved for advancement services, IT security, safety enhancements, research administration and research integrity.



Auxiliaries and earnings units are expected to operate at a break even or better margin and generally do not receive general fund support. One exception is the Office of Student Life, which does receive general fund support via special Student Activity, Ohio Union and Recreational Facility fees that were enacted to specifically advance the student experience.

Regional campuses develop their own individual campus budgets primarily based on the student tuition and fees received from the regional campus students, the State Share of Instruction they expect to collect, and costs directly incurred to operate those campuses.

FY 2019 BUDGET PLAN

Appendix A – Columbus Campus Student Fee Tables

Undergraduate Fees – Continuing and Transfer Students

(Entering before Autumn 2017)

Ohio Residents

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total
		General	Student Activity				
0.5	191.00	7.75	37.50	3.10	-	13.50	252.85
1.0	382.00	15.50	37.50	6.20	-	13.50	454.70
2.0	764.00	31.00	37.50	12.40	-	13.50	858.40
3.0	1,146.00	46.50	37.50	18.60	-	13.50	1,262.10
4.0	1,528.00	62.00	37.50	24.80	123.00	13.50	1,788.80
5.0	1,910.00	77.50	37.50	31.00	123.00	13.50	2,192.50
6.0	2,292.00	93.00	37.50	37.20	123.00	13.50	2,596.20
7.0	2,674.00	108.50	37.50	43.40	123.00	13.50	2,999.90
8.0	3,056.00	124.00	37.50	49.60	123.00	13.50	3,403.60
9.0	3,438.00	139.50	37.50	55.80	123.00	13.50	3,807.30
10.0	3,820.00	155.00	37.50	62.00	123.00	13.50	4,211.00
11.0	4,202.00	170.50	37.50	68.20	123.00	13.50	4,614.70
12.0 to 18.0 <sup>(6)</sup>	\$ 4,584.00	\$ 186.00	\$ 37.50	\$ 74.40	\$ 123.00	\$ 13.50	\$ 5,018.40

Non-Residents (Domestic)

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	191.00	7.75	37.50	3.10	-	13.50	252.85	417.00	669.85
1.0	382.00	15.50	37.50	6.20	-	13.50	454.70	834.00	1,288.70
2.0	764.00	31.00	37.50	12.40	-	13.50	858.40	1,668.00	2,526.40
3.0	1,146.00	46.50	37.50	18.60	-	13.50	1,262.10	2,502.00	3,764.10
4.0	1,528.00	62.00	37.50	24.80	123.00	13.50	1,788.80	3,336.00	5,124.80
5.0	1,910.00	77.50	37.50	31.00	123.00	13.50	2,192.50	4,170.00	6,362.50
6.0	2,292.00	93.00	37.50	37.20	123.00	13.50	2,596.20	5,004.00	7,600.20
7.0	2,674.00	108.50	37.50	43.40	123.00	13.50	2,999.90	5,838.00	8,837.90
8.0	3,056.00	124.00	37.50	49.60	123.00	13.50	3,403.60	6,672.00	10,075.60
9.0	3,438.00	139.50	37.50	55.80	123.00	13.50	3,807.30	7,506.00	11,313.30
10.0	3,820.00	155.00	37.50	62.00	123.00	13.50	4,211.00	8,340.00	12,551.00
11.0	4,202.00	170.50	37.50	68.20	123.00	13.50	4,614.70	9,174.00	13,788.70
12.0 to 18.0 <sup>(6)</sup>	\$ 4,584.00	\$ 186.00	\$ 37.50	\$ 74.40	\$ 123.00	\$ 13.50	\$ 5,018.40	\$ 10,008.00	\$ 15,026.40

Non-Resident International – Enrolled prior to August 2015

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total	International Surcharge <sup>(4)</sup>	International Total <sup>(5)</sup>
		General	Student Activity								
0.5	191.00	7.75	37.50	3.10	-	13.50	252.85	417.00	669.85	20.75	690.60
1.0	382.00	15.50	37.50	6.20	-	13.50	454.70	834.00	1,288.70	41.50	1,330.20
2.0	764.00	31.00	37.50	12.40	-	13.50	858.40	1,668.00	2,526.40	83.00	2,609.40
3.0	1,146.00	46.50	37.50	18.60	-	13.50	1,262.10	2,502.00	3,764.10	124.50	3,888.60
4.0	1,528.00	62.00	37.50	24.80	123.00	13.50	1,788.80	3,336.00	5,124.80	166.00	5,290.80
5.0	1,910.00	77.50	37.50	31.00	123.00	13.50	2,192.50	4,170.00	6,362.50	207.50	6,570.00
6.0	2,292.00	93.00	37.50	37.20	123.00	13.50	2,596.20	5,004.00	7,600.20	249.00	7,849.20
7.0	2,674.00	108.50	37.50	43.40	123.00	13.50	2,999.90	5,838.00	8,837.90	290.50	9,128.40
8.0	3,056.00	124.00	37.50	49.60	123.00	13.50	3,403.60	6,672.00	10,075.60	332.00	10,407.60
9.0	3,438.00	139.50	37.50	55.80	123.00	13.50	3,807.30	7,506.00	11,313.30	373.50	11,686.80
10.0	3,820.00	155.00	37.50	62.00	123.00	13.50	4,211.00	8,340.00	12,551.00	415.00	12,966.00
11.0	4,202.00	170.50	37.50	68.20	123.00	13.50	4,614.70	9,174.00	13,788.70	456.50	14,245.20
12.0 to 18.0 <sup>(6)</sup>	\$ 4,584.00	\$ 186.00	\$ 37.50	\$ 74.40	\$ 123.00	\$ 13.50	\$ 5,018.40	\$ 10,008.00	\$ 15,026.40	\$ 498.00	\$ 15,524.40

Non-Resident International – Enrolled between August 2015 & July 2017

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total	International Surcharge <sup>(4)</sup>	International Total <sup>(5)</sup>
		General	Student Activity								
0.5	191.00	7.75	37.50	3.10	-	13.50	252.85	417.00	669.85	40.25	710.10
1.0	382.00	15.50	37.50	6.20	-	13.50	454.70	834.00	1,288.70	80.50	1,369.20
2.0	764.00	31.00	37.50	12.40	-	13.50	858.40	1,668.00	2,526.40	161.00	2,687.40
3.0	1,146.00	46.50	37.50	18.60	-	13.50	1,262.10	2,502.00	3,764.10	241.50	4,005.60
4.0	1,528.00	62.00	37.50	24.80	123.00	13.50	1,788.80	3,336.00	5,124.80	322.00	5,446.80
5.0	1,910.00	77.50	37.50	31.00	123.00	13.50	2,192.50	4,170.00	6,362.50	402.50	6,765.00
6.0	2,292.00	93.00	37.50	37.20	123.00	13.50	2,596.20	5,004.00	7,600.20	483.00	8,083.20
7.0	2,674.00	108.50	37.50	43.40	123.00	13.50	2,999.90	5,838.00	8,837.90	563.50	9,401.40
8.0	3,056.00	124.00	37.50	49.60	123.00	13.50	3,403.60	6,672.00	10,075.60	644.00	10,719.60
9.0	3,438.00	139.50	37.50	55.80	123.00	13.50	3,807.30	7,506.00	11,313.30	724.50	12,037.80
10.0	3,820.00	155.00	37.50	62.00	123.00	13.50	4,211.00	8,340.00	12,551.00	805.00	13,356.00
11.0	4,202.00	170.50	37.50	68.20	123.00	13.50	4,614.70	9,174.00	13,788.70	885.50	14,674.20
12.0 to 18.0 <sup>(6)</sup>	\$ 4,584.00	\$ 186.00	\$ 37.50	\$ 74.40	\$ 123.00	\$ 13.50	\$ 5,018.40	\$ 10,008.00	\$ 15,026.40	\$ 966.00	\$ 15,992.40

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Distance Learning

Credit Hours	Instructional Fees	General Fee	Distance Education Fee	Resident Total	Non-Resident Surcharge <sup>(2)</sup>	Non-Resident Total
0.5	191.00	7.75	100.00	<b>298.75</b>	5.00	<b>303.75</b>
1.0	382.00	15.50	100.00	<b>497.50</b>	5.00	<b>502.50</b>
2.0	764.00	31.00	100.00	<b>895.00</b>	5.00	<b>900.00</b>
3.0	1,146.00	46.50	100.00	<b>1,292.50</b>	5.00	<b>1,297.50</b>
4.0	1,528.00	62.00	100.00	<b>1,690.00</b>	5.00	<b>1,695.00</b>
5.0	1,910.00	77.50	100.00	<b>2,087.50</b>	5.00	<b>2,092.50</b>
6.0	2,292.00	93.00	100.00	<b>2,485.00</b>	5.00	<b>2,490.00</b>
7.0	2,674.00	108.50	100.00	<b>2,882.50</b>	5.00	<b>2,887.50</b>
8.0	3,056.00	124.00	100.00	<b>3,280.00</b>	5.00	<b>3,285.00</b>
9.0	3,438.00	139.50	100.00	<b>3,677.50</b>	5.00	<b>3,682.50</b>
10.0	3,820.00	155.00	100.00	<b>4,075.00</b>	5.00	<b>4,080.00</b>
11.0	4,202.00	170.50	100.00	<b>4,472.50</b>	5.00	<b>4,477.50</b>
<b>12.0 to 18.0<sup>(5)</sup></b>	<b>\$ 4,584.00</b>	<b>\$ 186.00</b>	<b>\$ 100.00</b>	<b>\$ 4,870.00</b>	<b>\$ 5.00</b>	<b>\$ 4,875.00</b>

(1) See Program & Technology fees for clinic, technology, and program fees charged by certain programs.

(2) The recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

(4) Implemented in Autumn 2012, the international surcharge fee was converted to a per credit hour fee beginning in Summer 2016. Starting in Autumn 2015, all new Columbus campus international undergraduate students were assessed \$966 per term. Then beginning in Autumn 2017, all new Columbus campus international undergraduate students were assessed \$1,464 per term.

(5) Students pay an additional half credit hour instructional, basic general, and non-resident tuition for each half credit hour of enrollment over 18.

(6) For students taking all distance courses, all on-site fees are waived and the non-resident tuition is reduced to \$5. Students pay full campus-based and non-resident fees if enrolled in a campus-based course.

## Undergraduate Fees–Tuition Guarantee–Freshmen and Transfer Students

(Entering from Autumn 2017 through Summer 2018)

### Ohio Residents

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total
		General	Student Activity				
0.5	202.45	7.75	40.00	3.10	-	13.50	266.80
1.0	404.90	15.50	40.00	6.20	-	13.50	480.10
2.0	809.80	31.00	40.00	12.40	-	13.50	906.70
3.0	1,214.70	46.50	40.00	18.60	-	13.50	1,333.30
4.0	1,619.60	62.00	40.00	24.80	123.00	13.50	1,882.90
5.0	2,024.50	77.50	40.00	31.00	123.00	13.50	2,309.50
6.0	2,429.40	93.00	40.00	37.20	123.00	13.50	2,736.10
7.0	2,834.30	108.50	40.00	43.40	123.00	13.50	3,162.70
8.0	3,239.20	124.00	40.00	49.60	123.00	13.50	3,589.30
9.0	3,644.10	139.50	40.00	55.80	123.00	13.50	4,015.90
10.0	4,049.00	155.00	40.00	62.00	123.00	13.50	4,442.50
11.0	4,453.90	170.50	40.00	68.20	123.00	13.50	4,869.10
<b>12.0 to 18.0<sup>(6)</sup></b>	<b>\$ 4,858.80</b>	<b>\$ 186.00</b>	<b>\$ 40.00</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 5,295.70</b>

### Non-Residents (Domestic)

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	202.45	7.75	40.00	3.10	-	13.50	266.80	417.00	683.80
1.0	404.90	15.50	40.00	6.20	-	13.50	480.10	834.00	1,314.10
2.0	809.80	31.00	40.00	12.40	-	13.50	906.70	1,668.00	2,574.70
3.0	1,214.70	46.50	40.00	18.60	-	13.50	1,333.30	2,502.00	3,835.30
4.0	1,619.60	62.00	40.00	24.80	123.00	13.50	1,882.90	3,336.00	5,218.90
5.0	2,024.50	77.50	40.00	31.00	123.00	13.50	2,309.50	4,170.00	6,479.50
6.0	2,429.40	93.00	40.00	37.20	123.00	13.50	2,736.10	5,004.00	7,740.10
7.0	2,834.30	108.50	40.00	43.40	123.00	13.50	3,162.70	5,838.00	9,000.70
8.0	3,239.20	124.00	40.00	49.60	123.00	13.50	3,589.30	6,672.00	10,261.30
9.0	3,644.10	139.50	40.00	55.80	123.00	13.50	4,015.90	7,506.00	11,521.90
10.0	4,049.00	155.00	40.00	62.00	123.00	13.50	4,442.50	8,340.00	12,782.50
11.0	4,453.90	170.50	40.00	68.20	123.00	13.50	4,869.10	9,174.00	14,043.10
<b>12.0 to 18.0<sup>(6)</sup></b>	<b>\$ 4,858.80</b>	<b>\$ 186.00</b>	<b>\$ 40.00</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 5,295.70</b>	<b>\$ 10,008.00</b>	<b>\$ 15,303.70</b>

(1) Tuition Guarantee applies to instructional, general, student activity, student union, recreational and COTA fees for incoming first year and transfer students entering from Autumn 2017 through Summer 2018. The Tuition Guarantee does not apply to the non-resident surcharge or international surcharge. See Program & Technology fees for clinic, technology, and program fees charged by certain programs.

(2) The Recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

(4) Implemented in Autumn 2012, the international surcharge fee was converted to a per credit hour fee beginning in Summer 2016. Starting in Autumn 2015, all new Columbus campus international undergraduate students were assessed \$966 per term. Then beginning in Autumn 2017, all new Columbus campus international undergraduate students were assessed \$1,464 per term.

(5) Students pay an additional half credit hour instructional, basic general, and non-resident tuition for each half credit hour of enrollment over 18.

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Non-Resident International – Enrolled August 2017 or later

Credit Hours	Instructional Fees	General Fees			Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total	International Surcharge <sup>(4)</sup>	International Total <sup>(5)</sup>
		General	Student Activity									
0.5	202.45	7.75	40.00	3.10	-	13.50	266.80	417.00	683.80	61.00	744.80	
1.0	404.90	15.50	40.00	6.20	-	13.50	480.10	834.00	1,314.10	122.00	1,436.10	
2.0	809.80	31.00	40.00	12.40	-	13.50	906.70	1,668.00	2,574.70	244.00	2,818.70	
3.0	1,214.70	46.50	40.00	18.60	-	13.50	1,333.30	2,502.00	3,835.30	366.00	4,201.30	
4.0	1,619.60	62.00	40.00	24.80	123.00	13.50	1,882.90	3,336.00	5,218.90	488.00	5,706.90	
5.0	2,024.50	77.50	40.00	31.00	123.00	13.50	2,309.50	4,170.00	6,479.50	610.00	7,089.50	
6.0	2,429.40	93.00	40.00	37.20	123.00	13.50	2,736.10	5,004.00	7,740.10	732.00	8,472.10	
7.0	2,834.30	108.50	40.00	43.40	123.00	13.50	3,162.70	5,838.00	9,000.70	854.00	9,854.70	
8.0	3,239.20	124.00	40.00	49.60	123.00	13.50	3,589.30	6,672.00	10,261.30	976.00	11,237.30	
9.0	3,644.10	139.50	40.00	55.80	123.00	13.50	4,015.90	7,506.00	11,521.90	1,098.00	12,619.90	
10.0	4,049.00	155.00	40.00	62.00	123.00	13.50	4,442.50	8,340.00	12,782.50	1,220.00	14,002.50	
11.0	4,453.90	170.50	40.00	68.20	123.00	13.50	4,869.10	9,174.00	14,043.10	1,342.00	15,385.10	
12.0 to 18.0 <sup>(6)</sup>	\$ 4,858.80	\$ 186.00	\$ 40.00	\$ 74.40	\$ 123.00	\$ 13.50	\$ 5,295.70	\$ 10,008.00	\$ 15,303.70	\$ 1,464.00	\$ 16,767.70	

Distance Learning

Credit Hours	Instructional Fees	Distance Education Fee		Resident Total	Non-Resident Surcharge <sup>(2)</sup>	Non-Resident Total
		General Fee				
0.5	202.45	7.75	100.00	310.20	5.00	315.20
1.0	404.90	15.50	100.00	520.40	5.00	525.40
2.0	809.80	31.00	100.00	940.80	5.00	945.80
3.0	1,214.70	46.50	100.00	1,361.20	5.00	1,366.20
4.0	1,619.60	62.00	100.00	1,781.60	5.00	1,786.60
5.0	2,024.50	77.50	100.00	2,202.00	5.00	2,207.00
6.0	2,429.40	93.00	100.00	2,622.40	5.00	2,627.40
7.0	2,834.30	108.50	100.00	3,042.80	5.00	3,047.80
8.0	3,239.20	124.00	100.00	3,463.20	5.00	3,468.20
9.0	3,644.10	139.50	100.00	3,883.60	5.00	3,888.60
10.0	4,049.00	155.00	100.00	4,304.00	5.00	4,309.00
11.0	4,453.90	170.50	100.00	4,724.40	5.00	4,729.40
12.0 to 18.0 <sup>(6)</sup>	\$ 4,858.80	\$ 186.00	\$ 100.00	\$ 5,144.80	\$ 5.00	\$ 5,149.80

(1) Tuition Guarantee applies to instructional, general, student activity, student union, recreational and COTA fees for incoming first year and transfer students entering from Autumn 2017 through Summer 2018. The Tuition Guarantee does not apply to the non-resident surcharge or international surcharge. See Program & Technology fees for clinic, technology, and program fees charged by certain programs.

(2) The Recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

(4) Implemented in Autumn 2012, the international surcharge fee was converted to a per credit hour fee beginning in Summer 2016. Starting in Autumn 2015, all new Columbus campus international undergraduate students were assessed \$966 per term. Then beginning in Autumn 2017, all new Columbus campus international undergraduate students were assessed \$1,464 per term.

(5) Students pay an additional half credit hour instructional, basic general, and non-resident tuition for each half credit hour of enrollment over 18.

(6) For students taking all distance courses, all on-site fees are waived and the non-resident tuition is reduced to \$5. Students pay full campus-based and non-resident fees if enrolled in a campus-based course.

## Undergraduate Fees–Tuition Guarantee–Freshmen and Transfer Students

(Entering from Autumn 2018 through Summer 2019)

### Ohio Residents

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total
		General	Student Activity				
0.5	205.25	7.75	40.00	3.10	-	13.50	269.60
1.0	410.50	15.50	40.00	6.20	-	13.50	485.70
2.0	821.00	31.00	40.00	12.40	-	13.50	917.90
3.0	1,231.50	46.50	40.00	18.60	-	13.50	1,350.10
4.0	1,642.00	62.00	40.00	24.80	123.00	13.50	1,905.30
5.0	2,052.50	77.50	40.00	31.00	123.00	13.50	2,337.50
6.0	2,463.00	93.00	40.00	37.20	123.00	13.50	2,769.70
7.0	2,873.50	108.50	40.00	43.40	123.00	13.50	3,201.90
8.0	3,284.00	124.00	40.00	49.60	123.00	13.50	3,634.10
9.0	3,694.50	139.50	40.00	55.80	123.00	13.50	4,066.30
10.0	4,105.00	155.00	40.00	62.00	123.00	13.50	4,498.50
11.0	4,515.50	170.50	40.00	68.20	123.00	13.50	4,930.70
<b>12.0 to 18.0<sup>(5)</sup></b>	<b>\$ 4,926.00</b>	<b>\$ 186.00</b>	<b>\$ 40.00</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 5,362.90</b>

### Non-Residents (Domestic)

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	205.25	7.75	40.00	3.10	-	13.50	269.60	417.00	686.60
1.0	410.50	15.50	40.00	6.20	-	13.50	485.70	834.00	1,319.70
2.0	821.00	31.00	40.00	12.40	-	13.50	917.90	1,668.00	2,585.90
3.0	1,231.50	46.50	40.00	18.60	-	13.50	1,350.10	2,502.00	3,852.10
4.0	1,642.00	62.00	40.00	24.80	123.00	13.50	1,905.30	3,336.00	5,241.30
5.0	2,052.50	77.50	40.00	31.00	123.00	13.50	2,337.50	4,170.00	6,507.50
6.0	2,463.00	93.00	40.00	37.20	123.00	13.50	2,769.70	5,004.00	7,773.70
7.0	2,873.50	108.50	40.00	43.40	123.00	13.50	3,201.90	5,838.00	9,039.90
8.0	3,284.00	124.00	40.00	49.60	123.00	13.50	3,634.10	6,672.00	10,306.10
9.0	3,694.50	139.50	40.00	55.80	123.00	13.50	4,066.30	7,506.00	11,572.30
10.0	4,105.00	155.00	40.00	62.00	123.00	13.50	4,498.50	8,340.00	12,838.50
11.0	4,515.50	170.50	40.00	68.20	123.00	13.50	4,930.70	9,174.00	14,104.70
<b>12.0 to 18.0<sup>(5)</sup></b>	<b>\$ 4,926.00</b>	<b>\$ 186.00</b>	<b>\$ 40.00</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 5,362.90</b>	<b>\$ 10,008.00</b>	<b>\$ 15,370.90</b>

(1) Tuition Guarantee applies to instructional, general, student activity, student union, recreational and COTA fees for incoming first year and transfer students entering from Autumn 2018 through Summer 2019. The Tuition Guarantee does not apply to the non-resident surcharge or international surcharge. See Program & Technology fees for clinic, technology, and program fees charged by certain programs.

(2) The Recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

(4) Implemented in Autumn 2012, the international surcharge fee was converted to a per credit hour fee beginning in Summer 2016. Starting in Autumn 2015, all new Columbus campus international undergraduate students were assessed \$966 per term. Then beginning in Autumn 2017, all new Columbus campus international undergraduate students were assessed \$1,464 per term.

(5) Students pay an additional half credit hour instructional, basic general, and non-resident tuition for each half credit hour of enrollment over 18.

FY 2019 BUDGET PLAN

Non-Resident International – Enrolled August 2017 or later

Credit Hours	Instructional Fees	General Fees			Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total	International Surcharge <sup>(4)</sup>	International Total <sup>(5)</sup>
		General	Student Activity									
0.5	205.25	7.75	40.00	3.10	-	13.50	269.60	417.00	686.60	61.00	747.60	
1.0	410.50	15.50	40.00	6.20	-	13.50	485.70	834.00	1,319.70	122.00	1,441.70	
2.0	821.00	31.00	40.00	12.40	-	13.50	917.90	1,668.00	2,585.90	244.00	2,829.90	
3.0	1,231.50	46.50	40.00	18.60	-	13.50	1,350.10	2,502.00	3,852.10	366.00	4,218.10	
4.0	1,642.00	62.00	40.00	24.80	123.00	13.50	1,905.30	3,336.00	5,241.30	488.00	5,729.30	
5.0	2,052.50	77.50	40.00	31.00	123.00	13.50	2,337.50	4,170.00	6,507.50	610.00	7,117.50	
6.0	2,463.00	93.00	40.00	37.20	123.00	13.50	2,769.70	5,004.00	7,773.70	732.00	8,505.70	
7.0	2,873.50	108.50	40.00	43.40	123.00	13.50	3,201.90	5,838.00	9,039.90	854.00	9,893.90	
8.0	3,284.00	124.00	40.00	49.60	123.00	13.50	3,634.10	6,672.00	10,306.10	976.00	11,282.10	
9.0	3,694.50	139.50	40.00	55.80	123.00	13.50	4,066.30	7,506.00	11,572.30	1,098.00	12,670.30	
10.0	4,105.00	155.00	40.00	62.00	123.00	13.50	4,498.50	8,340.00	12,838.50	1,220.00	14,058.50	
11.0	4,515.50	170.50	40.00	68.20	123.00	13.50	4,930.70	9,174.00	14,104.70	1,342.00	15,446.70	
12.0 to 18.0 <sup>(5)</sup>	\$ 4,926.00	\$ 186.00	\$ 40.00	\$ 74.40	\$ 123.00	\$ 13.50	\$ 5,362.90	\$ 10,008.00	\$ 15,370.90	\$ 1,464.00	\$ 16,834.90	

Distance Learning

Credit Hours	Instructional Fees	General Fee	Distance Education Fee	Resident Total	Non-Resident Surcharge <sup>(2)</sup>	Non-Resident Total
0.5	205.25	7.75	100.00	313.00	5.00	318.00
1.0	410.50	15.50	100.00	526.00	5.00	531.00
2.0	821.00	31.00	100.00	952.00	5.00	957.00
3.0	1,231.50	46.50	100.00	1,378.00	5.00	1,383.00
4.0	1,642.00	62.00	100.00	1,804.00	5.00	1,809.00
5.0	2,052.50	77.50	100.00	2,230.00	5.00	2,235.00
6.0	2,463.00	93.00	100.00	2,656.00	5.00	2,661.00
7.0	2,873.50	108.50	100.00	3,082.00	5.00	3,087.00
8.0	3,284.00	124.00	100.00	3,508.00	5.00	3,513.00
9.0	3,694.50	139.50	100.00	3,934.00	5.00	3,939.00
10.0	4,105.00	155.00	100.00	4,360.00	5.00	4,365.00
11.0	4,515.50	170.50	100.00	4,786.00	5.00	4,791.00
12.0 to 18.0 <sup>(5)</sup>	\$ 4,926.00	\$ 186.00	\$ 100.00	\$ 5,212.00	\$ 5.00	\$ 5,217.00

(1) Tuition Guarantee applies to instructional, general, student activity, student union, recreational and COTA fees for incoming first year and transfer students entering from Autumn 2018 through Summer 2019. The Tuition Guarantee does not apply to the non-resident surcharge or international surcharge. See Program & Technology fees for clinic, technology, and program fees charged by certain programs.

(2) The Recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

(4) Implemented in Autumn 2012, the international surcharge fee was converted to a per credit hour fee beginning in Summer 2016. Starting in Autumn 2015, all new Columbus campus international undergraduate students were assessed \$966 per term. Then beginning in Autumn 2017, all new Columbus campus international undergraduate students were assessed \$1,464 per term.

(5) Students pay an additional half credit hour instructional, basic general, and non-resident tuition for each half credit hour of enrollment over 18.



## Program and Technology Fees

### Program Fees

Credit Hours	SHRS <sup>1</sup> UG	Anim Sci UG	Art UG	Business UG	Eng <sup>2</sup> UG	EngPhys UG
0.5	8.30	3.25	4.75	27.05	24.55	14.55
1.0	16.60	6.50	9.50	54.10	49.10	29.10
2.0	33.20	13.00	19.00	108.20	98.20	58.20
3.0	49.80	19.50	28.50	162.30	147.30	87.30
4.0	66.40	26.00	38.00	216.40	196.40	116.40
5.0	83.00	32.50	47.50	270.50	245.50	145.50
6.0	99.60	39.00	57.00	324.60	294.60	174.60
7.0	116.20	45.50	66.50	378.70	343.70	203.70
8.0	132.80	52.00	76.00	432.80	392.80	232.80
9.0	149.40	58.50	85.50	486.90	441.90	261.90
10.0	166.00	65.00	95.00	541.00	491.00	291.00
11.0	182.60	71.50	104.50	595.10	540.10	320.10
<b>12</b>	<b>199.20</b>	<b>78.00</b>	<b>114.00</b>	<b>649.20</b>	<b>589.20</b>	<b>349.20</b>

Credit Hours	SENR UG	FAES UG	Music UG	Nursing			Psych UG
				UG	Grad - Exist <sup>3</sup>	Grad - New <sup>4</sup>	
0.5	2.05	2.05	14.50	26.00	62.50	78.10	4.35
1.0	4.10	4.10	29.00	52.00	125.00	156.20	8.70
2.0	8.20	8.20	58.00	104.00	250.00	312.40	17.40
3.0	12.30	12.30	87.00	156.00	375.00	468.60	26.10
4.0	16.40	16.40	116.00	208.00	500.00	624.80	34.80
5.0	20.50	20.50	145.00	260.00	625.00	781.00	43.50
6.0	24.60	24.60	174.00	312.00	750.00	937.20	52.20
7.0	28.70	28.70	203.00	364.00	875.00	1,093.40	60.90
8.0	32.80	32.80	232.00	416.00	<b>1,000.00</b>	<b>1,249.60</b>	69.60
9.0	36.90	36.90	261.00	468.00			78.30
10.0	41.00	41.00	290.00	520.00			87.00
11.0	45.10	45.10	319.00	572.00			95.70
<b>12</b>	<b>49.20</b>	<b>49.20</b>	<b>348.00</b>	<b>624.00</b>			<b>104.40</b>

\*Non-whole dollar amounts were adjusted slightly to meet SIS rounding rules

(1) Name change from Allied Medical to School of Health and Rehabilitation Services

(2) All Engineering except Engineering Physics.

(3) Nursing students enrolled prior to Fall 2013.

(4) Nursing students enrolled in Fall 2013 and subsequent terms.

FY 2019 BUDGET PLAN

Technology Fees

Credit Hours	SHRS <sup>1</sup> UG	Anim Sci UG	Art UG	Business UG	Eng <sup>2</sup> UG	EngPhys UG
0.5	8.30	3.25	4.75	27.05	24.55	14.55
1.0	16.60	6.50	9.50	54.10	49.10	29.10
2.0	33.20	13.00	19.00	108.20	98.20	58.20
3.0	49.80	19.50	28.50	162.30	147.30	87.30
4.0	66.40	26.00	38.00	216.40	196.40	116.40
5.0	83.00	32.50	47.50	270.50	245.50	145.50
6.0	99.60	39.00	57.00	324.60	294.60	174.60
7.0	116.20	45.50	66.50	378.70	343.70	203.70
8.0	132.80	52.00	76.00	432.80	392.80	232.80
9.0	149.40	58.50	85.50	486.90	441.90	261.90
10.0	166.00	65.00	95.00	541.00	491.00	291.00
11.0	182.60	71.50	104.50	595.10	540.10	320.10
<b>12</b>	<b>199.20</b>	<b>78.00</b>	<b>114.00</b>	<b>649.20</b>	<b>589.20</b>	<b>349.20</b>

Credit Hours	SENR UG	FAES UG	Music UG	Nursing			Psych UG
				UG	Grad - Exist <sup>3</sup>	Grad - New <sup>4</sup>	
0.5	2.05	2.05	14.50	26.00	62.50	78.10	4.35
1.0	4.10	4.10	29.00	52.00	125.00	156.20	8.70
2.0	8.20	8.20	58.00	104.00	250.00	312.40	17.40
3.0	12.30	12.30	87.00	156.00	375.00	468.60	26.10
4.0	16.40	16.40	116.00	208.00	500.00	624.80	34.80
5.0	20.50	20.50	145.00	260.00	625.00	781.00	43.50
6.0	24.60	24.60	174.00	312.00	750.00	937.20	52.20
7.0	28.70	28.70	203.00	364.00	875.00	1,093.40	60.90
8.0	32.80	32.80	232.00	416.00	<b>1,000.00</b>	<b>1,249.60</b>	69.60
9.0	36.90	36.90	261.00	468.00			78.30
10.0	41.00	41.00	290.00	520.00			87.00
11.0	45.10	45.10	319.00	572.00			95.70
<b>12</b>	<b>49.20</b>	<b>49.20</b>	<b>348.00</b>	<b>624.00</b>			<b>104.40</b>

\*Non-whole dollar amounts were adjusted slightly to meet SIS rounding rules

(1) Beginning in FY 2015, specific Agriculture majors and plans only

(2) With the exception of students in the Equine program, ATI students in FAES also pay this fee.

## Graduate & PhD Fees

### Ohio Resident Graduate & PhD

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total
		General	Student Activity				
0.5	361.25	11.50	37.50	4.65	-	13.50	<b>428.40</b>
1.0	722.50	23.00	37.50	9.30	-	13.50	<b>805.80</b>
2.0	1,445.00	46.00	37.50	18.60	-	13.50	<b>1,560.60</b>
3.0	2,167.50	69.00	37.50	27.90	-	13.50	<b>2,315.40</b>
4.0	2,890.00	92.00	37.50	37.20	123.00	13.50	<b>3,193.20</b>
5.0	3,612.50	115.00	37.50	46.50	123.00	13.50	<b>3,948.00</b>
6.0	4,335.00	138.00	37.50	55.80	123.00	13.50	<b>4,702.80</b>
7.0	5,057.50	161.00	37.50	65.10	123.00	13.50	<b>5,457.60</b>
<b>8.0+</b>	<b>\$ 5,780.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 6,212.40</b>

### Non-Resident Graduate & PhD

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	361.25	11.50	37.50	4.65	-	13.50	<b>428.40</b>	703.25	<b>1,131.65</b>
1.0	722.50	23.00	37.50	9.30	-	13.50	<b>805.80</b>	1,406.50	<b>2,212.30</b>
2.0	1,445.00	46.00	37.50	18.60	-	13.50	<b>1,560.60</b>	2,813.00	<b>4,373.60</b>
3.0	2,167.50	69.00	37.50	27.90	-	13.50	<b>2,315.40</b>	4,219.50	<b>6,534.90</b>
4.0	2,890.00	92.00	37.50	37.20	123.00	13.50	<b>3,193.20</b>	5,626.00	<b>8,819.20</b>
5.0	3,612.50	115.00	37.50	46.50	123.00	13.50	<b>3,948.00</b>	7,032.50	<b>10,980.50</b>
6.0	4,335.00	138.00	37.50	55.80	123.00	13.50	<b>4,702.80</b>	8,439.00	<b>13,141.80</b>
7.0	5,057.50	161.00	37.50	65.10	123.00	13.50	<b>5,457.60</b>	9,845.50	<b>15,303.10</b>
<b>8.0+</b>	<b>\$ 5,780.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 6,212.40</b>	<b>\$ 11,252.00</b>	<b>\$ 17,464.40</b>

FY 2019 BUDGET PLAN

Distance Learning Graduate & PhD

Credit Hours	Instructional Fees	General Fee	Distance Education Fee	Resident Total	Non-Resident Surcharge(2)	Non-Resident Total
0.5	361.25	11.50	100.00	<b>472.75</b>	5.00	<b>477.75</b>
1.0	722.50	23.00	100.00	<b>845.50</b>	5.00	<b>850.50</b>
2.0	1,445.00	46.00	100.00	<b>1,591.00</b>	5.00	<b>1,596.00</b>
3.0	2,167.50	69.00	100.00	<b>2,336.50</b>	5.00	<b>2,341.50</b>
4.0	2,890.00	92.00	100.00	<b>3,082.00</b>	5.00	<b>3,087.00</b>
5.0	3,612.50	115.00	100.00	<b>3,827.50</b>	5.00	<b>3,832.50</b>
6.0	4,335.00	138.00	100.00	<b>4,573.00</b>	5.00	<b>4,578.00</b>
7.0	5,057.50	161.00	100.00	<b>5,318.50</b>	5.00	<b>5,323.50</b>
<b>8.0+</b>	<b>\$ 5,780.00</b>	<b>\$ 184.00</b>	<b>\$ 100.00</b>	<b>\$ 6,064.00</b>	<b>\$ 5.00</b>	<b>\$ 6,069.00</b>

(1) See Program & Technology fees for clinic, technology, and program fees charged by certain programs.

(2) The recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

(4) For students taking all distance courses, all on-site fees are waived and the non-resident tuition is reduced to \$5. Students pay full campus-based and non-resident fees if enrolled in a campus-based course.

Differential/Professional Fees

Masters of Accounting<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	983.00	11.50	37.50	4.65	-	13.50	1,050.15	703.25	1,753.40
1.0	1,966.00	23.00	37.50	9.30	-	13.50	2,049.30	1,406.50	3,455.80
2.0	3,932.00	46.00	37.50	18.60	-	13.50	4,047.60	2,813.00	6,860.60
3.0	5,898.00	69.00	37.50	27.90	-	13.50	6,045.90	4,219.50	10,265.40
4.0	7,864.00	92.00	37.50	37.20	123.00	13.50	8,167.20	5,626.00	13,793.20
5.0	9,830.00	115.00	37.50	46.50	123.00	13.50	10,165.50	7,032.50	17,198.00
6.0	11,796.00	138.00	37.50	55.80	123.00	13.50	12,163.80	8,439.00	20,602.80
7.0	13,762.00	161.00	37.50	65.10	123.00	13.50	14,162.10	9,845.50	24,007.60
<b>8.0+</b>	<b>\$ 15,728.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 16,160.40</b>	<b>\$ 11,252.00</b>	<b>\$ 27,412.40</b>

MBA<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	929.75	11.50	37.50	4.65	-	13.50	996.90	703.25	1,700.15
1.0	1,859.50	23.00	37.50	9.30	-	13.50	1,942.80	1,406.50	3,349.30
2.0	3,719.00	46.00	37.50	18.60	-	13.50	3,834.60	2,813.00	6,647.60
3.0	5,578.50	69.00	37.50	27.90	-	13.50	5,726.40	4,219.50	9,945.90
4.0	7,438.00	92.00	37.50	37.20	123.00	13.50	7,741.20	5,626.00	13,367.20
5.0	9,297.50	115.00	37.50	46.50	123.00	13.50	9,633.00	7,032.50	16,665.50
6.0	11,157.00	138.00	37.50	55.80	123.00	13.50	11,524.80	8,439.00	19,963.80
7.0	13,016.50	161.00	37.50	65.10	123.00	13.50	13,416.60	9,845.50	23,262.10
<b>8.0+</b>	<b>\$ 14,876.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 15,308.40</b>	<b>\$ 11,252.00</b>	<b>\$ 26,560.40</b>

(1) Students in this program also pay a \$261 learning technology fee prorated by credit hour.

(2) The Recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

FY 2019 BUDGET PLAN

Masters of Business Logistics Engineering<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	850.75	10.25	37.50	4.65	-	13.50	916.65	624.75	1,541.40
1.0	1,701.50	20.50	37.50	9.30	-	13.50	1,782.30	1,249.50	3,031.80
2.0	3,403.00	41.00	37.50	18.60	-	13.50	3,513.60	2,499.00	6,012.60
3.0	5,104.50	61.50	37.50	27.90	-	13.50	5,244.90	3,748.50	8,993.40
4.0	6,806.00	82.00	37.50	37.20	123.00	13.50	7,099.20	4,998.00	12,097.20
5.0	8,507.50	102.50	37.50	46.50	123.00	13.50	8,830.50	6,247.50	15,078.00
6.0	10,209.00	123.00	37.50	55.80	123.00	13.50	10,561.80	7,497.00	18,058.80
7.0	11,910.50	143.50	37.50	65.10	123.00	13.50	12,293.10	8,746.50	21,039.60
<b>8.0+</b>	<b>\$ 13,612.00</b>	<b>\$ 164.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 14,024.40</b>	<b>\$ 9,996.00</b>	<b>\$ 24,020.40</b>

Working Professional MBA<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	787.00	10.25	37.50	4.65	-	13.50	852.90	624.75	1,477.65
1.0	1,574.00	20.50	37.50	9.30	-	13.50	1,654.80	1,249.50	2,904.30
2.0	3,148.00	41.00	37.50	18.60	-	13.50	3,258.60	2,499.00	5,757.60
3.0	4,722.00	61.50	37.50	27.90	-	13.50	4,862.40	3,748.50	8,610.90
4.0	6,296.00	82.00	37.50	37.20	123.00	13.50	6,589.20	4,998.00	11,587.20
5.0	7,870.00	102.50	37.50	46.50	123.00	13.50	8,193.00	6,247.50	14,440.50
6.0	9,444.00	123.00	37.50	55.80	123.00	13.50	9,796.80	7,497.00	17,293.80
7.0	11,018.00	143.50	37.50	65.10	123.00	13.50	11,400.60	8,746.50	20,147.10
<b>8.0+</b>	<b>\$ 12,592.00</b>	<b>\$ 164.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 13,004.40</b>	<b>\$ 9,996.00</b>	<b>\$ 23,000.40</b>

(1) Students in this program also pay a \$261 learning technology fee prorated by credit hour.

(2) The Recreation fee is a flat fee for four or more credit hours.

(3) The COTA Fee goes to the Central Ohio Transit Authority for student bus passes.

Masters of Human Resource Management<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	506.25	11.50	37.50	4.65	-	13.50	573.40	646.50	1,219.90
1.0	1,012.50	23.00	37.50	9.30	-	13.50	1,095.80	1,293.00	2,388.80
2.0	2,025.00	46.00	37.50	18.60	-	13.50	2,140.60	2,586.00	4,726.60
3.0	3,037.50	69.00	37.50	27.90	-	13.50	3,185.40	3,879.00	7,064.40
4.0	4,050.00	92.00	37.50	37.20	123.00	13.50	4,353.20	5,172.00	9,525.20
5.0	5,062.50	115.00	37.50	46.50	123.00	13.50	5,398.00	6,465.00	11,863.00
6.0	6,075.00	138.00	37.50	55.80	123.00	13.50	6,442.80	7,758.00	14,200.80
7.0	7,087.50	161.00	37.50	65.10	123.00	13.50	7,487.60	9,051.00	16,538.60
<b>8.0+</b>	<b>\$ 8,100.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 8,532.40</b>	<b>\$ 10,344.00</b>	<b>\$ 18,876.40</b>

Executive MBA<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	2,020.60	10.25	37.50	4.65	-	13.50	2,086.50	5.00	2,091.50
1.0	4,041.20	20.50	37.50	9.30	-	13.50	4,122.00	5.00	4,127.00
2.0	8,082.40	41.00	37.50	18.60	-	13.50	8,193.00	5.00	8,198.00
3.0	12,123.60	61.50	37.50	27.90	-	13.50	12,264.00	5.00	12,269.00
4.0	16,164.80	82.00	37.50	37.20	123.00	13.50	16,458.00	5.00	16,463.00
5.0	20,206.00	102.50	37.50	46.50	123.00	13.50	20,529.00	5.00	20,534.00
6.0	24,247.20	123.00	37.50	55.80	123.00	13.50	24,600.00	5.00	24,605.00
7.0	28,288.40	143.50	37.50	65.10	123.00	13.50	28,671.00	5.00	28,676.00
<b>8.0+</b>	<b>\$ 32,329.60</b>	<b>\$ 164.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 32,742.00</b>	<b>\$ 5.00</b>	<b>\$ 32,747.00</b>

(1) Students in this program also pay a \$261 learning technology fee prorated by credit hour. Figures for the Executive MBA are specialized program fees.

(2) The Recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

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Masters of Business Operational Excellence<sup>(1)(2)(3)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	1,076.45	10.25	37.50	4.65	-	13.50	1,142.35	5.00	1,147.35
1.0	2,152.90	20.50	37.50	9.30	-	13.50	2,233.70	5.00	2,238.70
2.0	4,305.80	41.00	37.50	18.60	-	13.50	4,416.40	5.00	4,421.40
3.0	6,458.70	61.50	37.50	27.90	-	13.50	6,599.10	5.00	6,604.10
4.0	8,611.60	82.00	37.50	37.20	123.00	13.50	8,904.80	5.00	8,909.80
5.0	10,764.50	102.50	37.50	46.50	123.00	13.50	11,087.50	5.00	11,092.50
6.0	12,917.40	123.00	37.50	55.80	123.00	13.50	13,270.20	5.00	13,275.20
7.0	15,070.30	143.50	37.50	65.10	123.00	13.50	15,452.90	5.00	15,457.90
<b>8.0+</b>	<b>\$ 17,223.20</b>	<b>\$ 164.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 17,635.60</b>	<b>\$ 5.00</b>	<b>\$ 17,640.60</b>

Specialized Masters in Business – Analytics<sup>(4)</sup>

Credit Hours	Instructional Fees	General Fee	Distance Education Fee	Resident		Non-Resident Total, Semester
				Total, Semester	Non-Resident Surcharge <sup>(1)</sup>	
0.5	1,088.15	11.50	100.00	1,199.65	5.00	1,204.65
1.0	2,176.30	23.00	100.00	2,299.30	5.00	2,304.30
2.0	4,352.60	46.00	100.00	4,498.60	5.00	4,503.60
3.0	6,528.90	69.00	100.00	6,697.90	5.00	6,702.90
4.0	8,705.20	92.00	100.00	8,897.20	5.00	8,902.20
5.0	10,881.50	115.00	100.00	11,096.50	5.00	11,101.50
6.0	13,057.80	138.00	100.00	13,295.80	5.00	13,300.80
7.0	15,234.10	161.00	100.00	15,495.10	5.00	15,500.10
<b>8.0+</b>	<b>\$ 17,410.40</b>	<b>\$ 184.00</b>	<b>\$ 100.00</b>	<b>\$ 17,694.40</b>	<b>\$ 5.00</b>	<b>\$ 17,699.40</b>

(1) Students in this program also pay a \$261 learning technology fee prorated by credit hour. Figures are specialized program fees.

(2) The recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

(4) Figures for SMB-Analytics program are based on program-based fees. Students enrolled in this program attend full-time two semesters and 7.5 credit hours in the third semester. For students taking all distance courses, all on-site fees are waived and the non-resident tuition is reduced to \$5.



Specialized Masters in Business – Finance<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	1,727.00	11.50	37.50	4.65	-	13.50	1,794.15	5.00	1,799.15
1.0	3,454.00	23.00	37.50	9.30	-	13.50	3,537.30	5.00	3,542.30
2.0	6,908.00	46.00	37.50	18.60	-	13.50	7,023.60	5.00	7,028.60
3.0	10,362.00	69.00	37.50	27.90	-	13.50	10,509.90	5.00	10,514.90
4.0	13,816.00	92.00	37.50	37.20	123.00	13.50	14,119.20	5.00	14,124.20
5.0	17,270.00	115.00	37.50	46.50	123.00	13.50	17,605.50	5.00	17,610.50
6.0	20,724.00	138.00	37.50	55.80	123.00	13.50	21,091.80	5.00	21,096.80
7.0	24,178.00	161.00	37.50	65.10	123.00	13.50	24,578.10	5.00	24,583.10
<b>8.0+</b>	<b>\$ 27,632.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 28,064.40</b>	<b>\$ 5.00</b>	<b>\$ 28,069.40</b>

Graduate Minor in Business for Health Sciences<sup>(2)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	727.75	11.50	37.50	4.65	-	13.50	794.90	5.00	799.90
1.0	1,455.50	23.00	37.50	9.30	-	13.50	1,538.80	5.00	1,543.80
2.0	2,911.00	46.00	37.50	18.60	-	13.50	3,026.60	5.00	3,031.60
3.0	4,366.50	69.00	37.50	27.90	-	13.50	4,514.40	5.00	4,519.40
4.0	5,822.00	92.00	37.50	37.20	123.00	13.50	6,125.20	5.00	6,130.20
5.0	7,277.50	115.00	37.50	46.50	123.00	13.50	7,613.00	5.00	7,618.00
6.0	8,733.00	138.00	37.50	55.80	123.00	13.50	9,100.80	5.00	9,105.80
7.0	10,188.50	161.00	37.50	65.10	123.00	13.50	10,588.60	5.00	10,593.60
<b>8.0+</b>	<b>\$ 11,644.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 12,076.40</b>	<b>\$ 5.00</b>	<b>\$ 12,081.40</b>

(1) Students in this program also pay a \$261 learning technology fee prorated by credit hour.

(2) Summer term program-based fee. The program transitioned from 6 to 8 hours per semester and fees were reduced beginning in Summer 2017.

(3) The Recreation fee is a flat fee for four or more credit hours.

(4) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

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Dentistry - Rank 1<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees			Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity	Student						
0.5	1,086.75	11.50	37.50	4.65		13.50	1,153.90	1,287.00	2,440.90	
1.0	2,173.50	23.00	37.50	9.30		13.50	2,256.80	2,574.00	4,830.80	
2.0	4,347.00	46.00	37.50	18.60		13.50	4,462.60	5,148.00	9,610.60	
3.0	6,520.50	69.00	37.50	27.90		13.50	6,668.40	7,722.00	14,390.40	
4.0	8,694.00	92.00	37.50	37.20	123.00	13.50	8,997.20	10,296.00	19,293.20	
5.0	10,867.50	115.00	37.50	46.50	123.00	13.50	11,203.00	12,870.00	24,073.00	
6.0	13,041.00	138.00	37.50	55.80	123.00	13.50	13,408.80	15,444.00	28,852.80	
7.0	15,214.50	161.00	37.50	65.10	123.00	13.50	15,614.60	18,018.00	33,632.60	
<b>8.0+</b>	<b>\$ 17,388.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 17,820.40</b>	<b>\$ 20,592.00</b>	<b>\$ 38,412.40</b>	

Dentistry - Ranks 2, 3, 4<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees			Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity	Student						
0.5	963.75	10.25	37.50	4.65		13.50	1,029.65	1,141.25	2,170.90	
1.0	1,927.50	20.50	37.50	9.30		13.50	2,008.30	2,282.50	4,290.80	
2.0	3,855.00	41.00	37.50	18.60		13.50	3,965.60	4,565.00	8,530.60	
3.0	5,782.50	61.50	37.50	27.90		13.50	5,922.90	6,847.50	12,770.40	
4.0	7,710.00	82.00	37.50	37.20	123.00	13.50	8,003.20	9,130.00	17,133.20	
5.0	9,637.50	102.50	37.50	46.50	123.00	13.50	9,960.50	11,412.50	21,373.00	
6.0	11,565.00	123.00	37.50	55.80	123.00	13.50	11,917.80	13,695.00	25,612.80	
7.0	13,492.50	143.50	37.50	65.10	123.00	13.50	13,875.10	15,977.50	29,852.60	
<b>8.0+</b>	<b>\$ 15,420.00</b>	<b>\$ 164.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 15,832.40</b>	<b>\$ 18,260.00</b>	<b>\$ 34,092.40</b>	

(1) Dentistry students in Rank 1 also pay a flat \$1,476/semester equipment fee; Ranks 2,3, and 4 pay \$1,309/semester.

(2) The Recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

Law

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	937.00	11.50	37.50	4.65		13.50	<b>1,004.15</b>	467.25	<b>1,471.40</b>
1.0	1,874.00	23.00	37.50	9.30		13.50	<b>1,957.30</b>	934.50	<b>2,891.80</b>
2.0	3,748.00	46.00	37.50	18.60		13.50	<b>3,863.60</b>	1,869.00	<b>5,732.60</b>
3.0	5,622.00	69.00	37.50	27.90		13.50	<b>5,769.90</b>	2,803.50	<b>8,573.40</b>
4.0	7,496.00	92.00	37.50	37.20	123.00	13.50	<b>7,799.20</b>	3,738.00	<b>11,537.20</b>
5.0	9,370.00	115.00	37.50	46.50	123.00	13.50	<b>9,705.50</b>	4,672.50	<b>14,378.00</b>
6.0	11,244.00	138.00	37.50	55.80	123.00	13.50	<b>11,611.80</b>	5,607.00	<b>17,218.80</b>
7.0	13,118.00	161.00	37.50	65.10	123.00	13.50	<b>13,518.10</b>	6,541.50	<b>20,059.60</b>
<b>8.0+</b>	<b>\$ 14,992.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 15,424.40</b>	<b>\$ 7,476.00</b>	<b>\$ 22,900.40</b>

(1) The Recreation fee is a flat fee for four or more credit hours.

(2) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

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Medicine <sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	927.50	10.25	37.50	4.65		13.50	<b>993.40</b>	709.00	<b>1,702.40</b>
1.0	1,855.00	20.50	37.50	9.30		13.50	<b>1,935.80</b>	1,418.00	<b>3,353.80</b>
2.0	3,710.00	41.00	37.50	18.60		13.50	<b>3,820.60</b>	2,836.00	<b>6,656.60</b>
3.0	5,565.00	61.50	37.50	27.90		13.50	<b>5,705.40</b>	4,254.00	<b>9,959.40</b>
4.0	7,420.00	82.00	37.50	37.20	123.00	13.50	<b>7,713.20</b>	5,672.00	<b>13,385.20</b>
5.0	9,275.00	102.50	37.50	46.50	123.00	13.50	<b>9,598.00</b>	7,090.00	<b>16,688.00</b>
6.0	11,130.00	123.00	37.50	55.80	123.00	13.50	<b>11,482.80</b>	8,508.00	<b>19,990.80</b>
7.0	12,985.00	143.50	37.50	65.10	123.00	13.50	<b>13,367.60</b>	9,926.00	<b>23,293.60</b>
<b>8.0+</b>	<b>\$ 14,840.00</b>	<b>\$ 164.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 15,252.40</b>	<b>\$ 11,344.00</b>	<b>\$ 26,596.40</b>

(1) Medicine students also pay a \$66 learning technology fee prorated by credit hour.

(2) The Recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

Master in Genetic Counseling<sup>(3)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	598.00	11.50	37.50	4.65	-	13.50	665.15	376.50	1,041.65
1.0	1,196.00	23.00	37.50	9.30	-	13.50	1,279.30	753.00	2,032.30
2.0	2,392.00	46.00	37.50	18.60	-	13.50	2,507.60	1,506.00	4,013.60
3.0	3,588.00	69.00	37.50	27.90	-	13.50	3,735.90	2,259.00	5,994.90
4.0	4,784.00	92.00	37.50	37.20	123.00	13.50	5,087.20	3,012.00	8,099.20
5.0	5,980.00	115.00	37.50	46.50	123.00	13.50	6,315.50	3,765.00	10,080.50
6.0	7,176.00	138.00	37.50	55.80	123.00	13.50	7,543.80	4,518.00	12,061.80
7.0	8,372.00	161.00	37.50	65.10	123.00	13.50	8,772.10	5,271.00	14,043.10
<b>8.0+</b>	<b>\$ 9,568.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 10,000.40</b>	<b>\$ 6,024.00</b>	<b>\$ 16,024.40</b>

Doctor of Occupational Therapy<sup>(4)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	409.75	10.25	37.50	4.65		13.50	475.65	567.75	1,043.40
1.0	819.50	20.50	37.50	9.30		13.50	900.30	1,135.50	2,035.80
2.0	1,639.00	41.00	37.50	18.60		13.50	1,749.60	2,271.00	4,020.60
3.0	2,458.50	61.50	37.50	27.90		13.50	2,598.90	3,406.50	6,005.40
4.0	3,278.00	82.00	37.50	37.20	123.00	13.50	3,571.20	4,542.00	8,113.20
5.0	4,097.50	102.50	37.50	46.50	123.00	13.50	4,420.50	5,677.50	10,098.00
6.0	4,917.00	123.00	37.50	55.80	123.00	13.50	5,269.80	6,813.00	12,082.80
7.0	5,736.50	143.50	37.50	65.10	123.00	13.50	6,119.10	7,948.50	14,067.60
<b>8.0+</b>	<b>\$ 6,556.00</b>	<b>\$ 164.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 6,968.40</b>	<b>\$ 9,084.00</b>	<b>\$ 16,052.40</b>

(1) The recreation fee is a flat fee for four or more credit hours.

(2) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

(3) The Genetic Counseling program reduced the non-resident tuition \$5,000 beginning in Autumn 2018.

(4) This program transitioned from a Masters to a Doctoral degree program beginning in Summer 2016.

FY 2019 BUDGET PLAN

Master/Doctor of Physical Therapy

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	407.50	10.25	37.50	4.65	-	13.50	<b>473.40</b>	595.00	<b>1,068.40</b>
1.0	815.00	20.50	37.50	9.30	-	13.50	<b>895.80</b>	1,190.00	<b>2,085.80</b>
2.0	1,630.00	41.00	37.50	18.60	-	13.50	<b>1,740.60</b>	2,380.00	<b>4,120.60</b>
3.0	2,445.00	61.50	37.50	27.90	-	13.50	<b>2,585.40</b>	3,570.00	<b>6,155.40</b>
4.0	3,260.00	82.00	37.50	37.20	123.00	13.50	<b>3,553.20</b>	4,760.00	<b>8,313.20</b>
5.0	4,075.00	102.50	37.50	46.50	123.00	13.50	<b>4,398.00</b>	5,950.00	<b>10,348.00</b>
6.0	4,890.00	123.00	37.50	55.80	123.00	13.50	<b>5,242.80</b>	7,140.00	<b>12,382.80</b>
7.0	5,705.00	143.50	37.50	65.10	123.00	13.50	<b>6,087.60</b>	8,330.00	<b>14,417.60</b>
<b>8.0+</b>	<b>\$ 6,520.00</b>	<b>\$ 164.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 6,932.40</b>	<b>\$ 9,520.00</b>	<b>\$ 16,452.40</b>

Master of Health Administration

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	436.50	11.50	37.50	4.65	-	13.50	<b>503.65</b>	703.25	<b>1,206.90</b>
1.0	873.00	23.00	37.50	9.30	-	13.50	<b>956.30</b>	1,406.50	<b>2,362.80</b>
2.0	1,746.00	46.00	37.50	18.60	-	13.50	<b>1,861.60</b>	2,813.00	<b>4,674.60</b>
3.0	2,619.00	69.00	37.50	27.90	-	13.50	<b>2,766.90</b>	4,219.50	<b>6,986.40</b>
4.0	3,492.00	92.00	37.50	37.20	123.00	13.50	<b>3,795.20</b>	5,626.00	<b>9,421.20</b>
5.0	4,365.00	115.00	37.50	46.50	123.00	13.50	<b>4,700.50</b>	7,032.50	<b>11,733.00</b>
6.0	5,238.00	138.00	37.50	55.80	123.00	13.50	<b>5,605.80</b>	8,439.00	<b>14,044.80</b>
7.0	6,111.00	161.00	37.50	65.10	123.00	13.50	<b>6,511.10</b>	9,845.50	<b>16,356.60</b>
<b>8.0+</b>	<b>\$ 6,984.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 7,416.40</b>	<b>\$ 11,252.00</b>	<b>\$ 18,668.40</b>

(1) The recreation fee is a flat fee for four or more credit hours.

(2) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

Master of Public Health

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	387.25	11.50	37.50	4.65	-	13.50	454.40	703.25	1,157.65
1.0	774.50	23.00	37.50	9.30	-	13.50	857.80	1,406.50	2,264.30
2.0	1,549.00	46.00	37.50	18.60	-	13.50	1,664.60	2,813.00	4,477.60
3.0	2,323.50	69.00	37.50	27.90	-	13.50	2,471.40	4,219.50	6,690.90
4.0	3,098.00	92.00	37.50	37.20	123.00	13.50	3,401.20	5,626.00	9,027.20
5.0	3,872.50	115.00	37.50	46.50	123.00	13.50	4,208.00	7,032.50	11,240.50
6.0	4,647.00	138.00	37.50	55.80	123.00	13.50	5,014.80	8,439.00	13,453.80
7.0	5,421.50	161.00	37.50	65.10	123.00	13.50	5,821.60	9,845.50	15,667.10
<b>8.0+</b>	<b>\$ 6,196.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 6,628.40</b>	<b>\$ 11,252.00</b>	<b>\$ 17,880.40</b>

Public Health Program for Experienced Professionals

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	387.25	11.50	37.50	4.65	-	13.50	454.40	703.25	1,157.65
1.0	774.50	23.00	37.50	9.30	-	13.50	857.80	1,406.50	2,264.30
2.0	1,549.00	46.00	37.50	18.60	-	13.50	1,664.60	2,813.00	4,477.60
3.0	2,323.50	69.00	37.50	27.90	-	13.50	2,471.40	4,219.50	6,690.90
4.0	3,098.00	92.00	37.50	37.20	123.00	13.50	3,401.20	5,626.00	9,027.20
5.0	3,872.50	115.00	37.50	46.50	123.00	13.50	4,208.00	7,032.50	11,240.50
6.0	4,647.00	138.00	37.50	55.80	123.00	13.50	5,014.80	8,439.00	13,453.80
7.0	5,421.50	161.00	37.50	65.10	123.00	13.50	5,821.60	9,845.50	15,667.10
<b>8.0+</b>	<b>\$ 6,196.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 6,628.40</b>	<b>\$ 11,252.00</b>	<b>\$ 17,880.40</b>

(1) The recreation fee is a flat fee for four or more credit hours.

(2) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

FY 2019 BUDGET PLAN

Pharmacy

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	703.00	11.50	37.50	4.65		13.50	770.15	740.50	1,510.65
1.0	1,406.00	23.00	37.50	9.30		13.50	1,489.30	1,481.00	2,970.30
2.0	2,812.00	46.00	37.50	18.60		13.50	2,927.60	2,962.00	5,889.60
3.0	4,218.00	69.00	37.50	27.90		13.50	4,365.90	4,443.00	8,808.90
4.0	5,624.00	92.00	37.50	37.20	123.00	13.50	5,927.20	5,924.00	11,851.20
5.0	7,030.00	115.00	37.50	46.50	123.00	13.50	7,365.50	7,405.00	14,770.50
6.0	8,436.00	138.00	37.50	55.80	123.00	13.50	8,803.80	8,886.00	17,689.80
7.0	9,842.00	161.00	37.50	65.10	123.00	13.50	10,242.10	10,367.00	20,609.10
<b>8.0+</b>	<b>\$ 11,248.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 11,680.40</b>	<b>\$ 11,848.00</b>	<b>\$ 23,528.40</b>

(1) The recreation fee is a flat fee for four or more credit hours.

(2) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.



Optometry - Ranks 1 and 2<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	825.25	11.50	37.50	4.65		13.50	892.40	658.00	1,550.40
1.0	1,650.50	23.00	37.50	9.30		13.50	1,733.80	1,316.00	3,049.80
2.0	3,301.00	46.00	37.50	18.60		13.50	3,416.60	2,632.00	6,048.60
3.0	4,951.50	69.00	37.50	27.90		13.50	5,099.40	3,948.00	9,047.40
4.0	6,602.00	92.00	37.50	37.20	123.00	13.50	6,905.20	5,264.00	12,169.20
5.0	8,252.50	115.00	37.50	46.50	123.00	13.50	8,588.00	6,580.00	15,168.00
6.0	9,903.00	138.00	37.50	55.80	123.00	13.50	10,270.80	7,896.00	18,166.80
7.0	11,553.50	161.00	37.50	65.10	123.00	13.50	11,953.60	9,212.00	21,165.60
<b>8.0+</b>	<b>\$ 13,204.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 13,636.40</b>	<b>\$ 10,528.00</b>	<b>\$ 24,164.40</b>

Optometry - Ranks 3 and 4<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	732.75	10.25	37.50	4.65		13.50	798.65	557.00	1,355.65
1.0	1,465.50	20.50	37.50	9.30		13.50	1,546.30	1,114.00	2,660.30
2.0	2,931.00	41.00	37.50	18.60		13.50	3,041.60	2,228.00	5,269.60
3.0	4,396.50	61.50	37.50	27.90		13.50	4,536.90	3,342.00	7,878.90
4.0	5,862.00	82.00	37.50	37.20	123.00	13.50	6,155.20	4,456.00	10,611.20
5.0	7,327.50	102.50	37.50	46.50	123.00	13.50	7,650.50	5,570.00	13,220.50
6.0	8,793.00	123.00	37.50	55.80	123.00	13.50	9,145.80	6,684.00	15,829.80
7.0	10,258.50	143.50	37.50	65.10	123.00	13.50	10,641.10	7,798.00	18,439.10
<b>8.0+</b>	<b>\$ 11,724.00</b>	<b>\$ 164.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 12,136.40</b>	<b>\$ 8,912.00</b>	<b>\$ 21,048.40</b>

(1) Effective Autumn 2016, Optometry lowered their non-resident tuition \$4,000 per semester. Optometry students in Ranks 1 and 2 also pay a flat \$591/semester equipment fee; Ranks 3 and 4 pay \$525/semester.

(2) The recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

FY 2019 BUDGET PLAN

Doctor of Audiology

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	379.25	11.50	37.50	4.65	-	13.50	446.40	703.25	1,149.65
1.0	758.50	23.00	37.50	9.30	-	13.50	841.80	1,406.50	2,248.30
2.0	1,517.00	46.00	37.50	18.60	-	13.50	1,632.60	2,813.00	4,445.60
3.0	2,275.50	69.00	37.50	27.90	-	13.50	2,423.40	4,219.50	6,642.90
4.0	3,034.00	92.00	37.50	37.20	123.00	13.50	3,337.20	5,626.00	8,963.20
5.0	3,792.50	115.00	37.50	46.50	123.00	13.50	4,128.00	7,032.50	11,160.50
6.0	4,551.00	138.00	37.50	55.80	123.00	13.50	4,918.80	8,439.00	13,357.80
7.0	5,309.50	161.00	37.50	65.10	123.00	13.50	5,709.60	9,845.50	15,555.10
<b>8.0+</b>	<b>\$ 6,068.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 6,500.40</b>	<b>\$ 11,252.00</b>	<b>\$ 17,752.40</b>

Masters of Speech-Language Pathology

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(1)</sup>	COTA Fee <sup>(2)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	379.25	11.50	37.50	4.65	-	13.50	446.40	703.25	1,149.65
1.0	758.50	23.00	37.50	9.30	-	13.50	841.80	1,406.50	2,248.30
2.0	1,517.00	46.00	37.50	18.60	-	13.50	1,632.60	2,813.00	4,445.60
3.0	2,275.50	69.00	37.50	27.90	-	13.50	2,423.40	4,219.50	6,642.90
4.0	3,034.00	92.00	37.50	37.20	123.00	13.50	3,337.20	5,626.00	8,963.20
5.0	3,792.50	115.00	37.50	46.50	123.00	13.50	4,128.00	7,032.50	11,160.50
6.0	4,551.00	138.00	37.50	55.80	123.00	13.50	4,918.80	8,439.00	13,357.80
7.0	5,309.50	161.00	37.50	65.10	123.00	13.50	5,709.60	9,845.50	15,555.10
<b>8.0+</b>	<b>\$ 6,068.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 6,500.40</b>	<b>\$ 11,252.00</b>	<b>\$ 17,752.40</b>

(1) The recreation fee is a flat fee for four or more credit hours.

(2) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

Master of Social Work<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	382.25	11.50	37.50	4.65	-	13.50	449.40	703.25	1,152.65
1.0	764.50	23.00	37.50	9.30	-	13.50	847.80	1,406.50	2,254.30
2.0	1,529.00	46.00	37.50	18.60	-	13.50	1,644.60	2,813.00	4,457.60
3.0	2,293.50	69.00	37.50	27.90	-	13.50	2,441.40	4,219.50	6,660.90
4.0	3,058.00	92.00	37.50	37.20	123.00	13.50	3,361.20	5,626.00	8,987.20
5.0	3,822.50	115.00	37.50	46.50	123.00	13.50	4,158.00	7,032.50	11,190.50
6.0	4,587.00	138.00	37.50	55.80	123.00	13.50	4,954.80	8,439.00	13,393.80
7.0	5,351.50	161.00	37.50	65.10	123.00	13.50	5,751.60	9,845.50	15,597.10
<b>8.0+</b>	<b>\$ 6,116.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 6,548.40</b>	<b>\$ 11,252.00</b>	<b>\$ 17,800.40</b>

(1) Students in this program may also pay a field practicum fee of \$94.50/semester.

(2) The recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

FY 2019 BUDGET PLAN

Veterinary Medicine<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fees		Student Union Fee	Rec Fee <sup>(2)</sup>	COTA Fee <sup>(3)</sup>	Resident Total	Non-Resident Surcharge	Non-Resident Total
		General	Student Activity						
0.5	966.25	11.50	37.50	4.65		13.50	<b>1,033.40</b>	1,199.25	<b>2,232.65</b>
1.0	1,932.50	23.00	37.50	9.30		13.50	<b>2,015.80</b>	2,398.50	<b>4,414.30</b>
2.0	3,865.00	46.00	37.50	18.60		13.50	<b>3,980.60</b>	4,797.00	<b>8,777.60</b>
3.0	5,797.50	69.00	37.50	27.90		13.50	<b>5,945.40</b>	7,195.50	<b>13,140.90</b>
4.0	7,730.00	92.00	37.50	37.20	123.00	13.50	<b>8,033.20</b>	9,594.00	<b>17,627.20</b>
5.0	9,662.50	115.00	37.50	46.50	123.00	13.50	<b>9,998.00</b>	11,992.50	<b>21,990.50</b>
6.0	11,595.00	138.00	37.50	55.80	123.00	13.50	<b>11,962.80</b>	14,391.00	<b>26,353.80</b>
7.0	13,527.50	161.00	37.50	65.10	123.00	13.50	<b>13,927.60</b>	16,789.50	<b>30,717.10</b>
<b>8.0+</b>	<b>\$ 15,460.00</b>	<b>\$ 184.00</b>	<b>\$ 37.50</b>	<b>\$ 74.40</b>	<b>\$ 123.00</b>	<b>\$ 13.50</b>	<b>\$ 15,892.40</b>	<b>\$ 19,188.00</b>	<b>\$ 35,080.40</b>

(1) Vet Medicine students in Ranks 1 also pay a flat \$277.50/semester equipment fee; Rank 2 pays \$202.50/semester; Rank 3 pays \$277.50/semester; Rank 4 pays \$352.50/semester.

(2) The recreation fee is a flat fee for four or more credit hours.

(3) The COTA fee goes to the Central Ohio Transit Authority for student bus passes.

Master in Agricultural and Extension Education - Distance Learning<sup>(1)</sup>

Credit Hours	Instructional Fees	General Fee	Distance Education Fee	Resident Total, Semester	Resident Total, Year	Non-Resident Surcharge(1)	Non-Resident Total, Semester	Non-Resident Total, Year
0.5	448.25	11.50	100.00	559.75	1,679.25	5.00	564.75	1,694.25
1.0	896.50	23.00	100.00	1,019.50	3,058.50	5.00	1,024.50	3,073.50
2.0	1,793.00	46.00	100.00	1,939.00	5,817.00	5.00	1,944.00	5,832.00
3.0	2,689.50	69.00	100.00	2,858.50	8,575.50	5.00	2,863.50	8,590.50
4.0	3,586.00	92.00	100.00	3,778.00	11,334.00	5.00	3,783.00	11,349.00
5.0	4,482.50	115.00	100.00	4,697.50	14,092.50	5.00	4,702.50	14,107.50
6.0	5,379.00	138.00	100.00	5,617.00	16,851.00	5.00	5,622.00	16,866.00
7.0	6,275.50	161.00	100.00	6,536.50	19,609.50	5.00	6,541.50	19,624.50
8.0+	\$ 7,172.00	\$ 184.00	\$ 100.00	\$ 7,456.00	\$ 22,368.00	\$ 5.00	\$ 7,461.00	\$ 22,383.00

Master of Global Engineering Leadership -Distance Learning<sup>(1)(2)</sup>

Credit Hours	Instructional Fees	General Fee	Distance Education Fee	Resident Total, Semester	Non-Resident Surcharge(1)	Non-Resident Total, Semester
0.5	522.00	11.50	100.00	633.50	5.00	638.50
1.0	1,044.00	23.00	100.00	1,167.00	5.00	1,172.00
2.0	2,088.00	46.00	100.00	2,234.00	5.00	2,239.00
3.0	3,132.00	69.00	100.00	3,301.00	5.00	3,306.00
4.0	4,176.00	92.00	100.00	4,368.00	5.00	4,373.00
5.0	5,220.00	115.00	100.00	5,435.00	5.00	5,440.00
6.0	6,264.00	138.00	100.00	6,502.00	5.00	6,507.00
7.0	7,308.00	161.00	100.00	7,569.00	5.00	7,574.00
8	\$ 8,352.00	\$ 184.00	\$ 100.00	\$ 8,636.00	\$ 5.00	\$ 8,641.00
Each add'l credit hour	\$ 1,044.00	\$ 23.00				

(1) For students taking all distance courses, all on-site fees are waived and the non-resident tuition is reduced to \$5.

(2) Students enrolled in the MGEL program pay per credit hour.

## FY 2019 BUDGET PLAN

## Appendix B – Regional Campuses: Lima, Mansfield, Marion &amp; Newark

## Undergraduate – Continuing and Transfer Students (Entering before Autumn 2017)

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
0.5	144.00	4.75	<b>148.75</b>	417.00	<b>565.75</b>
1.0	288.00	9.50	<b>297.50</b>	834.00	<b>1,131.50</b>
2.0	576.00	19.00	<b>595.00</b>	1,668.00	<b>2,263.00</b>
3.0	864.00	28.50	<b>892.50</b>	2,502.00	<b>3,394.50</b>
4.0	1,152.00	38.00	<b>1,190.00</b>	3,336.00	<b>4,526.00</b>
5.0	1,440.00	47.50	<b>1,487.50</b>	4,170.00	<b>5,657.50</b>
6.0	1,728.00	57.00	<b>1,785.00</b>	5,004.00	<b>6,789.00</b>
7.0	2,016.00	66.50	<b>2,082.50</b>	5,838.00	<b>7,920.50</b>
8.0	2,304.00	76.00	<b>2,380.00</b>	6,672.00	<b>9,052.00</b>
9.0	2,592.00	85.50	<b>2,677.50</b>	7,506.00	<b>10,183.50</b>
10.0	2,880.00	95.00	<b>2,975.00</b>	8,340.00	<b>11,315.00</b>
11.0	3,168.00	104.50	<b>3,272.50</b>	9,174.00	<b>12,446.50</b>
<b>12.0 to 18.0<sup>(1)</sup></b>	<b>\$ 3,456.00</b>	<b>\$ 114.00</b>	<b>\$ 3,570.00</b>	<b>\$ 10,008.00</b>	<b>\$ 13,578.00</b>

(1) Students pay an additional half credit hour instructional, basic general and non-resident tuition for each half credit hour of enrollment over 18.

## Undergraduate – Tuition Guarantee – Freshmen and Transfer Students (Entering from Autumn 2017 through Summer 2018)

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
0.5	152.60	4.75	<b>157.35</b>	417.00	<b>574.35</b>
1.0	305.20	9.50	<b>314.70</b>	834.00	<b>1,148.70</b>
2.0	610.40	19.00	<b>629.40</b>	1,668.00	<b>2,297.40</b>
3.0	915.60	28.50	<b>944.10</b>	2,502.00	<b>3,446.10</b>
4.0	1,220.80	38.00	<b>1,258.80</b>	3,336.00	<b>4,594.80</b>
5.0	1,526.00	47.50	<b>1,573.50</b>	4,170.00	<b>5,743.50</b>
6.0	1,831.20	57.00	<b>1,888.20</b>	5,004.00	<b>6,892.20</b>
7.0	2,136.40	66.50	<b>2,202.90</b>	5,838.00	<b>8,040.90</b>
8.0	2,441.60	76.00	<b>2,517.60</b>	6,672.00	<b>9,189.60</b>
9.0	2,746.80	85.50	<b>2,832.30</b>	7,506.00	<b>10,338.30</b>
10.0	3,052.00	95.00	<b>3,147.00</b>	8,340.00	<b>11,487.00</b>
11.0	3,357.20	104.50	<b>3,461.70</b>	9,174.00	<b>12,635.70</b>
<b>12.0 to 18.0<sup>(1)</sup></b>	<b>\$ 3,662.40</b>	<b>\$ 114.00</b>	<b>\$ 3,776.40</b>	<b>\$ 10,008.00</b>	<b>\$ 13,784.40</b>

(1) Students pay an additional half credit hour instructional, basic general and non-resident tuition for each half credit hour of enrollment over 18.

(2) Tuition Guarantee does not apply to Non-Resident Surcharge.

**Undergraduate – Tuition Guarantee – Freshmen and Transfer Students**  
(Entering from Autumn 2018 through Summer 2019)

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
0.5	154.50	4.75	<b>159.25</b>	417.00	<b>576.25</b>
1.0	309.00	9.50	<b>318.50</b>	834.00	<b>1,152.50</b>
2.0	618.00	19.00	<b>637.00</b>	1,668.00	<b>2,305.00</b>
3.0	927.00	28.50	<b>955.50</b>	2,502.00	<b>3,457.50</b>
4.0	1,236.00	38.00	<b>1,274.00</b>	3,336.00	<b>4,610.00</b>
5.0	1,545.00	47.50	<b>1,592.50</b>	4,170.00	<b>5,762.50</b>
6.0	1,854.00	57.00	<b>1,911.00</b>	5,004.00	<b>6,915.00</b>
7.0	2,163.00	66.50	<b>2,229.50</b>	5,838.00	<b>8,067.50</b>
8.0	2,472.00	76.00	<b>2,548.00</b>	6,672.00	<b>9,220.00</b>
9.0	2,781.00	85.50	<b>2,866.50</b>	7,506.00	<b>10,372.50</b>
10.0	3,090.00	95.00	<b>3,185.00</b>	8,340.00	<b>11,525.00</b>
11.0	3,399.00	104.50	<b>3,503.50</b>	9,174.00	<b>12,677.50</b>
<b>12.0 to 18.0<sup>(1)</sup></b>	<b>\$ 3,708.00</b>	<b>\$ 114.00</b>	<b>\$ 3,822.00</b>	<b>\$ 10,008.00</b>	<b>\$ 13,830.00</b>

(1) Students pay an additional half credit hour instructional, basic general and non-resident tuition for each half credit hour of enrollment over 18.

(2) Tuition Guarantee does not apply to Non-Resident Surcharge.

**Graduate**

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
0.5	359.25	7.50	<b>366.75</b>	703.25	<b>1,070.00</b>
1.0	718.50	15.00	<b>733.50</b>	1,406.50	<b>2,140.00</b>
2.0	1,437.00	30.00	<b>1,467.00</b>	2,813.00	<b>4,280.00</b>
3.0	2,155.50	45.00	<b>2,200.50</b>	4,219.50	<b>6,420.00</b>
4.0	2,874.00	60.00	<b>2,934.00</b>	5,626.00	<b>8,560.00</b>
5.0	3,592.50	75.00	<b>3,667.50</b>	7,032.50	<b>10,700.00</b>
6.0	4,311.00	90.00	<b>4,401.00</b>	8,439.00	<b>12,840.00</b>
7.0	5,029.50	105.00	<b>5,134.50</b>	9,845.50	<b>14,980.00</b>
<b>8.0+</b>	<b>\$ 5,748.00</b>	<b>\$ 120.00</b>	<b>\$ 5,868.00</b>	<b>\$ 11,252.00</b>	<b>\$ 17,120.00</b>

FY 2019 BUDGET PLAN

**Appendix C – Agricultural Technical Institute Student Fee Tables**

**Undergraduate – Continuing and Transfer Students (Entering before Autumn 2017)**

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
0.5	143.25	4.75	<b>148.00</b>	417.00	<b>565.00</b>
1.0	286.50	9.50	<b>296.00</b>	834.00	<b>1,130.00</b>
2.0	573.00	19.00	<b>592.00</b>	1,668.00	<b>2,260.00</b>
3.0	859.50	28.50	<b>888.00</b>	2,502.00	<b>3,390.00</b>
4.0	1,146.00	38.00	<b>1,184.00</b>	3,336.00	<b>4,520.00</b>
5.0	1,432.50	47.50	<b>1,480.00</b>	4,170.00	<b>5,650.00</b>
6.0	1,719.00	57.00	<b>1,776.00</b>	5,004.00	<b>6,780.00</b>
7.0	2,005.50	66.50	<b>2,072.00</b>	5,838.00	<b>7,910.00</b>
8.0	2,292.00	76.00	<b>2,368.00</b>	6,672.00	<b>9,040.00</b>
9.0	2,578.50	85.50	<b>2,664.00</b>	7,506.00	<b>10,170.00</b>
10.0	2,865.00	95.00	<b>2,960.00</b>	8,340.00	<b>11,300.00</b>
11.0	3,151.50	104.50	<b>3,256.00</b>	9,174.00	<b>12,430.00</b>
<b>12.0 to 18.0<sup>(1)</sup></b>	<b>\$ 3,438.00</b>	<b>\$ 114.00</b>	<b>\$ 3,552.00</b>	<b>\$ 10,008.00</b>	<b>\$ 13,560.00</b>

(1) Students pay an additional half credit hour instructional, basic general and non-resident tuition for each half credit hour of enrollment over 18.

**Undergraduate – Tuition Guarantee – Freshmen and Transfer Students**

(Entering from Autumn 2017 through Summer 2018)

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
0.5	151.85	4.75	<b>156.60</b>	417.00	<b>573.60</b>
1.0	303.70	9.50	<b>313.20</b>	834.00	<b>1,147.20</b>
2.0	607.40	19.00	<b>626.40</b>	1,668.00	<b>2,294.40</b>
3.0	911.10	28.50	<b>939.60</b>	2,502.00	<b>3,441.60</b>
4.0	1,214.80	38.00	<b>1,252.80</b>	3,336.00	<b>4,588.80</b>
5.0	1,518.50	47.50	<b>1,566.00</b>	4,170.00	<b>5,736.00</b>
6.0	1,822.20	57.00	<b>1,879.20</b>	5,004.00	<b>6,883.20</b>
7.0	2,125.90	66.50	<b>2,192.40</b>	5,838.00	<b>8,030.40</b>
8.0	2,429.60	76.00	<b>2,505.60</b>	6,672.00	<b>9,177.60</b>
9.0	2,733.30	85.50	<b>2,818.80</b>	7,506.00	<b>10,324.80</b>
10.0	3,037.00	95.00	<b>3,132.00</b>	8,340.00	<b>11,472.00</b>
11.0	3,340.70	104.50	<b>3,445.20</b>	9,174.00	<b>12,619.20</b>
<b>12.0 to 18.0<sup>(1)</sup></b>	<b>\$ 3,644.40</b>	<b>\$ 114.00</b>	<b>\$ 3,758.40</b>	<b>\$ 10,008.00</b>	<b>\$ 13,766.40</b>

- (1) Students pay an additional half credit hour instructional, basic general and non-resident fee for each half credit hour of enrollment over 18.
- (2) Tuition Guarantee does not apply to Non-Resident Surcharge.



**Undergraduate – Tuition Guarantee – Freshmen and Transfer Students**  
 (Entering from Autumn 2018 through Summer 2019)

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
0.5	153.75	4.75	<b>158.50</b>	417.00	<b>575.50</b>
1.0	307.50	9.50	<b>317.00</b>	834.00	<b>1,151.00</b>
2.0	615.00	19.00	<b>634.00</b>	1,668.00	<b>2,302.00</b>
3.0	922.50	28.50	<b>951.00</b>	2,502.00	<b>3,453.00</b>
4.0	1,230.00	38.00	<b>1,268.00</b>	3,336.00	<b>4,604.00</b>
5.0	1,537.50	47.50	<b>1,585.00</b>	4,170.00	<b>5,755.00</b>
6.0	1,845.00	57.00	<b>1,902.00</b>	5,004.00	<b>6,906.00</b>
7.0	2,152.50	66.50	<b>2,219.00</b>	5,838.00	<b>8,057.00</b>
8.0	2,460.00	76.00	<b>2,536.00</b>	6,672.00	<b>9,208.00</b>
9.0	2,767.50	85.50	<b>2,853.00</b>	7,506.00	<b>10,359.00</b>
10.0	3,075.00	95.00	<b>3,170.00</b>	8,340.00	<b>11,510.00</b>
11.0	3,382.50	104.50	<b>3,487.00</b>	9,174.00	<b>12,661.00</b>
<b>12.0 to 18.0<sup>(1)</sup></b>	<b>\$ 3,690.00</b>	<b>\$ 114.00</b>	<b>\$ 3,804.00</b>	<b>\$ 10,008.00</b>	<b>\$ 13,812.00</b>

- (1) Students pay an additional half credit hour instructional, basic general and non-resident tuition for each half credit hour of enrollment over 18.
- (2) Tuition Guarantee does not apply to Non-Resident Surcharge.

FY 2019 BUDGET PLAN

Appendix D – Tuition and SSI History

Columbus Campus

Year	Resident Undergraduate Tuition (1)	Percent Change	Total Non-resident	Percent Change	Undergraduate SSI	Percent Change	Total State Share of Instruction (000's) (2)	Percent Change
1998	\$3,687	6.3%	\$10,896	5.4%			\$297,551	5.1%
1999	\$3,906	5.9%	\$11,475	5.3%			\$305,161	2.6%
2000	\$4,137	5.9%	\$12,087	5.3%			\$312,839	2.5%
2001	\$4,383	5.9%	\$12,732	5.3%			\$317,721	1.6%
2002	\$4,788	9.2%	\$13,554	6.5%	\$136,728		\$305,389	-3.9%
2003	\$5,691	18.9%	\$15,114	11.5%	\$134,991	-1.3%	\$300,064	-1.7%
2004	\$6,651	16.9%	\$16,638	10.1%	\$115,193	-14.7%	\$299,998	0.0%
2005	\$7,542	13.4%	\$18,129	9.0%	\$131,545	14.2%	\$301,898	0.6%
2006	\$8,082	7.2%	\$19,305	6.5%	\$132,609	0.8%	\$305,588	1.2%
2007	\$8,667	7.2%	\$20,562	6.5%	\$137,054	3.4%	\$314,597	2.9%
2008	\$8,676	0.1%	\$21,285	3.5%	\$149,176	8.8%	\$330,269	5.0%
2009	\$8,679	0.0%	\$21,918	3.0%	\$163,479	9.6%	\$362,682	9.8%
2010	\$8,726	0.5%	\$22,298	1.7%	\$190,550	16.6%	\$391,658	8.0%
2011	\$9,420	8.0%	\$23,604	5.9%	\$191,552	0.5%	\$390,830	-0.2%
2012	\$9,735	3.3%	\$24,630	4.3%	\$161,909	-15.5%	\$329,548	-15.7%
2013	\$10,037	3.1%	\$25,445	3.3%	\$163,749	1.1%	\$331,829	0.7%
2014	\$10,037	0.0%	\$25,757	1.2%	\$163,537	-0.1%	\$334,394	0.8%
2015	\$10,037	0.0%	\$26,527	3.0%	\$155,904	-4.7%	\$330,878	-1.1%
2016	\$10,037	0.0%	\$27,365	3.1%	\$158,399	1.6%	\$341,582	3.2%
2017	\$10,037	0.0%	\$28,229	3.2%	\$169,351	6.9%	\$362,654	6.2%
2018-NG (3)	\$10,037	0.0%	\$29,141	3.2%				
2018-G (3)	\$10,591	5.5%	\$29,695	5.2%	\$168,562	-0.5%	\$360,816	-0.5%
2019-NG (3)	\$10,037	0%	\$30,053	3.1%				
2019/19-G (3)	\$10,591	0%	\$30,607	3.1%	\$168,546	0.0%	\$360,816	0.0%
2019-G (3)	\$10,726	1.3%	\$30,742	3.5%				

- 1) Resident Undergraduate Tuition includes instructional, general and mandatory fees.
- 2) 2015 state share of instruction based on Columbus campus proportion after regional campus allocation.
- 3) NG= Non-Guarantee,G=Guarantee; 2019 estimates based on 2018 actuals.

Regional Campuses (Lima, Mansfield, Marion, Newark)

Year	Resident Undergraduate Tuition	Percent Change	Total Non-resident	Percent Change	Total State Share of Instruction	Percent Change	Lima	Percent Change	Mansfield	Percent Change	Marion	Percent Change	Newark	Percent Change
1998	\$3,423		\$10,632		\$13,998,846		\$3,445,526		\$3,337,520		\$3,511,251		\$3,704,549	
1999	\$3,528	3.1%	\$11,097	4.4%	\$15,078,430	7.7%	\$3,810,415	10.6%	\$3,653,591	9.5%	\$3,522,747	0.3%	\$4,086,677	10.3%
2000	\$3,528	0.0%	\$11,478	3.4%	\$15,728,427	4.3%	\$3,861,184	1.3%	\$3,899,177	6.7%	\$3,555,276	0.9%	\$4,412,790	8.0%
2001	\$3,351	-5.0%	\$11,700	1.9%	\$16,472,480	4.7%	\$3,928,116	1.7%	\$4,180,176	7.2%	\$3,441,787	-3.2%	\$4,922,401	11.5%
2002	\$4,191	25.1%	\$12,957	10.7%	\$16,700,892	1.4%	\$3,956,486	0.7%	\$4,164,678	-0.4%	\$3,461,454	0.6%	\$5,118,274	4.0%
2003	\$4,527	8.0%	\$13,950	7.7%	\$16,657,795	-0.3%	\$3,978,655	0.6%	\$4,025,614	-3.3%	\$3,496,700	1.0%	\$5,156,256	0.8%
2004	\$5,052	11.6%	\$15,039	7.8%	\$16,654,173	0.0%	\$3,977,790	0.0%	\$4,024,739	0.0%	\$3,495,909	0.0%	\$5,155,735	0.0%
2005	\$5,553	9.9%	\$16,140	7.3%	\$16,391,389	-1.6%	\$3,872,849	-2.6%	\$3,918,559	-2.6%	\$3,580,264	2.4%	\$5,019,717	-2.6%
2006	\$5,886	6.0%	\$17,109	6.0%	\$17,076,892	6.0%	\$3,274,127	-15.5%	\$3,966,714	1.2%	\$4,077,003	13.9%	\$6,059,048	20.7%
2007	\$6,240	6.0%	\$18,135	6.0%	\$16,728,161	-8.7%	\$3,435,389	4.9%	\$3,579,024	-9.8%	\$3,893,362	-4.5%	\$5,820,385	-3.9%
2008	\$6,240	0.0%	\$18,849	3.9%	\$17,546,641	4.9%	\$3,484,065	1.4%	\$3,672,051	2.6%	\$4,189,202	7.6%	\$6,201,323	2.5%
2009	\$6,240	0.0%	\$19,479	3.3%	\$18,094,457	3.1%	\$3,545,872	1.8%	\$3,826,669	4.2%	\$4,367,835	4.3%	\$6,354,081	2.5%
2010	\$6,237	0.0%	\$19,809	1.7%	\$18,302,949	1.2%	\$3,621,504	2.1%	\$3,986,114	4.2%	\$4,549,828	4.2%	\$6,145,503	-3.3%
2011	\$6,678	7.1%	\$20,862	5.3%	\$18,540,247	1.3%	\$3,696,992	2.1%	\$4,069,201	2.1%	\$4,548,273	0.0%	\$6,225,781	1.3%
2012	\$6,903	3.4%	\$21,798	4.5%	\$19,320,789	4.2%	\$3,891,472	5.3%	\$4,283,263	5.3%	\$4,592,764	1.0%	\$6,553,290	5.3%
2013	\$7,140	3.4%	\$22,548	3.4%	\$19,638,252	1.6%	\$4,296,313	10.4%	\$4,719,096	10.2%	\$4,583,488	-0.2%	\$6,939,355	-7.8%
2014	\$7,140	0.0%	\$22,860	1.4%	\$19,917,847	-8.8%	\$3,917,703	-8.8%	\$4,276,662	-9.4%	\$4,210,054	-8.1%	\$5,513,428	-8.7%
2015	\$7,140	0.0%	\$23,640	3.4%	\$16,498,413	-7.9%	\$3,643,964	-7.0%	\$3,961,693	-7.4%	\$3,867,758	-8.1%	\$5,024,998	-8.9%
2016	\$7,140	0.0%	\$24,468	3.5%	\$16,321,057	-1.1%	\$3,756,664	3.1%	\$3,900,664	-1.5%	\$3,794,603	-1.9%	\$4,889,126	-3.1%
2017	\$7,140	0.0%	\$25,332	3.5%	\$18,949,823	16.1%	\$3,528,666	-6.1%	\$4,320,791	10.8%	\$4,016,049	5.8%	\$7,084,317	45.5%
2018-NG (3)	\$7,140	0.0%	\$26,244	3.6%										
2018-G (3)	\$7,553	5.8%	\$26,657	5.2%	\$19,140,710	1.0%	\$3,639,184	3.1%	\$4,264,493	-1.3%	\$3,991,345	-0.6%	\$7,245,688	2.3%
2019-NG (3)	\$7,140	0.0%	\$27,156	3.5%										
2019/19-G (3)	\$7,553	0.0%	\$27,569	3.4%	\$19,140,710	0.0%	\$3,639,184	0.0%	\$4,264,493	0.0%	\$3,991,345	0.0%	\$7,245,688	0.0%
2019-G (3)	\$7,644	1.2%	\$27,660	3.8%										

- Notes:
- 1) 2019 SSI assumes no increase to 2018 SSI actuals.
- 2) Resident UG Tuition includes both Instructional and General Fees
- 3) NG=Non-Guarantee; G=Guarantee; 2019 estimates based on F18 SSI actuals.

(APPENDIX LXXXV)

**Strategic Initiatives Endowment Fund**

It is proposed that the Strategic Initiatives Endowment Fund be established   /  /  , by the Board of Trustees of The Ohio State University, with unrestricted funds from the Ohio State Energy Partners transaction.

The endowment's purpose is to provide funding for key strategic initiatives identified as part of the university's strategic plan. This fund will be utilized to enhance existing strategic initiatives and also seed new strategic priorities of the university including support for student scholarships, faculty and staff professional development and compensation enhancements.

The annual distribution from this fund shall be used for key strategic initiatives referenced above at the discretion and approval of the president and provost with the advice of the senior vice president for Business and Finance and chief financial officer and the Board of Trustees. The senior vice president for Business and Finance and chief financial officer shall report to the Board of Trustees annually as to the allocation and utilization of the distribution.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion shall either be held in the distribution account to be used in subsequent years for the purposes of the endowment, or reinvested in the endowment principal. The approach used is at the discretion of the provost and senior vice president for Business and Finance and chief financial officer with approval of the president, in consultation with the Board of Trustees.

The investment and management of and expenditures from all endowment funds shall be in accordance with university policies and procedures, as approved by the Board of Trustees and amended from time to time.

It is the desire of the university that the quasi-endowment established herein should benefit the university in perpetuity. The performance and use of this endowment shall be reviewed by the Board of Trustees at least every five years. The university reserves the right to modify the purpose of this fund. In seeking modification, consultation will include the president, provost, and senior vice president for Business and Finance and chief financial officer. Any modifications will be approved by the Board of Trustees in accordance with the policies of the university.

Amount Establishing Endowment: \$700,000,000