

WEDNESDAY, MAY 17, 2023

ACADEMIC AFFAIRS AND STUDENT LIFE COMMITTEE MEETING

Jeff M.S. Kaplan, chair
Elizabeth A. Harsh, vice chair
Elizabeth P. Kessler
Reginald A. Wilkinson
Michael F. Kiggin
Pierre Bigby
Taylor A. Schwein
Susan E. Cole
Hiroyuki Fujita (*ex officio*)

Location: Sanders Grand Lounge, Longaberger Alumni House
2200 Olentangy River Rd, Columbus, Ohio 43210

Time: 2:30-4:30pm

Public Session

ITEMS FOR DISCUSSION

1. *Executive Vice President and Provost's Report*
Faculty Excellence – Dr. Melissa Gilliam 2:30-2:40pm
Chat GPT Presentation – College of Engineering Dean, Dr. Ayanna Howard 2:40-2:55pm
2. *Senior Vice President for Student Life Report*
Student Engagement as a Driver of Success – Dr. Melissa Shivers 2:55-3:10pm

ITEMS FOR ACTION

3:10-3:30pm

3. Approval of February 2023 Committee Meeting Minutes – Mr. Jeff Kaplan
4. Approval to Establish a Master of Health and Wellness – Dr. Melissa Gilliam
5. Approval to Change the Name of the Master of Dental Hygiene Degree Program –
Dr. Melissa Gilliam
6. Amendments to the *Rules of the University Faculty* – Dr. Melissa Gilliam
7. Adoption of Campus Free Speech Policy and Complaint Investigation, Hearing, and
Resolution Process – Dr. Melissa Gilliam
8. Faculty Personnel Actions – Dr. Melissa Gilliam
9. Honorary Degree – Dr. Melissa Gilliam
10. Degrees and Certificates – Dr. Melissa Gilliam

Executive Session

3:30-4:30 pm

Provost's Report

May 2023

Melissa Gilliam

Executive Vice President and Provost



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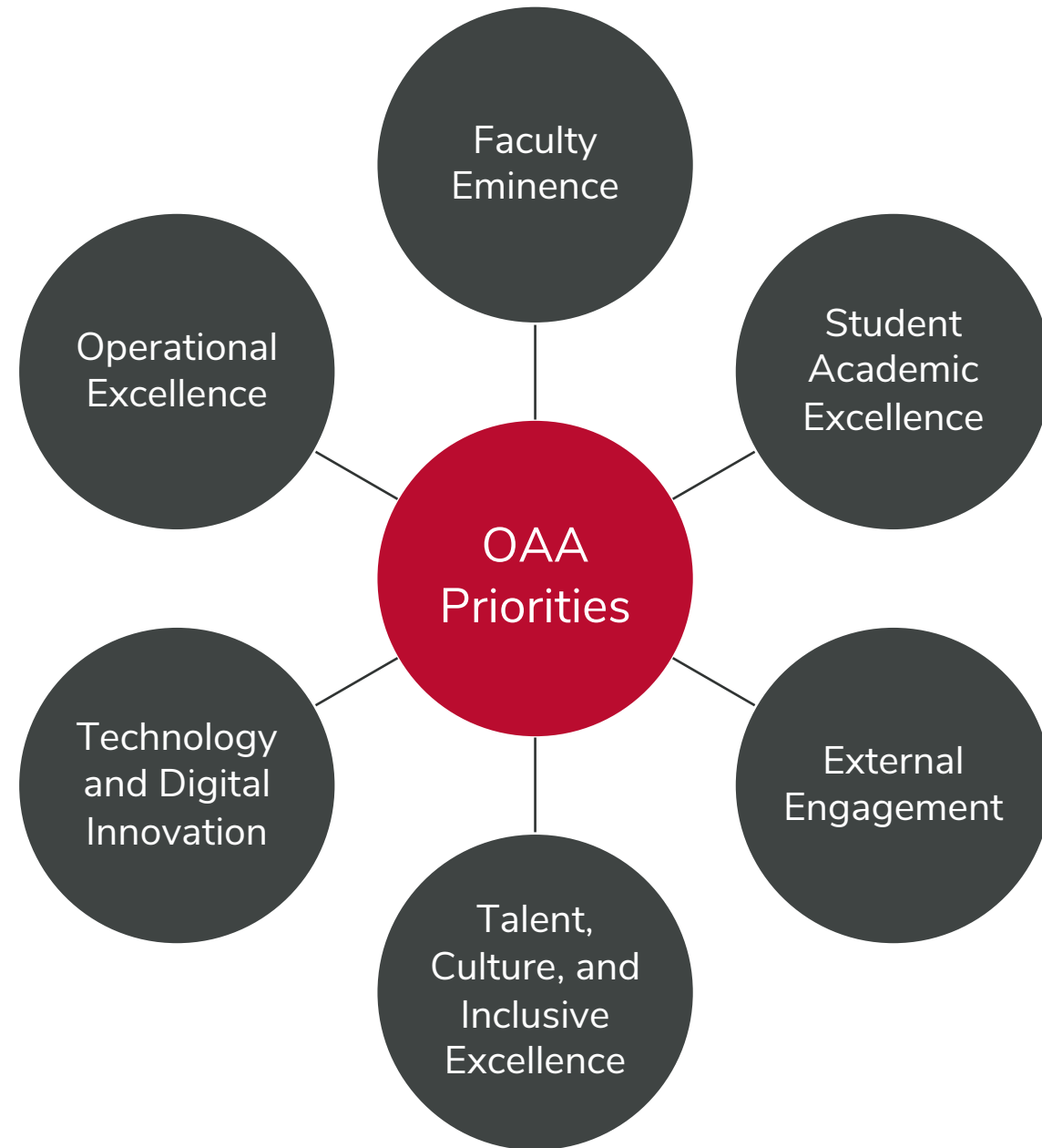


A Shared Academic Vision for Ohio State



Academic Plan

Where we will focus to achieve eminence and excellence.



President and Provost's Award for Distinguished Faculty Service



Kay Bea Jones
Professor
Knowlton School of Architecture
College of Engineering



Steven Lopez
Associate Professor
Department of Sociology
College of Arts and Sciences



Piers Norris Turner
Associate Professor
Department of Philosophy
College of Arts and Sciences
Director, Center for Ethics and
Human Values

Provost's Award for Distinguished Teaching by a Lecturer



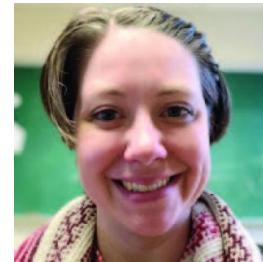
Steven Bengal
Associated Faculty/Lecturer
Department of Psychology
College of Arts and Sciences



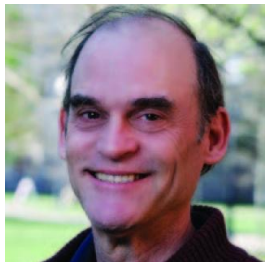
Molly Downing
Assistant Professor of Practice Division of
Pharmacy
Education and Innovation
College of Pharmacy



Lijuan Bi
Lecturer, Department of Mathematics
The Ohio State University at Newark
College of Arts and Sciences



Jenny Sheldon
Assistant Professor of Teaching Practice
Department of Mathematics
College of Arts and Sciences



Steven Bengal
Associated Faculty/Lecturer
Department of Psychology
College of Arts and Sciences



Patrick J. Sours
Senior Lecturer
Dept. of Civil, Environmental and Geodetic Eng.
College of Engineering
Dept. of Food, Agricultural and Biological Eng.
College of Food, Agricultural, and Environ. Sciences

Provost's Midcareer Scholars: Scarlet and Gray Associate Professors inaugural cohort

Stephanie Di Stasi
Associate Professor
College of Medicine

Brian Foster
Associate Professor
College of Dentistry

Emmanuel Hatzakis
Associate Professor, Clinical
College of Food, Agricultural,
and Environmental Sciences

Jasmeet Hayes
Associate Professor
College of Arts and Sciences

Steffen Lindert
Associate Professor
College of Arts and Sciences

Kelly Purtell
Associate Professor
College of Education and Human
Ecology

John Rehbeck
Associate Professor
College of Arts and Sciences

Mary Rodriguez
Associate Professor
College of Food, Agricultural,
and Environmental Sciences

Elissa Washuta
Associate Professor
College of Arts and Sciences

Jiangjiang (Chris) Zhu
Associate Professor
College of Education and
Human Ecology
Comprehensive Cancer Center

Rose named dean, College of Nursing



- Karen Rose, PhD, MS, RN, FGSA, FAAN
- Currently vice dean, College of Nursing
- Tenured professor
- Director, Center for Healthy Aging, Self-Management, and Complex Care
- Effective July 1



Kroetz named dean, College of Pharmacy



- Deanna L. Kroetz, PhD
- Joins from University of California, San Francisco (UCSF)
- Professor and chair, Department of Bioengineering and Therapeutic Sciences in the Schools of Pharmacy and Medicine
- Ohio State alumna
- Effective Sept. 1

Young named interim dean and director, Lima campus



- Meggie Young, DMA
- Associate professor of music, Office of Academic Affairs faculty fellow
- Director of academic enrichment at Ohio State Lima
- Oversees the Honors, Undergraduate Research, Service Learning, and Education Abroad programs



Thank you, Senior Vice Provost Gilbert!

Charlene Gilbert, senior vice provost for student academic excellence

- Will become provost and senior vice president for academic affairs at Clark Atlanta University (CAU)



Thank you, Deans Mann and Melnyk!



Dean Henry Mann
College of Pharmacy



Dean Bernadette Melnyk
College of Nursing

New U.S. News & World Report rankings

New Top-10 highlights of 2023-2024 “Best Graduate Schools” rankings:

- **No. 2:** Student counseling and personnel services (EHE)
- **No. 3:** Veterinary Medicine
- **No. 8:** Food, Agricultural and Biological Engineering
- **No. 8:** Nursing (master’s program)
- **No. 8:** Master of Health Administration (Public Health)



Buckeyes First

Providing resources for Ohio State's first-generation students

- Supports first-generation students throughout their academic journey
- Provides access to:
 - Individualized success coaching
 - Workshops
 - Social events
 - Tutoring
 - Supplemental instruction



Ohio State joins STARS Network

- 16 universities, including Yale, MIT, University of Chicago, Brown, and University of Iowa
- Grant from the Trout Foundation
- Helps students from small towns and rural areas enroll in, succeed at, and graduate from college
- Builds on our efforts to attract students from small towns and rural areas, particularly first-generation students residing in Ohio's 32 Appalachian counties

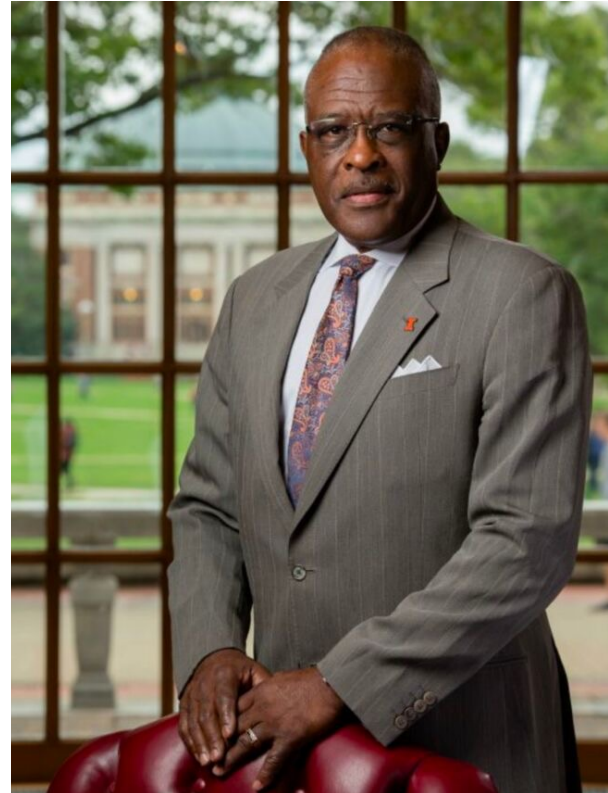


Regional campus research day



2023 James F. Patterson Land-Grant University Lecture

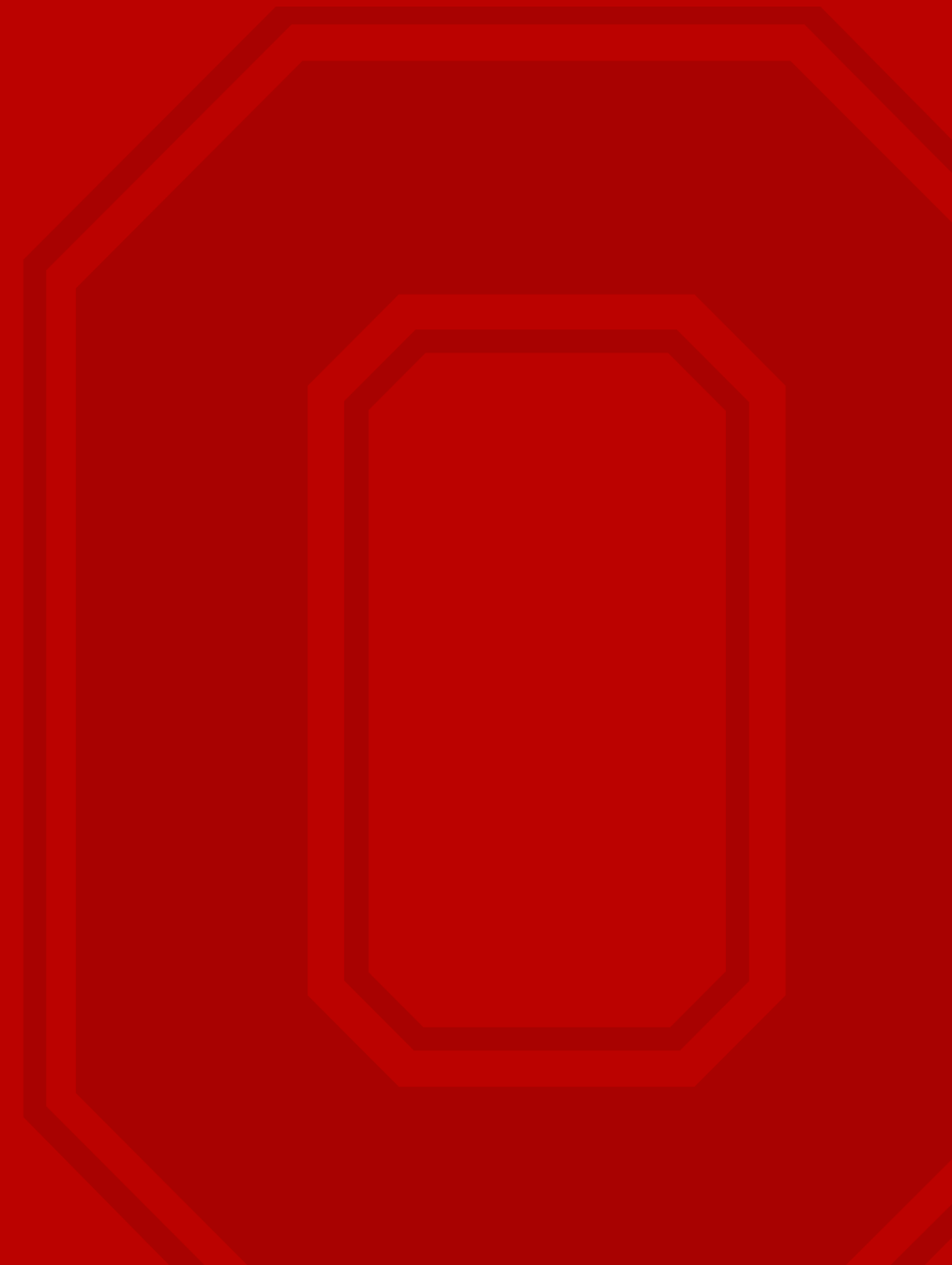
Robert J. Jones
Chancellor
University of Illinois
Urbana-Champaign





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Thank you!





ChatGPT in Higher Education




Dean Ayanna Howard, PhD
College of Engineering

What is ChatGPT?

ChatGPT in Action

ChatGPT is an AI tool, which has been trained to understand user-generated prompts (e.g. questions) in natural language and replies in response (hence "chat")

ChatGPT

 Examples	 Capabilities	 Limitations
"Explain quantum computing in simple terms" →	Remembers what user said earlier in the conversation	May occasionally generate incorrect information
"Got any creative ideas for a 10 year old's birthday?" →	Allows user to provide follow-up corrections	May occasionally produce harmful instructions or biased content
"How do I make an HTTP request in Javascript?" →	Trained to decline inappropriate requests	Limited knowledge of world and events after 2021

Send a message.

History: Tools Banned in Higher Ed – We’ve Been Here Before!

- Calculators
- Laptops in the classroom
- Wikipedia

There’s a starting assumption:


- These tools allow students to cheat


We eventually evolve to consider:

- How do we rethink the delivery of our instruction to capitalize on the good?

Negative Outcomes

- It's very simple to use and easy to be fooled into thinking that it's always right
- Generates Wrong Answers
 - To make up for knowledge gaps (e.g., lack of training data concerning certain topics), ChatGPT will provide a response to the best of its ability rather than say "I don't know"
- Biased discourse
 - No citations or references
 - A compilation of a variety of sources
 - How ChatGPT gets a particular answer is not replicable
- Pretty good at writing and solving problems (essays, speeches, answers to exam questions)

 Tell me about the Board of Trustees at Ohio State.

 The Board of Trustees is the governing body of Ohio State University. The board is responsible for overseeing the university's mission, strategic direction, and financial well-being. The board is composed of 20 members, 15 of whom are appointed by the governor of Ohio and confirmed by the Ohio Senate. The other five members are elected by Ohio State's alumni association.

ChatGPT

[Board of Trustees](#) | [University Board](#) | [Current Trustees](#)

The governor of Ohio appoints 15 voting Ohio residents who serve nine-year terms and two voting student trustees who serve two-year terms. Additionally, the board selects up to three non-voting, non-Ohio residents to serve as charter trustees for three-year terms.

OSU Website

Positive Outcomes with ChatGPT

- Personal librarian (check your sources)
- Enabling new research directions
- Customizing course content (e.g., history of Ohio State)
- Helping students solve coding problems (doesn't always compile out the box)
- New job opportunities (e.g. AI prompt engineer)

RECORD #992321, Date: 2145-09-22

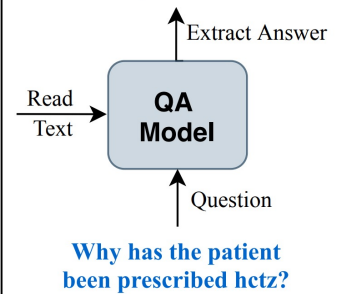
Context: ... For HTN control, pt was given HCTZ and lopressor which sufficiently controlled his BP. Pt was sent home on HCTZ 25mg daily and atenolol 50mg daily.

...

ADDITIONAL COMMENTS:
1.) Take hydrochlo-rothiazide 25mg daily and atenolol 50mg daily for your blood pressure.

...

For HTN control, pt was given HCTZ and lopressor which sufficiently controlled his BP.



Yu Su (CSE) - Question Answering from Electronic Medical Records

Thank you!



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Student Engagement as a Driver of Success

**Dr. Melissa S. Shivers,
Senior Vice President for Student Life**



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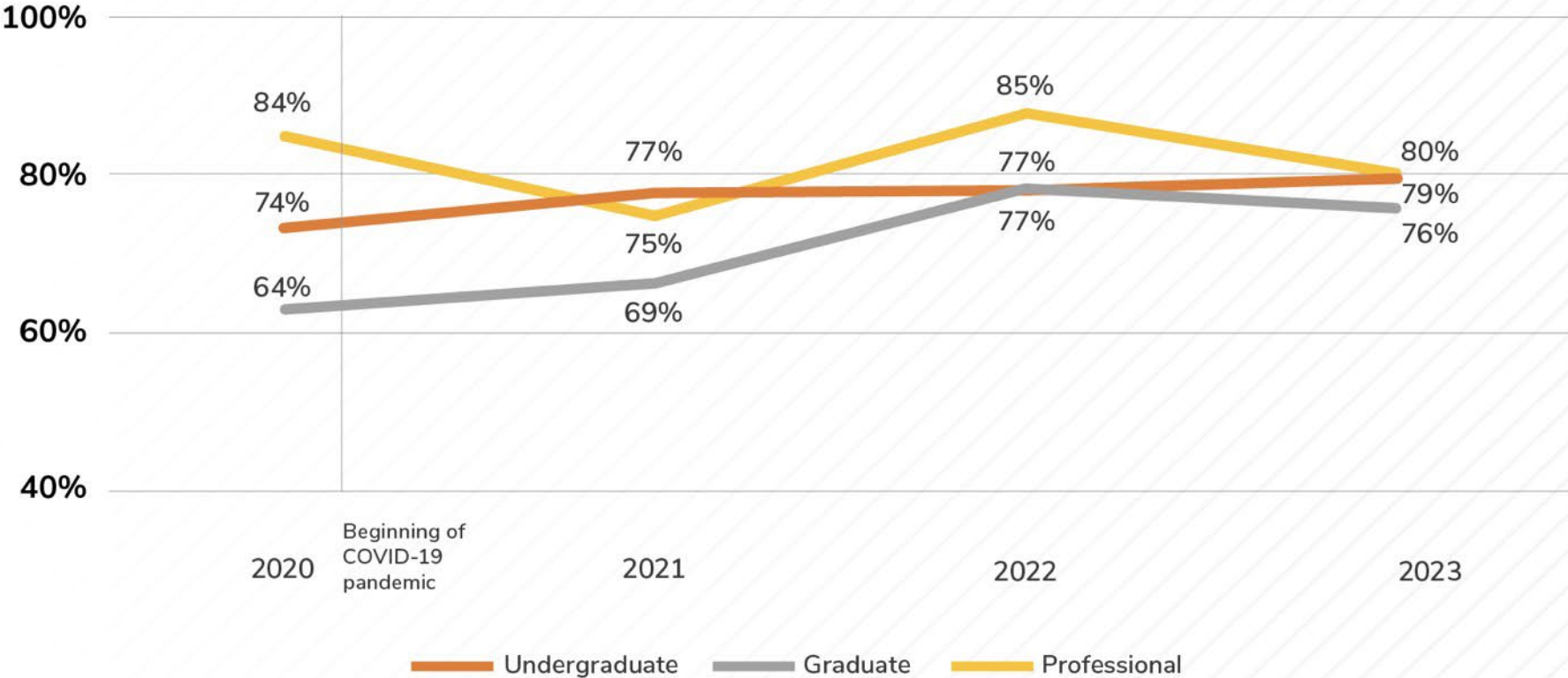
OFFICE OF STUDENT LIFE



Student Engagement at Ohio State



Trends in Student Engagement



Source: Student Life Survey

Impacts of Student Engagement



Compared to uninvolved students, students who are involved on campus are:

1.9x

times more likely to feel a sense of belonging to Ohio State

1.7x

times more likely to say they have developed as a leader at Ohio State

2.1x

times more likely to agree that their experiences at Ohio State helped them set professional goals

Esports Arena



By the numbers:

1,426 unique student users
(Autumn 2022)

7,490 total arena visits
(Autumn 2022)

4 premier teams

40 Esports team members



Student Employment

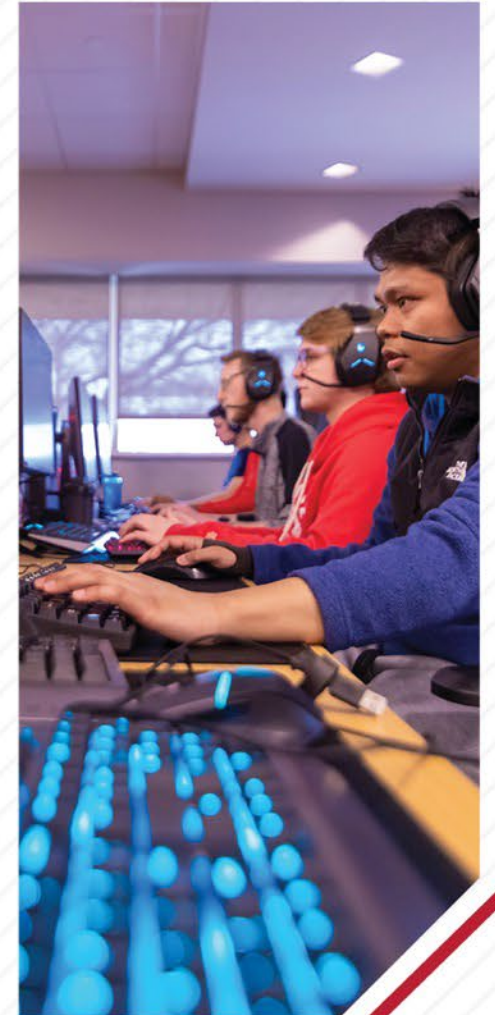


By the numbers:

4,600 student employees
in the Office of Student Life

2 paid professional development
opportunities per semester for
students in Student Employment
Experience (SEE)

Students who are in the SEE program
are **2.5 times** more likely to report that
their supervisor helped them make
connections between their work and their
classes than peers not the program



A Student Perspective

Name: Noah Striker

Major: Communication

Hometown: Uhrichsville, OH

Campus: Columbus





Questions?





SUMMARY OF ACTIONS TAKEN

February 15, 2023 – Academic Affairs and Student Life Committee Meeting

Members Present:

Jeff M.S. Kaplan
Elizabeth A. Harsh
Elizabeth P. Kessler

Reginald A. Wilkinson
Pierre Bigby
Taylor A. Schwein

Susan E. Cole
Hiroyuki Fujita (ex officio)

Members Present via Zoom: N/A

Members Absent:

Abigail S. Wexner
Michael Kiggin

The Academic Affairs and Student Life Committee of The Ohio State University Board of Trustees convened on Wednesday, February 15, 2023, in person at Longaberger Alumni House on the Columbus campus and virtually via Zoom. Committee Chair Jeff Kaplan called the meeting to order at 2:28 p.m.

PUBLIC SESSION

Items for Discussion

1. Provost’s Report: Dr. Melissa Gilliam kicked off the committee’s public session with her Provost’s Report, featuring updates on the Academic Plan. Highlights will include faculty initiatives (including the Provost’s Midcareer Scholars: Scarlet and Gray Associate Professors program), student academic excellence updates (including student completion, access and affordability, and the Buckeye Precollege summer program), the Civil Discourse Project, external engagement and impact (including the JobsOhio working group and the arts), and operational excellence updates (including Institutional Research and Planning).

(See Attachment X for background information, page XX)

2. Senior Vice President for Student Life’s Report: During her report, Dr. Melissa Shivers, Senior Vice President for Student Life, provided an update on predicted changes and early solutions in preparing for the future of the student experience.

(See Attachment X for background information, page XX)

Items for Action

3. Approval of Minutes: No changes were requested to the November 16, 2022, meeting minutes; therefore, a formal vote was not required, and the minutes were considered approved.
4. Resolution No. 2023-79, Approval to Establish a Professional Practice Faculty Track in University Libraries:

Synopsis: Approval to establish a professional practice faculty track in University Libraries is proposed.



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WHEREAS Faculty Rule 3335-7 establishes that units may establish a clinical/teaching/practice faculty appointment type for non-tenure track teacher/practitioners; and

WHEREAS University Libraries, as a tenure-initiating unit (TIU), proposes the establishment of a professional practice faculty track with appointments at the professional practice assistant professor, professional practice associate professor, and professional practice professor levels with primary responsibilities being the practice of librarianship, advising and service; and

WHEREAS the rationale for establishing the track includes aligning with peer institutions; connecting the research, instructional, and service support provided by University Libraries, the Health Sciences Library, the Law Library, and the libraries on the regional campuses; and addressing the issue of librarian roles performing similar functions operating in different classification schemes; and

WHEREAS the percentage of professional practice faculty will not exceed 20% of the total faculty members within the TIU; and

WHEREAS the proposal was reviewed and approved by a subcommittee and then by the Council of Academic Affairs on December 7, 2022; and

WHEREAS the University Senate approved the proposal on January 26, 2023:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the establishment of a professional practice faculty appointment type in University Libraries.

5. Resolution No. 2023-80, Faculty Personnel Actions:

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the November 16, 2022, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: SHEREEN AZER
Title: Associate Professor (Dr. and Mrs. Julian B. Woelfel Chair in Dentistry)
College: Dentistry
Term: January 1, 2023, through December 31, 2027

Name: ZOBEIDA CRUZ-MONSERRATE
Title: Associate Professor (Endowed Professorship in Gastroenterology, Hepatology and Nutrition Research)
College: Medicine
Term: March 1, 2023, through June 30, 2027

Name: DOUG JACKSON-SMITH
Title: Professor (W.K. Kellogg Foundation Endowed Chair in Agricultural Ecosystems Management)
College: Food, Agricultural, and Environmental Sciences
Term: January 1, 2023, through May 15, 2027

Name: DIANNE MORRISON-BEEDY
Title: Professor (Centennial Endowed Professor of Nursing)
College: Nursing



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Term: May 19, 2022, through February 18, 2026

Name: LOREN WOLD
Title: Professor (The John G. and Jeanne Bonnet McCoy Chair in the Ohio State University Heart Center)
College: Medicine
Term: January 1, 2023, through June 30, 2027

Reappointments

Name: ANIL ARYA
Title: Professor (The John J. Gerlach Chair)
College: Fisher College of Business
Term: July 1, 2023, through August 14, 2028

Name: ITZHAK BEN-DAVID
Title: Professor (Neil Klatskin Chair in Finance and Real Estate)
College: Fisher College of Business
Term: September 1, 2023, through August 14, 2028

Name: KEN BOYER
Title: Professor (Fisher Designated Professorship)
College: Fisher College of Business
Term: June 1, 2023, through August 14, 2028

Name: SIMONE DRAKE
Title: Professor (Hazel C. Youngberg Trustees Distinguished Professor)
College: Arts and Sciences
Term: September 1, 2022, through August 31, 2027

Name: ISIL EREL
Title: Professor (The David A. Rismiller Chair in Finance)
College: Fisher College of Business
Term: June 1, 2023, through August 14, 2028

Name: NICHOLAS HALL
Title: Professor (Berry Designated Professorship)
College: Fisher College of Business
Term: June 1, 2023, through August 14, 2028

Name: KEWEI HOU
Title: Professor (Ric Dillon Endowed Professorship in Investments)
College: Fisher College of Business
Term: June 1, 2023, through August 14, 2028

Name: IGOR JOULINE
Title: Professor (Rod Sharp Professorship in Microbiology)
College: Arts and Sciences
Term: August 16, 2023, through August 15, 2026

Name: ZHENGYU LIU
Title: Professor (Robert Max Thomas Professorship)
College: Arts and Sciences
Term: July 1, 2022, through June 30, 2027



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Name: RAMA MALLAMPALLI
Title: Professor (S. Robert Davis Chair of Medicine)
College: Medicine
Term: November 1, 2022, through June 30, 2026

Name: DARREN ROULSTONE
Title: Professor (John W. Berry Sr. Fund for Faculty Excellence Professorship)
College: Fisher College of Business
Term: June 1, 2023, through August 14, 2028

Name: BENNETT TEPPER
Title: Professor (Irving Abramowitz Memorial Professorship)
College: Fisher College of Business
Term: June 1, 2023, through August 14, 2028

Name: MICHAEL WEISBACH
Title: Professor (Ralph W. Kurtz Chair in Finance)
College: Fisher College of Business
Term: September 1, 2023, through August 14, 2028

6. Resolution No. 2023-81, Honorary Degree:

Synopsis: Approval of the honorary degree listed below is proposed.

WHEREAS the Committee on Honorary Degrees of the University Senate, pursuant to rule 3335-5-48.8 of the Administrative Code, has approved for recommendation to the Board of Trustees the awarding of the honorary degree as listed below:

Keith B. Key Doctor of Public Service, *honoris causa*

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the awarding of the above honorary degree.

7. Resolution No. 2023-82, Degrees and Certificates:

Synopsis: Approval of Degrees and Certificates for spring term 2023 is proposed.

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

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

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on May 7, 2023, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.



Action: Upon the motion of Mr. Kaplan, seconded by Mr. Wilkinson, the committee adopted the foregoing resolutions by voice vote with the following members present and voting: Mr. Kaplan, Mrs. Harsh, Ms. Kessler, Dr. Wilkinson, Mr. Bigby, Ms. Schwein, Dr. Cole and Dr. Fujita.

EXECUTIVE SESSION

It was moved by Mr. Kaplan, and seconded by Ms. Kessler, that the committee recess into executive session to discuss business-sensitive trade secrets required to be kept confidential by federal and state statutes, to consult with legal counsel regarding pending or imminent litigation, and to discuss personnel matters involving the appointment, employment and compensation of public officials, which are required to be kept confidential under Ohio law.

A roll call vote was taken, and the committee voted to go into executive session with the following members present and voting: Mr. Kaplan, Mrs. Harsh, Ms. Kessler, Dr. Wilkinson, Mr. Bigby, Ms. Schwein, Dr. Cole and Dr. Fujita.

The committee entered executive session at 3:20 p.m. and the meeting adjourned at 4:02 p.m.

APPROVAL TO ESTABLISH A MASTER OF HEALTH AND WELLNESS

IN THE COLLEGE OF NURSING

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

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

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

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

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

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

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

NOW THEREFORE

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

***Proposal for a Master of Health and Wellness (HW)
Professional Degree Program***

Mode of Delivery: *Distance Learning, Distance Hybrid or Classroom*

***The Ohio State University
College of Nursing***

BASIC CHARACTERISTICS OF THE EDUCATIONAL PROGRAM

1. **Brief description of the disciplinary purpose and significance of proposed degree.** *(max 300 words)*
The OSU College of Nursing proposes to create a new Master of Health and Wellness (HW) professional degree to prepare expert leaders in evidence-based health and wellness programming and building wellness cultures to improve population health and well-being in a variety of settings. It is distinct from other programs available at OSU (Appendix A) and in Ohio (Table 3) in focus. Program significance is supported by multiple trends at all societal levels to improve health and engagement in wellness. Over 90% of organizations with over 50 employees now offer some type of health promotion programming and resources. Employers increasingly recognize their return on investment in health and wellness in terms of improved employee health outcomes, reduced costs and other productivity benefits (Melnik et al., 2018¹). In February 2021, the Ohio Bureau of Workers' Compensation started the "Better You, Better Ohio!" to help employers start health and wellness programs². Career opportunities for graduates of this proposed HW degree align with the U.S. Bureau of Labor Statistics (BLS, 2021³) description of 'social and community service managers' who coordinate and supervise programs and organizations that support public wellbeing. The BLS projects 17% growth in this area between 2019 to 2029, a rate much faster than the average for all occupations. Projections for Ohio are an 11.9% increase between 2018-2028 (US Department of Labor, 2021⁴).

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

The proposed HW program will prepare expert leaders in Health and Wellness programming and building wellness cultures to improve population health and well-being in a variety of community and

¹ Melnyk, BM., Gascon, G., Amaya, M., Mehta, L. (2018). A comprehensive approach to university wellness emphasizing Million Hearts demonstrates improvement in population cardiovascular risk. *Building Healthy Academic Communities Journal*, 2(2): 6-11. doi: [10.18061/bhac.v2i2.6555](https://doi.org/10.18061/bhac.v2i2.6555)

² Ohio Bureau of Workers' Compensation, Better You, Better Ohio! Health and Wellness Program, <https://info.bwc.ohio.gov/wps/portal/gov/bwc/for-employers/workers-compensation-coverage/rates-and-bonuses/Health-and-wellness>

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social and Community Service Managers, at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

⁴ US Department of Labor, Long-Term Occupational Projections (2018-2028), Social and Community Services Managers, https://projectionscentral.org/Projections/LongTerm?AreaName=&AreaNameSelect%5B%5D=39&Name=&NameSelect%5B%5D=711&items_per_page=10

organizational settings. Program graduates could be employed in roles such as chief wellness officers or directors of health promotion and wellness innovation in a variety of community, corporate and organizational settings. The proposed masters level Health and Wellness (HW) program is distinct from existing degree programs. The College of Nursing undergraduate Health and Wellness program focuses on promoting individual health, whereas the proposed Master of Health and Wellness program emphasizes graduate level leadership in wellness intervention programming and building wellness cultures within organizations and communities. The College of Nursing M.S. in Nursing program with multiple specialization tracks prepares advanced practice nurses, a Master of Clinical Research (MCR) program provides clinical research training for research staff roles, and a Master of Healthcare Innovation (MHI) program focuses on mid-level leadership innovation in healthcare that is not specific to health promotion and wellness interventions/programming. The proposed Master of Health and Wellness (HW) program is also distinct from other health-related OSU degrees as summarized in Appendix A.

3. **Rationale for degree name.** *(max 100 words) For example, Master of Science or Master of Arts degree names identify degrees that prepare students for original research and usually include original research that leads to a thesis as culminating experience, or may include a research capstone. "Master of" degree names have a capstone culminating experience that demonstrably integrates what has been learned during the degree coursework. Justify the disciplinary field in the degree title if not tightly linked to the stated focus of program.*

The focus of the proposed professional Master of Health and Wellness (HW) program in preparing expert leaders in health and wellness programming and building wellness cultures is consistent with the health and wellness concepts in the proposed degree name. The proposed program does not focus on conducting original research and instead will include a capstone project requirement as this is more consistent with a professional masters degree.

4. **Duration of the program.**
- a. **Total credit hours.** *Identify minimum total credit hours (indicate whether semester or quarter) for completion of the program. If there are differences in credit expectations among the proposed tracks or concentrations, state those differences.*

The HW program includes a minimum of 35 semester credit hours within full-time and part-time study options. The program does not include specialization tracks or concentrations.

Normal or typical length of time for students to complete the program. *If there are differences in duration among the proposed tracks or concentrations, state those differences. Identify if students will be enrolled full-time and/or part-time.*

- The full-time 1-year option includes required coursework taken in three consecutive semesters.
- The part-time 2-year option includes required coursework taken in six consecutive semesters.

5. **Admission timing.** *Provide proposed date for implementation of the program, and indicate if program plan includes more than one cohort being admitted per year.*

Assuming approval by the Ohio Department of Higher Education in Spring 2023, we project starting the program in Autumn 2023 by admitting a part-time cohort. Going forward, both a full time and part time cohort will be admitted each Autumn.

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

example, traditional college age, working adults, professionals with specific existing credential, military personnel, etc. Define admission requirements (previous areas of study or degree earned, GPA, work experience or certification, standardized tests, writing samples, etc).

The HW program is designed for professionals who have earned at least a bachelor's degree in a healthcare-related discipline (e.g. health sciences, counseling, public health, nursing, psychology, social work, etc.) or a health or wellness-related discipline (e.g. allied health, exercise science, exercise physiology, health promotion, public health etc.). Each of these types of degrees provides some basic undergraduate level content in health promotion and wellness that can serve as a sufficient foundation for the intermediate level graduate level health and wellness program content.

Admission requirements are:

- The general minimum criteria established by the Graduate School (<http://gpadmissions.osu.edu/grad/admissions.html>), including an overall GPA of at least 3.0 for the most recently earned degree
- Minimum English proficiency requirements/tests for international applicants per the Ohio State University Graduate and Professional Admissions website (<http://gpadmissions.osu.edu/intl/english-proficiency.html>)
- Bachelor's Degree in any health science/health promotion-wellness related discipline from an accredited institution – all college transcripts must be submitted
- Purpose and goals statement
- Three letters of recommendation
- Asynchronously recorded interview

A number of existing certifications were evaluated in relation to proposed admission requirements during the design of this degree. In context of the unique content and focus of the proposed program, no existing certifications were identified as an appropriate program admission requirement.

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

According to OSU enrollment data (OSU Enrollment Tables, 2020), 21.2% of graduate students identify as a minority student compared to 21.7% graduate students in the College of Nursing who identify as minority (OSU CON Enrollment, 2020). The most recent graduation rates for all of the College of Nursing degree programs for underrepresented minority groups were similar to the overall program graduation rates (89% vs. 90%), based on the strong College of Nursing and Ohio State University infrastructure for recruitment and retention of underrepresented groups within the applicant pool.

The College of Nursing offers an array of supports and initiatives for students throughout the process of admissions, engagement in academic studies and graduation. The college has actively worked to implement a holistic admissions process which will be used to recruit and enroll a diverse student population in the HW program. The CON has a number of offices and initiatives designed to “embrace

the practice of treating the body, mind and spirit” (<https://nursing.osu.edu/offices-and-initiatives>). These offices and initiatives include but are not limited to:

- Diversity, Equity and Inclusion
- Office of Global Innovations
- Community Outreach and Engagement
- Technology support
- Technology Learning Complex (simulation)
- Mindstrong (cognitive-behavioral skills building for resilience)
- Center for Healthcare Innovation and Wellness
- Office of Student Affairs and Success

A key feature of supporting student success in graduate studies is through substantive ongoing advisement. The graduate student-faculty advisor relationship is critical to meet the individualized goals of the student and expected program outcomes. Student advisement is the primary responsibility of tenure track/tenured and clinical track faculty with at least 50% FTE with designated Graduate School Graduate Faculty status (Category P or M, respectively). New advisors of graduate students are introduced to advisement responsibilities in the College of Nursing New Faculty Orientation and receive at least one in-depth individualized orientation to advising session with the College of Nursing Graduate Studies Committee chairperson close in time to starting service as an advisor. Advisors are also introduced to the curriculum and key policy and procedures for the program in which they have been assigned graduate students to advise. Students also receive support from graduate program managers and data managers in the Office of Student Affairs and Success, which provides support for technical needs and data necessary for advisement.

INSTITUTIONAL PLANNING FOR THE PROGRAM

1. **What are the physical facilities, equipment and staff needed to support the program?** *Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing program and services, or identify new laboratory and preceptor needs. Define if new staffing is needed to support these facilities or other aspects of the program.*

No additional physical facilities or equipment on campus will be required for students in the proposed Master of Health and Wellness (HW) program. The HW program will initially be offered as a fully online distance learning program with the didactic component offered entirely online, in both synchronous and asynchronous formats (Table 5.). Approval for distance hybrid and on campus delivery modes is sought to maximize delivery flexibility in the future. Applied field experiences will be facilitated by the program's co-directors who have a network of facilities cultivated from the College of Nursing undergraduate Health and Wellness Innovation program for which undergraduate students have some field experiences pertaining to health promotion and wellness. The College of Nursing has extensive experience with successful delivery of online graduate programs, including other professional masters degree programs offered in the College of Nursing, and is recognized as a campus and national leader in the quality of its online degree programs.

Course content will be delivered using a variety of multi-media formats including but not limited to video lecture capture, audio slide shows, interactive slide shows, case studies, online quizzes, and virtual discussion with instructors and classmates. Examples of online educational media that may be used include Zoom (web conferencing software), Panopto (screen and audio capture software), and VoiceThread (interactive audio-visual tool for shared discussions and presentations).

To ensure the use of evidence-based teaching-learning practices in online higher education, the HW courses will be developed in collaboration with the university Office of Distance Education and eLearning (ODEE). Faculty work closely with staff from ODEE to develop new courses for an online format guided by ODEE's course development rubric which aligns with Quality Matters criteria (2018⁵). While faculty focus on content of the course, ODEE Instructional Designers provide suggestions and technological solutions to provide a robust learning experience for students.

The College of Nursing has highly experienced information technology specialists who will assist with the technical aspects of the online course delivery format. Collectively, the CON has many years of experience delivering online programs and courses to graduate students. The HW program director will work closely with the CON instructional development specialists and ODEE (<https://odee.osu.edu>) instructional designers to assure smooth online course development and appropriate technical delivery of the course material. Distance education support services for faculty and students are also provided by the university through ODEE (2019a⁶, 2019b⁷).

Resources provided by ODEE are leveraged for implementation of best practices when making the decisions for online teaching, supporting an environment conducive to student learning. ODEE provides course development support including a 14-week development process of one-on-one support between an instructor and an instructional designer to create online courses. This support is followed by a 5-hour

⁵ Quality Matters. (2018). Higher ed course design rubric. Retrieved from <https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric>

⁶ Office of Distance Education and eLearning (2019a). *Ohio State University*. <https://odee.osu.edu>

⁷ Office of Distance Education and eLearning (2019b). Resources. *Ohio State University*. <https://odee.osu.edu/odee-grants/resources>

review after an initial course offering to consider immediate feedback and concerns. Courses are then reviewed every three years between an instructor and an instructional designer to make improvements and updates based upon student feedback. ODEE also provides support for compliance with state authorization regulations for delivery of educational programs to students at a distance, including a dedicated program manager and program assistant (ODEE, 2019c⁸).

The OSU Graduate School is a strong support to the OSU CON and provides valuable oversight of graduate programs at OSU to ensure quality, including for proposals for new degrees. They offer support through vetting policies and procedures, faculty appointments, non-faculty committee members to doctoral committees, as well as assisting with student admission, addressing grievances and maintaining files. They provide faculty with assessment information from classroom learning activities through program level outcomes.

As a result of dedicated and well-prepared faculty in the CON, coupled with the high level of resources and support described previously, the online M.S. in Nursing Program is nationally ranked by U.S. News & World Report (USNWR) as #1 (2021a⁹) making it the eighth consecutive year that this program is ranked in the top six nationally. OSU is also known for online program excellence as demonstrated by the USNWR (2021b¹⁰) ranking of #7 for Online Bachelor's Programs, ranking in the top eight nationally for the past eight years.

2. **What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?** (max 500 words) *Using information added to the Appendix, provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics supporting program need include: Student interest and demand (Potential enrollment; Ability to sustain the critical mass of students. Surveys of potential student interest can be helpful); Institutional need (Plan for overall development of graduate programs at the proposing institutions); and, Societal demand (Intellectual development; Advancement of the discipline; Employment opportunities to meet regional, national and/or international needs).*

In Spring of 2019, a comprehensive review of relevant CIP codes (Classification of Instructional Programs¹¹) related to Health and Wellness, Community Health and Preventative Medicine, Health Services Administration and Behavioral Aspects of Health¹² was completed. This type of review is able to locate education programs in both Ohio as well as the entire United States. In addition, the report provided the number of annual job openings for each of these codes.

Table 1. displays summary results for Ohio and the U.S. in calendar year 2017 (year data is last available). A review of the table reveals that for the four relevant CIP codes, 485 students graduated

⁸ Office of Distance Education and eLearning. (2019c). State authorization. *Ohio State University*. Retrieved from <https://odee.osu.edu/user/login?destination=node/1358>

⁹USNWR. (2021a). Best online master's in nursing programs of 2021. Retrieved from <https://www.usnews.com/education/online-education/nursing/rankings?mode=table>

¹⁰USNWR. (2021b). Best online master's in nursing programs of 2021. Retrieved from <https://www.usnews.com/education/online-education/bachelors/rankings>

¹¹ The CIP is a taxonomy of instructional programs that provides a classification system for the thousands of different programs offered by postsecondary institutions. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. More information about CIP can be obtained at <https://nces.ed.gov/>.

¹² All available CIP codes were reviewed and these four were the most relevant to this proposal.

from programs in the U.S. while annual openings that were advertised for positions related to these CIP codes exceeded 165K. The market analysis also demonstrates that the posting intensity (the number of times a position is posted by companies seeking candidates for a position) ranges from 4:1 to 5:1. In other words, companies are advertising four or five times to fill one position.

Table 1. Graduates, Degree Delivery Method, Posting Intensity, Annual Job Openings and Median Salary

US GRADUATE DEGREES (INCLUDES OHIO)	# of Distance Graduates	# of Traditional Graduates	# Annual Openings	*Posting Intensity (# of posts per job)
51.0001: Health and Wellness, General	112	150	8359	4:1
51.2208, Community Health and Preventative Medicine	40	227	19,989	5:1
51.2211, Health Services Administration	333	586	13,457	5:1
51.2212, Behavioral Aspects of Health	0	119	123,950	4:1
Total	485	1082	165,755	

Table 2. shows the number of US Graduate Degrees (including Ohio) that offer distance or traditional graduate degrees by CIP Code. Of 98 degree programs in the US, 25 programs are offered online. The listing of top schools (10% or more of market) providing degrees related to these CIP codes shows that only one university with a significant market share, the University of Toledo, is located in Ohio.

Table 2. Number of US Graduate Programs (including Ohio) offering Distance or Traditional Degrees related to CIP Code Topics.

# of US Graduate Degrees (Includes Ohio) by CIP Code	Distance Programs	Traditional Programs	Schools Graduating 10% or more of Total Graduates
51.0001: Health and Wellness, General	8	12	American College of Healthcare Sciences, The University of Tampa, Towson University.
51.2208, Community Health and Preventative Medicine	3	20	Indiana University-Bloomington (43%); U of Toledo, U of North Florida & U of Florida each have about 8-9% market share
51.2211, Health Services Administration	14	30	Emory, ASU-Skysong, Lake Erie College of Osteo Med, U of Baltimore, ASU-Downtown, U of Illinois at Chicago, Vanderbilt, Texas A&M, U of Iowa (All of these schools fall below 10% market share.)
51.2212, Behavioral Aspects of Health		11	Tulane, Texas A&M, Harvard, U San Francisco
Total Programs	25	73	

The analysis also revealed that the median salary for positions associated with these CIP codes ranged from \$21/hour to \$46/hour with an average annual salary of almost \$70,000.

It is important to note that while this degree draws upon knowledge of health and wellness, community health and preventative medicine, health services administration and behavioral aspects of health, it is unique. The degree will prepare graduates to use this knowledge to use organizational or community data, evidence and innovation principles to plan, implement and develop relevant, timely and effective organization-wide initiatives which promote the resilience and well-being of all employees during regular and exigent circumstances.

STATEWIDE ALTERNATIVES

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

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

The HW degree focus represents novel professional degree program content. Most similar programs as identified by CIP codes marketing analysis are conceptually distinct in focus from the proposed HW program. There is only one program in Ohio offered at the University of Toledo that is indexed using Community Health and Preventative Medicine CIP coding, which does not substantively overlap with the conceptual focus of the HW program. Data provided in Tables 1 – 3 support the need for a new graduate degree program focused on health and wellness.

Table 3. displays the institutions that capture the largest portion of marketing for Community Health and Preventative Medicine CIP Code.

Table 3. Top Ten Programs in the US using Community Health and Preventative Medicine CIP Code (2017).

	# of Students	Market Share
Indiana University-Bloomington	66	24.70%
*University of Toledo	26	9.70%
University of North Florida	24	9.00%
University of Florida	22	8.20%
Southern Illinois University-Carbondale	20	7.50%
Stanford University	14	5.20%
University of Northern Iowa	13	4.90%
Lock Haven University	13	7.50%
University of Wisconsin-Madison	11	5.20%
Minnesota State University-Mankato	10	4.90%
Top Ten Market Share		86.80%

*Note that only one of the top ten programs providing a classroom-delivered program within the Community Health and Preventative Medicine CIP code is located in Ohio.

- 2. Address appropriateness of specific locale for the new program. For example, are you uniquely serving a region?**

The OSU College of Nursing is a leader in distance education at OSU and beyond. In the past five academic years, the CON has consistently increased enrollment in online programs from 373 students to 695 students. The CON graduate programs offered 68.3% of the total online programming at OSU (Jones & Griffiths, 2019). OSU CON has the expertise and experience to provide excellent online graduate level education for health and wellness for students within Ohio and throughout the nation.

3. Address opportunities for inter-institutional collaboration.

No specific opportunities for inter-institutional collaboration have been identified at this time given that a similar program does not currently exist in the state. The proposed degree addresses a currently-unmet need in a disciplinary area for which there is strong need and demand. As such, the OSU College of Nursing administration is committed to exploring potential future collaborations with other institutions to bolster the ability to meet the needs of communities and organizations for expert leaders of health and wellness. Potential partner organizations include, but are not limited to, other universities/colleges in Ohio, as well as potential employers of program graduates.

GROWTH OF THE PROGRAM

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

1. **What future growth do you anticipate over several years, and how do you plan to manage this growth? When do you expect the program to be self-sufficient?** *For example, is there a point at which you need to hire new staff or faculty, or find additional space?*

Table 4. displays predicted enrollment for the first three years of the program. It is anticipated that 30 students will be admitted in Autumn of Year 1. Planned growth includes admitting 45 students in Year 2 of the program, and 60 new students in Year 3 and subsequent years. The projected admission numbers are considered maximum enrollment to provide quality teaching and advising with current staffing. The College of Nursing has a strong track record of success in growing its graduate programs in step with enrollment projections; e.g., for its multiple masters programs and the Doctorate of Nursing Practice (DNP) program, with additional new faculty and staff hired in step with enrollments growth.

Table 4. HW program projected enrollments by year, Full-time and Part-time combined.

Program	First Year (Autumn 2023)	Second Year (Autumn 2024)	Subsequent Years (Autumn 2025 and beyond)
Master of Health and Wellness	30 (part-time)	45 (30 part-time; 15 fulltime)	60 (40 part-time; 20 fulltime)

CURRICULUM AND INSTRUCTIONAL DESIGN

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

Master of Health and Wellness (HW) Program Outcomes

Health and Wellness (HW) program graduates will be able to:

1. Assess organizational and/or community health and wellness needs using a variety of data sources.
2. Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations.
3. Lead interprofessional collaborative approaches to create a wellness culture and an organization-wide health and wellness strategic plan to improve population health and well-being.
4. Develop, implement, and evaluate relevant, evidence-based, cost-effective and high-impact programs to promote self-care, lifestyle behavior change, and health and wellbeing within a select organization or community.
5. Evaluate organizational and/or community culture, policies, practices, programs and resources to foster a culture of health and wellbeing.
6. Use data to formulate an organizational business case for value and return on investment.

Table 5. Curricular Content

COURSE #	TITLE	CREDITS
Required core courses for degree		
HCINNOV 7441	¹ Innovation Leadership: Leading From Within	3
NEW [HW] 7XXX	¹ Promoting Population Health and Wellbeing	3
Nursing 7779	² Evidence-Based Practice for Interprofessional Teams	3
KNHES 5652	Worksite Health Promotion	3
NEW [HW] 7XXX	Positive Psychology and Happiness	1
NEW [HW] 7XXX	Health and Wellness Resource Allocation in Organizations	2
NEW [HW] 7XXX	¹ Leading a Culture of Wellbeing in Organizations	3
Nursing 5115	² Mindstrong	1
NEW [HW] 7XXX	³ HW Field Experience	4 (1 credit didactic; 3 credits field experience)

PAES/KNHES 5704	Health Promotion Program Evaluation	3
7XXX	Digital Health and Wellness Technologies for Individuals within Organizations and Communities	2
Nursing 6114	² Strategies for Personal Health	1
NEW [HW] 7XXX	¹ HW Capstone	3
Elective	(see list of course options in Table 8)	3
TOTAL number of semester credit hours		35

¹These courses will be presented in a synchronous online format to promote a personal connection between faculty and students. At least one course will be synchronous per semester in either the full time or part time curriculum plan.

²These courses were designed for interprofessional audiences across the university. As such, they have broad applicability and encourage interchange across professions and degrees.

³The field experience will occur on-site within a contracted organization or community.

Appendix B provides a crosswalk table to show the relationship between course objectives and HW program outcomes. Tables 6 and 7 display the HW sample plans of study for fulltime and parttime study options, respectively.

Table 6. HW Sample Curriculum Plan -- Full Time (One Year)

Autumn	Credit Hours	Spring	Credit Hours	Summer	Credit Hours
KNHES 5652 Worksite Health Promotion	3	HW 7XXX Leading a Culture of Wellbeing in Organizations	3	HCINNOV 7441 Innovation Leadership: Leading From Within	3
HW 7XXX Promoting Population Health and Wellbeing	3	PAES/KNHES 5704 Health Promotion Program Evaluation	3	HW 7XXX Digital Health and Wellness Technologies for Individuals within Organizations and Communities	2
N7779 Evidence Based Practice for Interprofessional Teams	3	N5115 Mindstrong	1	N6114 Strategies for Personal Health	1
HW 7XXX Positive Psychology and Happiness	1	HW 7XXX Field Experience	4	HW 7XXX Capstone	3
HW 7XXX Health Wellness Resource Allocation in Organizations	2	Elective	3		
Semester Total	12	Semester Total	14	Semester Total	9

Table 7. HW Sample Curriculum Plan -- Part Time (Two Years)

YEAR ONE	Credit Hours	Credit Hours	Didactic
Autumn		Spring	Summer
KNHES 5652 Worksite Health Promotion	3	HW 7XXX Leading a Culture of Wellbeing in Organizations	3
N7779 Evidence Based Practice for Interprofessional Teams	3	KNHES 5704 Health Promotion Program Evaluation	2
			HW 7XXX Digital Health and Wellness Technologies for Individuals within Organizations and Communities

Semester Total	6	Semester Total	6	Semester Total	5
YEAR TWO					
HW 7XXX Promoting Population Health and Wellbeing	3	Elective	3		
HW 7XXX Positive Psychology and Happiness	1	N5115 Mindstrong	1	N6114 Strategies for Personal Health	1
HW 7XXX Health and Wellness Resource Allocation in Organizations	2	HW 7XXX Field Experience	4	HW 7XXX Capstone	3
Semester Total	6	Semester Total	8	Semester Total	4

Table 8. Elective Coursework Options

COURSE #	TITLE	CREDITS
HCINNOV 7440	Innovation in High Performing Organizations	3
KNHES 5703	Health Behavior Theory	3
KNHES 5651	Health Promotion Program Planning	3
KNHES 7726	Changing Physical Activity Behavior	3
PUBHHBP 7522	Program Planning and Implementation	3
PUBHHBP 7542	Settings and Special Populations in Health Promotion	3

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

To successfully meet the degree requirements, a student will need to complete the required program coursework with a grade of B minus (B- or better) in all required coursework, maintain an overall GPA in graduate coursework of at least 3.0, and successfully complete the HW Capstone project.

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

The field experience provides a total of 112.5 clock hours within an organization. The field experience is designed for the student to apply population health and wellness principles and best practices, including innovation, leadership, technology, and leading change that creates cultures of wellness within the organization or community. The program co-directors will provide oversight and individualize field placement sites. Local Columbus, OH sites include but are not limited to Ohio Health, Columbus City Schools, and Healthy New Albany and AccellWELL. The College of Nursing has a strong placements infrastructure with existing contractual agreements that can be leveraged to

provide these and other types of field experiences for students.

The HW 7XXX Health and Wellness Capstone course occurs in the last semester of the program and is the course in which the Capstone project will be completed. Students will be asked to respond to a hypothetical case study that contains 'real world' data elements (e.g. Health Productivity Index, claims, health risk appraisal, health behavior data, etc.) for which they analyze and generate a complete proposal to demonstrate students' application of knowledge gained during the program. The Capstone will also help the student integrate theoretical concepts and program planning principles with knowledge gained from their field experience. The project proposal will include key elements of a complete plan relevant to a health and wellness initiative within an organization: needs and organizational readiness assessment, evidence-based strategies for implementation, quality improvement measures and evaluation methods for determining efficacy and sustainability. Via the completed project proposal, the student will gain valuable insights into what they have learned in the program and will provide faculty an excellent opportunity to complete a summative evaluation of the student's integration of learning. The project proposal will be presented in written as well as oral presentation form within the Capstone course. Post-graduation, the student will be able to present the project as part of their portfolio during the interview process.

INSTITUTIONAL STAFFING, FACULTY, AND STUDENT SUPPORT

1. **Faculty.** *(max 300 words) How many and what types of faculty (full-time and part-time) will be employed in the program? Describe how the number and type of faculty is sufficient to support the program, especially if the program contains a research or heavily mentored activity. How many, if any, new faculty will be hired for the program? The Appendix must include a 2-page CV of each program faculty, and the Faculty Matrix describing involvement of each faculty in teaching (a template for the Faculty Matrix is included at the end of this document).*

Approximately 9 College of Nursing faculty and additional faculty in the College of Education and Human Ecology and College of Public Health are available to teach courses within the HW program (See Appendix C. Faculty Matrix). Additional workload capacity is available with some, but not all current faculty, but there is an administration commitment to support of the program including for any new resources that may be needed as the program grows, such as hiring additional teaching faculty.

2. **Administration and Support.** *(max 300 words) What are the administrative arrangements for the proposed program, including oversight at the program, department and school/college level? Where will any needed financial support and staffing come from?*

The HW program will be supported by the College of Nursing and the OSU Graduate School. Administrative oversight of the program will be provided by the program Co-Directors, Dr. Megan Amaya and Dr. Kate Gawlik. The Co-Directors of the program, in collaboration with Senior Associate Dean for Academic Affairs and Educational Innovation, the College of Nursing Graduate Studies Committee (GSC), and a HW Subcommittee of GSC (established upon degree approval), will have responsibility for the overall supervision and direction of achieving program goals and student learning objectives. Specific activities will include:

- Promoting the program within the nursing academic and healthcare communities to engage partners
- Recruiting students into the program
- Interviewing prospective applicants and making admission recommendations to the HW subcommittee and GSC
- Assisting faculty in the delivery of the program content and students meeting learning objectives
- Providing oversight of the capstone projects in support of program faculty; identifying field experience sites; and designing, providing oversight, and evaluating the project,
- Evaluating all aspects of the program including program outcomes, course evaluations, faculty feedback and student achievement of learning objectives.

The Senior Associate Dean for Academic Affairs and Educational Innovation holds the responsibility for teaching assignments while the Graduate Studies Committee (GSC) oversees the admissions process and assignment of academic advisors. The role of academic advisors is to mentor students throughout their degree experience in areas such as curriculum planning and coaching throughout the program.

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

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

~~1) ENTRY LEVEL GRADUATE DEGREE PROGRAMS~~

*Standard graduate education in a discipline or professional area requires entry through a baccalaureate program. Therefore, if an initial knowledge base equivalent to the respective undergraduate degree is required for entry into a given graduate program, it cannot be considered entry level. An **entry level graduate program** is defined as a program of advanced study which admits: a) post-baccalaureate students into a master's or doctoral degree program who do not possess undergraduate academic preparation in the specific area of advanced study or a closely related area, or b) postsecondary students directly into an extended master's or doctoral program where they first receive the customary baccalaureate experience in the given discipline or professional area. Entry level graduate programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs.*

If you are proposing an entry level graduate degree program, address the following additional questions:

- ~~a) How is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If applicable, provide a detailed listing of the specific differences.~~
- ~~b) How does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?~~
- ~~c) How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?~~
- ~~d) How is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?~~
- ~~e) Does the program identify faculty resources appropriate for the research component of the program?~~
- ~~f) Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?~~
- ~~g) What plans have been made to address standards and guidelines for professional accreditation, if applicable?~~

2) PROFESSIONAL GRADUATE DEGREE PROGRAMS

Professional graduate degree programs prepare students for professional and/or clinical practice. Generally, professional graduate degrees represent terminal degrees in their field. The resulting professional activity usually involves the giving of service to the public in the chosen field. The completion of preparation for professional practice is recognized by the award of the professional master's or doctoral degree. The following master's degree titles are representative: Master of

Business Administration (M.B.A.), Master of Public Administration (M.P.A.), Master of Occupational Therapy (M.O.T.), Master of Public Health (M.P.H.), Master of Social Work (M.S.W.), and Master of Architecture (M.Arch.). Representative professional doctoral degree titles include: Doctor of Audiology (Au.D.), Doctor of Management (DM), Doctor of Education (Ed.D.), Doctor of Physical Therapy (D.P.T.), Doctor of Musical Arts (DMA) and Doctor of Psychology (Psy.D.). “Intermediate” professional graduate degrees signifying work beyond the professional masters yet remaining short of the professional doctoral degree, such as the educational specialist degree (Ed.S.) are also appropriate professional credentials in certain fields. Professional graduate degree programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs. However, generally these are not research graduate degrees. If you are proposing a professional graduate degree program, address the following additional questions:

- a) What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter(s) of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.

There are no further admission criteria besides those listed in this document under *Basic Characteristics of the Educational Program, 6. Primary target audience for the program and admission requirements.*

- b) Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements for competencies and hours of experience.

The HW field experience is subsumed within a required course to be taken for 1 didactic credit and 3 credits of field experience (= 112.5 clock hours of field experience). The field experience course integrates each of the HW program outcomes (Curriculum and Instruction Design section of this proposal) as shown in the Appendix B crosswalk table of course objectives with program outcomes. All students will have opportunities to engage in the specific types of activities reflected within the overall program learning outcomes.

On-site field experiences will be precepted and represent an opportunity for students to apply higher level cognitive skills and to connect theoretical concepts within field placement sites that provide opportunities to engage with health and wellness programming within organizations and communities as facilitated by the preceptor. A learning contract will be established at the outset of the field experience by the student, preceptor, and field experience course faculty that will be used as a basis for student evaluation for the field experience component of the course. Specific field experience activities will always focus on learning experiences relevant to health and wellness leadership, but specific activities will vary depending on individual student learning goals in which tailoring of learning activities occurs within a particular type of field placement site. For example,

students with specific interests in health promotion for mid-life adults within particular work contexts will be matched as closely as possible to this population and type of work site/s. These students may be precepted in organizations with robust employee wellness programs. Some activities may include planning, implementing, and evaluating new and existing employee wellness programming to promote and sustain health within the organization. Students with particular interests in wellness innovation within a special community of interest will be similarly matched; e.g., students may have field experiences at sites such as community wellness academies or with particular population groups who are traditionally underserved within community organizations such as the YMCA or local health departments. Some activities may include using innovation and evidence to design strategies to reach targeted populations and implement wellness programs to improve community health outcomes.

Preceptors will be assessed for fit after providing their curriculum vitae, resume, or complete the CON Graduate Preceptor Data form. Preceptors will provide evaluation of student work and students will have an opportunity to provide evaluation of their preceptors. Field experience course faculty will communicate with preceptors in collecting data to evaluate student work in precepted experiences and provide additional oversight as needed.

- c) Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

Refer to Appendix C Faculty Matrix for additional details. All faculty who teach in the HW program will be doctorally prepared and have OSU Graduate Faculty status of Graduate Faculty Category M or P. In addition, faculty will have a minimum of 2 years of employment in an academic institution within the past 5 years, average student evaluation of teaching scores that meet or exceed the College of Nursing average, and have specific professional experience and involvement in wellness innovation and/or health promotion leadership at a level that would be required to provide competent course instruction. A majority of the faculty will also have relevant health-related credentials and certifications in addition to professional and academic experience and earned degree credentials.

- d) How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?

Because the HW is a novel professional masters degree program there are currently no discipline-specific accreditors who currently accredit this proposed new degree.

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

Theory and practice are integrated throughout the curriculum as shown in the course objectives and in the Appendix B crosswalk table for the course objectives and program outcomes that integrate theory and applied activities. While there are not specific

national standards as related to a certification for this new degree, some standards that guide the program include but are not limited to:

National standards:

- Population Health Management Standards (National Committee for Quality Assurance, 2018)
- Healthy People 2030 - [Use Healthy People 2030 in Your Work - Healthy People 2030 | health.gov](#)
- International Network of Health Promoting Hospitals and Health Services' Standards for Health Promoting Hospitals and Health Services - [Titel \(hphnet.org\)](#)
- World Health Organization Healthy Workplace Framework and Model - [Microsoft Word - FInal HW Framework 31 Jan.doc \(who.int\)](#)

Regional standards:

- Criteria for Accreditation (Higher Learning Commission, 2014)
 - Assumed Practices (Higher Learning Commission, 2017)
- f) What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?
- As HW is a novel professional masters degree, there is not an existing national standard for the degree. The HW is proposed as a professional masters degree with a focus on application of knowledge, rather than the generation of new knowledge, and mirrors this aspect of our other existing professional masters degrees offered in the College of Nursing: Master of Clinical Research (MCR) program, and the Master of Healthcare Innovation (MHI) program. The HW program includes a minimum of 35 credit hours; a minimum of 30 semester credit hours is required for conferral of a masters degree at OSU.
- g) Describe how the required culminating academic experience will contribute to the enhancement of the student's professional preparation.
- The required culminating academic experience occurs within the HW 7XXX Health and Wellness Capstone course in the last semester of the program in which the Capstone project will be completed. Students will be asked to respond to a hypothetical case study that contains 'real world' data elements (e.g. Health Productivity Index, claims, health risk appraisal, health behavior data, etc.) for which they analyze and generate a complete proposal to demonstrate students' application of knowledge gained during the program. The Capstone proposal will thus help the student integrate theoretical concepts and program planning principles in the form of a complete plan relevant to a health promotion initiative within an organization: needs and organizational readiness assessment, evidence-based strategies for implementation, quality improvement measures and evaluation methods for determining efficacy and sustainability. The learning activities will directly contribute to the student's knowledge and skill set at the graduate level for their roles in leadership for health and wellness. Post-graduation, the student will be able to present their professional preparation as part of their portfolio during the interview process.

Appendix A. OSU Health or Wellness-Related Master's Degrees

A search of graduate degrees at OSU (<https://gpadmissions.osu.edu/programs/>) reveals there are 0 “wellness” degrees and 32 “health” degrees, with 6 of those having a slightly related focus.

OSU Master's Degrees	Program Link	Focus
School of Health and Rehabilitation Sciences: Health and Rehabilitation Sciences	https://gpadmissions.osu.edu/programs/program.aspx?prog=0010	Prepares registered, certified, and/or licensed health professionals for expanded roles in research, teaching, administration, and advanced professional practice in rehabilitation, clinical nutrition and health informatics.
College of Nursing: Health Care Innovation	https://gpadmissions.osu.edu/programs/program.aspx?prog=0258	Provides the skills to lead innovative change in the rapidly evolving world of healthcare, including advancement of patient care or system processes.
College of Public Health: Health Services Management and Policy	https://gpadmissions.osu.edu/programs/program.aspx?prog=0115	Provides students with an understanding of the various factors affecting health care policy formation, quality of care, patient safety, financial viability of health care systems, the role of health technology and ways of improving the delivery of care.
College of Public Health: Public Health	https://gpadmissions.osu.edu/programs/program.aspx?prog=0172	Intended for students whose interest is in the academic subject matter of public health rather than in professional practice.
College of Public Health: Public Health (MPH)	https://gpadmissions.osu.edu/programs/program.aspx?prog=0140	The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health.
College of Public Health: Public Health (PEP)	https://gpadmissions.osu.edu/programs/program.aspx?prog=0141	For experienced public health professionals delivered in a combination of on-campus and distance learning components the MPH-PEP curriculum focuses on practical skills and methods to plan, implement, manage and evaluate population health strategies in multiple settings. The unique concentration of specialization courses allows students to dig deeper into specific concepts in leadership, organizational operations, decision-making, cost-effectiveness evaluation and project management. Students also have opportunities to tailor their education through elective courses.

Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

	Assess organizational and/or community wellness needs using a variety of data sources.	Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations.	Lead interprofessional approaches to create a wellness culture and an organization-wide wellbeing strategic plan.	Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community	Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing.	Use data to formulate an organizational business case for value and return on investment.
HCINNOV 7441 Innovation Leadership: Leading from Within (3 credits, Spring)						
1. Articulate the benefits and challenges of oneself as a leader and describe the steps towards optimizing individual performance.			X			
2. Reflect on the role of the leader in innovation and describe the importance of wellness, renewal and energy management in achieving success in innovation and leadership.			X			
3. Identify methods to evaluate levels of self-knowledge and create action steps towards enhancing self-knowledge in themselves and those around them.			X			
4. Describe the theoretical principles of chaos and complexity and apply the concepts through an examination of their relationship to risk, role clarity and innovation leadership.			X			
5. Analyze their journey in leadership and where they are in their balance of leading themselves to leading others.			X			
HW 7XXX Promoting Population Health and Wellbeing (3 credits, Autumn)						
1. Examine the implications of health and organizational policies on health outcomes and health disparities.	X					
2. Apply measurement, methodology and theories to population health and population health change.		X				
3. Interpret and analyze population health data including population trends and challenges.	X				X	X
4. Implement strategies for engaging stakeholders and partners in population health interventions.						

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5. Apply culturally responsive strategies to address determinants of health relevant to population health interventions.	X	X	X		X	
7. Evaluate efficacy of implemented programs.	X	X	X	X	X	X
8. Incorporate health and wellbeing concepts into a Capstone Project to be carried out in subsequent semesters.	X	X		X		X
N7779 Evidence-Based Practice for Interprofessional Teams (3 credits, Autumn)						
1. Discuss the impact interprofessional collaboration has on organizational cultures, structures, and processes necessary for implementation, evaluation and sustainability of best practice across healthcare.	X		X	X	X	
2. Utilize EBP knowledge and skills to develop interprofessional strategies to drive best practice and improving outcomes.		X	X	X		X
3. Demonstrate research literacy to effectively critically appraise evidence.	X	X				X
4. Identify theories, models, and resources from across healthcare professions that influence adoption, evaluation and sustainability of evidence-based practice recommendations.		X				
5. Apply mentoring and leadership strategies to support integration to influence implementation and sustainability of best practice.		X	X		X	
HW 7XXX Positive Psychology and Happiness (X credit, Autumn)						
1. Examine the concepts of positive psychology and happiness.		X		X		

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2. Critically evaluate positive psychological theory and research.		X		X		
3. Analyze personal, societal, and circumstantial constructs that affect happiness.		X		X		
4. Apply evidence-based happiness strategies and approaches to promote personal happiness and foster happiness in others.				X		
HW 7XXX Health and Wellness Resource Allocation in Organizations (2 credits, Autumn)						
1. Articulate key financial concepts relevant to conducting health promotion and wellness initiatives within organizations that are consonant with organizational policies, ethical standards and regulatory requirements.	X	X		X	X	X
2. Construct a budget that accounts for needed capital expenditures, consumable materials as well as human resources for health promotion and wellbeing initiatives.		X		X	X	X
3. Analyze costs in relation to individual and organizational return and value on investment (ROI/VOI).		X		X	X	
4. Develop a financial plan for an organization’s health promotion or wellness initiative.	X	X	X	X	X	X
HW 7XXX Leading a Culture of Wellbeing in Organizations (4 credits, Spring)						
1. Critique contemporary leadership, organizational and communication theories relevant to health promotion within organizations and communities.		X	X	X		

Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

	Assess organizational and/or community wellness needs using a variety of data sources.	Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations.	Lead interprofessional approaches to create a wellness culture and an organization-wide wellbeing strategic plan.	Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community	Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing.	Use data to formulate an organizational business case for value and return on investment.
2. Examine principles that contribute to stakeholder well-being and a positive organizational culture that fosters engagement and professional fulfillment.	X	X		X	X	
3. Interpret internal and external evidence to account for key organizational considerations in planning, implementing and evaluating health promotion and well-being initiatives.	X	X		X	X	X
4. Design a holistic strategic plan that builds and sustains a health-conscious and productive organizational culture.		X	X	X		X
5. Identify leadership characteristics and strategies that promote effective communication with individual and collective stakeholders in all levels of an organization.		X	X			
KNHES 5652 Worksite Health Promotion (3 credits, Spring)						
1. Explain the purpose, processes, and potential contributions of worksite health promotion.	X		X		X	
2. Interpret the extent and distribution of health problems among employment settings.	X	X				X
3. Use Health Risk Assessments as program planning, motivational and instructional tools.	X			X		
4. Estimate the contributions of health actions as etiologic factors for specific health problems in worksite populations.	X	X		X		X
5. Compose effective goals/objectives through formal planning approaches and research support.				X	X	X

Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

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6. Design programs which produce health related behavior change and maintenance.	X		X	X	X	
7. Propose health promotion activities and resources sufficient to accomplish educational objectives.			X	X	X	X
8. Based on research literature design activities which will achieve health promotion goals.	X			X		X
9. Describe health promotion methods appropriate to the initiation and maintenance of health behavior change.		X		X		
10. Differentiate between health awareness, health education and health promotion campaigns.		X	X			
11. Effective use of instructional technology to enhance Health Promotion program effectiveness.				X		X
12. Effectively work in small groups to design, implement, and evaluate health promotion programs.			X	X	X	
N5115 Mindstrong (1 credit, Spring)						
1. Appraise individual metacognition to discern knowledge about the cognition				X		
2. Distinguish personal mental distortions (unhealthy thinking patterns)				X		
3. Practice cognitive restructuring to reduce stress, anxiety, and unhealthy thinking patterns				X		
4. Recognize signs and symptoms of stress, anxiety, and depression				X		
5. Employ cognitive behavioral skills to increase mental resilience and protective factors				X		

Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

	Assess organizational and/or community wellness needs using a variety of data sources.	Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations.	Lead interprofessional approaches to create a wellness culture and an organization-wide wellbeing strategic plan.	Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community	Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing.	Use data to formulate an organizational business case for value and return on investment.
6. Engage problem solving methods to compose healthier lifestyle outcomes				X		
7. Synthesize previous goals to create beginning sustainable habits to promote happiness and optimal well-being				X		
HW 7XXX Field Experience (4 credits [1 credit didactic, 3 credits field experience], Spring)						
1. Analyze, interpret, and apply organization analytics to design health programs, strategies, and institutional policies that support and promote health and well-being.	X	X		X	X	X
2. Apply appropriate principles and strategies to communicate about wellness initiatives.			X			
3. Apply cultural competency by recognizing the importance of a diverse workforce and adapting program and project needs appropriately.		X	X		X	
4. Create and apply population health promotion strategies such as environmental health, infection control, chronic disease prevention, and technology and innovation to create sustainable cultures of wellness for health and financial outcome improvement.	X	X	X	X	X	X
5. Apply leadership and systems thinking skills to develop collaborations and partnerships to advance individual and population health.			X	X		
PAES 5704 Health Promotion Program Evaluation (3 credits, Spring)						
1. Analyze political influence on the design, and interpretation of health program evaluations.		x			x	

Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

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2. Integrate evaluation planning with health program planning and implementation processes		X			x	
3. Design and implement process, impact and outcome evaluations.	X	X			X	X
4. Implement processes of continuous program refinement grounded in evaluation results.			X	X	X	
5. Choose the appropriate evaluation design for a specific health education program..			X	X	X	
6. Identify factors affecting the internal and external validity of an evaluation design.			X		X	X
7. Describe factors which affect the validity and reliability of measurement instruments.					X	X
8. Identify and/or develop mechanisms to assess educational methods and processes.	X	X				
9. Provide consultation for identifying indicators of program success.	X		X			X
10. Choose and/or develop appropriate data collection instruments.					X	
11. Collect data using reliable methods.				X		
12. Present evaluation results using descriptive statistics.					X	

Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

	Assess organizational and/or community wellness needs using a variety of data sources.	Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations.	Lead interprofessional approaches to create a wellness culture and an organization-wide wellbeing strategic plan.	Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community	Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing.	Use data to formulate an organizational business case for value and return on investment.
HW 7XXX Digital Health and Wellness Technologies for Individual within Organizations and Communities (2 credits, Summer)						
1. Apply learner-centered strategies to the design, development, and implementation of digital health interventions.	X	X		X		
2. Analyze theoretical concepts to guide development and implementation of digital health interventions.		X		X		X
3. Demonstrate principles that are ethical and just in the development, integration, and assessment of digital health interventions.	X			X		
4. Draw connections between the benefits and limitations of different technology modalities in health promotion programs.		X			X	X
5. Contrast digital health interventions versus traditionally delivered programs.		X			X	
6. Discuss innovation and entrepreneurship related to digital health interventions.		X	X			
7. Value interdisciplinary skills necessary to create, implement, and assess digital health interventions.			X	X	X	
8. Assess organizational or community needs and practices related to individual's health promotion and wellness.	X				X	

Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

	Assess organizational and/or community wellness needs using a variety of data sources.	Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations.	Lead interprofessional approaches to create a wellness culture and an organization-wide wellbeing strategic plan.	Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community	Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing.	Use data to formulate an organizational business case for value and return on investment.
N6114 Strategies for Personal Health (1 credit, Summer)						
1. Evaluate the interconnections between four dimensions of personal energy (physical, emotional, mental and spiritual energies) and their impact on overall personal health.				X		
2. Analyze the status of one’s personal health in the four energy dimensions in relation to individualized health enhancement strategies to support enhanced personal health-related outcomes.				X		
3. Develop an individually-tailored personal health enhancement plan based on personal preferences, self-reflection and health enhancement activities (e.g., nutrition, physical activity) within the four dimensions of energy.				X		
4. Synthesize the level of evidence for a specific individualized health strategy within an area of priority personal interest related to at least one of the four energy dimensions.				X		

Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

	Assess organizational and/or community wellness needs using a variety of data sources.	Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations.	Lead interprofessional approaches to create a wellness culture and an organization-wide wellbeing strategic plan.	Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community	Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing.	Use data to formulate an organizational business case for value and return on investment.
HW 7XXX Health and Wellness Capstone						
1. Conduct a needs and organizational change readiness assessment using qualitative and quantitative data sources.	X	X	X	X	X	X
2. Develop a strategic plan for creating a culture of health and wellness.		X	X	X		X
3. Create a population health wellness program using evidence-based strategies and quality improvement measures to promote a model for organizational health and wellness.		X		X		X
4. Define appropriate evaluation methods for determining efficacy and sustainability.			X		X	

Appendix C. Brief Format Syllabi

1. New HW subject-coded courses

- HW 7xxx – Promoting Population Health and Wellbeing
- HW 7xxx – Positive Psychology and Happiness
- HW 7xxx – Health and Wellness Resource Allocation in Organizations
- HW 7xxx – Leading a Culture of Wellbeing in Organizations
- HW 7xxx – Digital Health and Wellness Technologies for Individuals Within Organizations and Communities
- HW 7xxx – HW Field Experience
- HW 7xxx – HW Capstone

2. Existing courses

- HCINNOV 7441 – Innovation Leadership: Leading From Within
- Nursing 5115 – Mindstrong
- Nursing 6114 – Strategies for Personal Health
- Nursing 7779 – Evidence-based Practice for Interprofessional Teams
- PAES/KNHES 5704 - Health Promotion Program Evaluation
- KNHES 5652 – Worksite Health Promotion

**APPROVAL TO CHANGE THE NAME OF THE
MASTER OF DENTAL HYGIENE DEGREE PROGRAM**

TO THE MASTER OF SCIENCE IN DENTAL HYGIENE

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

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

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

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

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

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

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

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

NOW THEREFORE

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



January 4, 2023

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear Dr. Smith,

The College of Dentistry Division of Dental Hygiene would like to propose a name change to the Master of Dental Hygiene Degree (MDH). We propose the name change to include Master of Science in Dental Hygiene Degree (MS). The structure and content of the MDH curriculum will remain the same. We do not anticipate changes to the descriptions of the curriculum, recruitment, admissions, institutional resources, program assessment, or learning outcomes in the MDH program. Since there will not be any programmatic changes taking place due to this name change, this will not affect students, faculty, or staff. We believe this name change accurately reflects the activities of the program, the quality, the rigor, and the research component of the graduate degree. We propose the intended effective date of the name change June 1, 2023. Following the approval of this proposal, all currently and subsequently enrolled students will be notified of the new name and an announcement will be added to the College of Dentistry Intranet.

Introduction:

The MDH program prepares students for careers in dental hygiene leadership and education through various individualized educational and field experiences combined with a substantive core curriculum. The program courses are designed to deepen the student's dental hygiene knowledge, education methodology, research analysis, and provide the theory and practice of laboratory, pre-clinical and clinical dental hygiene instruction. It is designed for students who are licensed dental hygienists and who have earned a bachelor's degree.

The MDH program is 38 credit hours consisting of courses in education, research, leadership, and includes a thesis and internship. As part of the program, students complete a six-credit-hour internship to apply the skills they have acquired from their coursework. This internship can be completed at various organizations or academic institutions and provide students with experience in teaching, curriculum development, administration, and/or other faculty roles.

Additionally, to receive the MDH degree, a student must write and defend a thesis under the guidance of graduate faculty members. The purpose of the thesis project is to show evidence of the student's ability to collect and evaluate information and to critically analyze theories in their chosen area of inquiry and construct, test, and defend a coherent argument. A thesis demonstrates a student's ability to present research results concisely and in a scholarly form. It further demonstrates the candidate's ability to produce original and independent work. Specifically, students in the MDH program take the following courses (12 credit hours total) to prepare them to carry out significant research and discover new knowledge:



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- *Introduction to Dental Research Designs, DENTHYG 6400, 3 Credit Hours*- This course is designed to present conception and technical problems in the development and implementation of clinical, behavioral, and basic science research projects related to dentistry. As an assignment of this course, students identify a research problem, the significance of the problem, complete a literature review for their thesis project, the limitation of the literature review, and demonstrate how their proposed thesis project will close the identified gap in research.
- *Statistical Analysis and its Application to Dental Hygiene, DENTHYG 6450, 3 Credit Hours*- this course covers basic statistical analysis and methods related to conducting research in dental hygiene. Students learn various statistical tests, the limitations of each statistical test, and use the SPSS system to compute various data to analyze given research problems. Additionally, as a course assignment, students write a comprehensive methodology of their research thesis project and complete a research protocol to apply for the Institutional Review Board approval (IRB) for their research. Particularly, by the end of this course, students have completed the methodology chapter of their master's degree thesis.
- *Thesis Research, DENTHYG 7999, 6 credit Hours*- Data collection, data analysis, discussion, and conclusion are completed in this course under the guidance of the graduate program faculty advisor. Students take this course once they receive an IRB approval for their thesis research, nonetheless, a student must take a minimum of six credits to graduate. The number of credit hours a student is enrolled in this course varies by the student's full-time or part-time status.

Below are some recent examples of students' theses research that alumni may participate in following program completion.

- **Williams, Cory S**, Kearney, CR. Presenteeism: Characteristics of Dental Hygienists Who Work When Sick. [Columbus]: Ohio State University, 2022
- **Johnston, Mhairi A**, Kearney, CR. Dental and Dental Hygiene Students Perceptions on Intraprofessional Education. [Columbus]: Ohio State University, 2022
- **Sandoval, Nelly F**, Kearney, CR. Perceptions of Dental Hygiene Students/Dental Hygiene Directors on the Integration of a Spanish Language Course in the Dental Hygiene Curriculum. [Columbus]: Ohio State University, 2022
- **Collins, David M**, Kearney, CR. Predictors of empathy among dental hygiene undergraduate students. [Columbus]: Ohio State University, 2021
- **Merritt, Amy R**, Kearney, CR. Preclinical yoga breathing and stretching exercises to reduce musculoskeletal pain and stress among dental hygiene students. [Columbus]: Ohio State University, 2021

The goals of the MDH program are:

- The dental hygiene program will prepare graduates for faculty and administrative positions in dental hygiene programs.
- The dental hygiene program will provide graduates with an appreciation of the skills necessary to be leaders in the profession.
- The dental hygiene program will prepare graduates to contribute to the body of knowledge in dental hygiene through research and scholarly activity.

Recruitment in the MDH Program

The Ohio State University is authorized to offer the Master of Dental Hygiene program in all 50 states. Admission to the MDH program is selective and competitive. Applicants are evaluated based on academic

performance, contributions to the profession, and educational and professional goals. The Dental Hygiene Graduate Studies Committee often contacts candidates who are under consideration for admission to schedule an interview. Interviews are conducted either on-campus or online. The application deadline is May 1.

Admission criteria outlined in the Graduate School Handbook apply to the MDH program. In addition, the MDH program requires the following criteria for admission:

- Completed online application.
- Non-refundable application fee.
- Baccalaureate degree in dental hygiene, or an associate degree from an accredited dental hygiene program and a baccalaureate degree in a related field
- Overall GPA of 3.0 or higher in undergraduate education and a minimum of 3.0 in the dental hygiene major
- Proof of an active dental hygiene license.
- Two letters of recommendation from persons acquainted with the candidate's academic program, scholastic ability, or professional performance.
- A statement of intent describing the candidate's educational and professional goals and objectives.
- Curriculum Vitae
- English proficiency requirement, if the candidate comes from a country where the first language is not English unless the candidate earned a bachelor's degree or higher in an English-speaking country.

MDH Program Curriculum

Full-time students can complete the program in two years; the part-time option allows students up to five years to complete the degree. Students in the MDH core curriculum is as follows:

Course	Title	Description	Semester Hours
Semester I			
DHY 6100	Advanced Dental Hygiene Educational Theory and Methods	This course is the study of theory, principles, and research related to the faculty role in active teaching and learning, critical thinking, and development of course alignment in dental hygiene education.	G3
DHY 6200	Contemporary Issues in Dental Hygiene	This course is designed to explore current issues and policies facing the dental hygiene profession and to plan and implement strategies to make changes.	G3
DHY 6400	Introduction to Dental Research Designs	Conceptual and technical problems in the development and implementation of clinical, behavioral and basic science research projects related to dentistry.	G3
Semester II			
DHY 6000	Educational Policy and Management in Dental Hygiene	This course examines the concept of policy as it relates to educational institutions and their governance and practices while providing knowledge and skills in basic management and administration.	G3
DHY 6450	Statistical Analysis and its Application to Dental Hygiene	The Conceptual foundation of statistics related to basic, clinical and behavioral dental science are reviewed.	G3



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DHY 7100	Instructional Strategies in Dental Hygiene Education	This course explores modern educational methodology and course design in the teaching of dental hygiene students including technological advances in online and traditional teaching.	G3
Semester III			
DHY 7999	Thesis Research	Research for the master's thesis	G3
DHY 7200	Clinical and Laboratory Instruction	The theory and practice of laboratory, pre-clinical and clinical dental hygiene instruction and supervision will be provided as they relate to psychomotor skill development, student mentoring, and evaluation.	G3
	Approved Elective		≥ G2
Semester IV			
DHY 7999	Thesis Research	Research for the master's thesis	G3
DHY 7191	Dental Hygiene Internship	Supervised learning in an area of dental leadership and education. Students complete this internship in a selected site implementing the skills acquired in DHY 6100, 7100 and 7200. Approval for all internships is required.	G6
DHY 7300	Leadership and Administration in Dental Hygiene Education	This course is designed to study leadership theories and program administration unique to dental hygiene educational programs including accreditation, human resources, faculty evaluation, budgeting, administration and outcomes assessment.	G3

Rationale and considerations:

The Division of Dental Hygiene proposes a name change for the following three reasons:

- MDH is not a common degree but rather a tagged degree and individuals outside of the dental hygiene field do not recognize it. Additionally, MDH is not a commonly used degree within the profession of dental hygiene.
- Students in the MDH degree program complete thesis research for the partial fulfillment of the degree. Changing the name from MDH to an MS is recognizable and validates the rigor of the program.
- Other highly regarded peer institutions with a similar degree in dental hygiene offer a MS degree. For example, the University of Michigan, the University of Missouri- Kansas City, Old Dominion University, The University of North Carolina, and the University of New Mexico.

College of Dentistry Approval Process:

The proposal was brought forth and discussed within the Dental Hygiene Graduate Studies Committee. The proposal was evaluated and approved by the Dental Hygiene Graduate Studies Committee on February 21, 2022, and the College of Dentistry Dean, Dr. Carroll Ann Trotman on March 7, 2022.

Please see the attached a copy of the Master of Dental Hygiene Compendium document. The compendium describes the policies, rules, procedures, faculty, and program curriculum in detail.

If you have any questions or need additional information, please don't hesitate to contact me.



THE OHIO STATE UNIVERSITY

Sincerely,

Rebecca Henderson

Rebecca Henderson, BSDH, MS

Associate Professor – Clinical

Interim Graduate Program Director

College of Dentistry | Division of Dental Hygiene

3054 Postle Hall | 305 W 12th Avenue Columbus, OH 43210

Office: 614-292-1236

henderson.397@osu.edu

CC: Rachel Kearney- Chair Division of Dental Hygiene; Dr. John Walters- Associate Dean, Advanced and Graduate Education, College of Dentistry

AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY

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

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

WHEREAS the proposed changes to the Bylaws of the University Senate in chapter 3335-19 and to rule 3335-5-46 of the *Rules of the University Faculty* would clarify procedure for setting the University Senate agenda, clarify types of proposals for Senate action, clarify the pathway for submitting a report to Senate, and move language on Senate committee attendance; and

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

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

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

NOW THEREFORE

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

**The Ohio State University Board of Trustees
Academic Affairs & Student Life Committee**

Topic:

Amendments to the *Rules of the University Faculty*

Context:

The University Senate has recommended revisions to the *Rules of the University Faculty* to address three topics:

1. **3335-19 and 3335-5-46: Updates to the Bylaws of the University Senate.**
 - a. The Rules Committee of the University Senate is charged with regularly reviewing the University Senate bylaws.
 - b. These proposed revisions would clarify the procedure for setting the Senate agenda, clarify types of proposals for Senate action and the process for submitting each type of proposal, clarify pathways for submitting a report to Senate, and move language on Senate committee attendance from the bylaws to the rule governing Senate committees.
2. **3335-13-06: Process for approving non-substantive changes to the university Intellectual Property Policy.**
 - a. This rule change would amend the process for approving non-substantive changes to the university Intellectual Property policy.
 - b. As part of this change, the university's Intellectual Property policy will be updated, and policy ownership will be transferred from the Office of Business and Finance to the Office of Innovation and Economic Development within the Enterprise for Research, Innovation and Knowledge (ERIK), where commercialization of intellectual property is now managed.
 - c. These policy updates, and other future policy updates, will proceed through the university's standard policy review and approval process and in accordance with the requirements of rule 3335-13-06, and the Board of Trustees may be consulted but will not need to approve such changes.
3. **3335-5-48.7: Committee on Academic Misconduct.**
 - a. These proposed revisions would add faculty and student members to the Committee on Academic Misconduct, update references to job title, and specify the process for the director of the Office of the Committee on Academic Misconduct to make recommendations on student appointments.

3335-19 and 3335-5-46: Updates to the Bylaws of the University Senate

3335-19-01 Rules of order.

Unless otherwise indicated, all meetings of the senate (throughout these bylaws the word "senate" shall be taken to mean the university senate) shall be conducted in accordance with the latest revision of "Robert's Rules of Order."

(Board approval dates: 3/13/1978, 7/30/2001, 8/1/2005)

3335-19-02 Meetings.

(A) Regular meetings of the senate shall be held during the autumn and spring semesters. In the spring semester each year the steering committee shall recommend, and the senate shall adopt and publish, the schedule of regular meetings for the following academic year. This schedule shall include at least seven meetings spread over the academic year. The schedule shall make every effort to avoid meetings on days of major religious observances. Scheduled meetings may be cancelled by the steering committee when deemed appropriate.

(B) Meetings of the senate shall be held in-person, virtually, or in a hybrid format. Acceptable means of virtual participation, ~~such as include~~ teleconferencing or videoconferencing, ~~that must~~ allows verification of identity and permits full participation in meetings. -

(C) Special meetings of the senate shall be scheduled upon:

1. Majority vote of senate members present and voting at any meeting, or
2. Call of the president of the university, or
3. Call of the steering committee, or
4. Petition signed by at least twenty-five voting members of the senate and presented to the secretary of the university senate.

(D) If the petition requesting a special meeting specifically requests a meeting at the earliest date and is transmitted with the necessary supporting material for distribution to the membership, then a special meeting shall be called within ~~eight~~ ten calendar days of receipt of the petition by the secretary of the university senate.

(E) Written notice of the time and place of regular and special meetings, the order of business, and copies of any substantive proposals shall be sent to all members and alternate members at least five days prior to the senate meeting.

(F) At a time of emergency the president shall have authority to call a special meeting without a five day advance notice.

(G) All senate meetings shall be open to the public.

(Prior effective dates: 2/19/1988, 7/30/2001, 7/30/2010; Board approval dates: 6/22/2012, 6/6/2014, 2/27/2020, 2/10/2022)

3335-19-03 Agenda.

(A) Every meeting of the senate shall have an agenda. The agenda shall include the time and place of the meeting, order of business, and copies of any substantive proposals.

(B) The steering committee shall establish the agenda for all regular senate meetings. For this purpose, the steering committee

1. Shall receive through the university senate office proposals for senate action, other reports and presentations to the senate from any committee of the senate, or university committee or council, or member of the senate, or any member of the university community.

2. Shall, as necessary, refer all board and substantive proposals for senate action to appropriate committees for review prior to entering them in an agenda (see rule 3335- 19-07(C)); ~~unless the proposal has been generated in such committee and has been so treated.~~

3. Shall, as soon as practicable, include in the senate agenda of a regular meeting all germane items submitted to the steering committee through the university senate office. ~~Shall, as soon as practicable, include in the agenda of a regular meeting all items submitted by any committee of the senate, or university committee or council, or member of the senate.~~

a. The steering chair shall, in consultation with appropriate members of the steering committee, make an initial evaluation of germaneness. Items deemed not germane will be returned to the submitter with a written explanation.

b. If the item is re-submitted with the germaneness addressed, the item shall be placed on the steering agenda.

i. The steering committee shall evaluate the germaneness of the proposed business and whether it is fully developed. If the proposal is germane and fully developed, it shall be placed on the senate agenda.

ii. Any proposal deemed not germane for the senate by the steering committee shall be returned with a written explanation. Explanations shall indicate the appropriate constituent body, campus office, administrator, or entity where the issue can be more appropriately addressed.

iii. The steering committee shall work with proposers to ensure that proposals are developed sufficiently for senate deliberation and vote.

4. Shall set the agenda so that the scheduled business can be disposed of in a meeting of reasonable duration. The senate holds regular meetings seven times during the course of the academic year.

5. Shall include with each agenda an estimate of the time necessary to complete the regularly scheduled business of the senate.

6. ~~May Shall~~ advise the senate regarding the need for a special meeting, when necessary to conduct time-sensitive business or when senate business exceeds the capacity of the regularly-scheduled meeting. ~~of the apparent need for a special meeting.~~

~~In special meetings, the specific purpose set by the initiators of the special meetings shall take precedence over all others. Additional agenda items established by the steering committee may follow if time permits.~~

(C) The secretary of the university senate shall send and make available electronically copies of the agenda for all senate meetings to all members and alternate members at least five calendar days prior to the meeting.

(Board approval dates: 3/13/1978, 11/28/1983, 2/19/1988, 1/7/2001, 7/30/2010, 4/6/2018)

3335-19-04 Order of business.

(A) The order of business for all meetings shall be as set forth in the agenda, except that the order of business and allocation of time may be altered by an action approved in the meeting. Upon completion of the business described in the agenda, the regular meetings shall proceed in the following order:

1. Unfinished business
2. New business
3. Comments and announcements
4. Adjournment

(B) A special meeting shall be limited to the purposes stated in its agenda.

(Board approval date: 3/13/1978)

3335-19-05 Floor privileges.

Proposals, measures, and resolutions shall be introduced on the senate floor by members of the senate only. Members of the university community who are not members of the senate may be granted the right to speak, but not to vote, on matters before the senate. When a request is made for this privilege, the presiding officer shall ask the senate for objections and, hearing none, shall grant permission to speak. If objections are raised, the privilege shall be extended only by an action of the senate.

(Board approval date: 3/13/1978)

3335-19-06 Quorum and voting.

(A) A simple majority of the voting membership of the senate, whether attending in person or virtually, shall constitute a quorum for the conduct of the senate's business. The same quorum, a simple majority, shall be required of each committee of the senate.

(B) Action by the senate shall be by vote of a majority of members present, except as otherwise required by these rules or by the latest revision of "Robert's Rules of Order." (Board approval dates: 3/13/1978, 5/25/1991, 8/1/2005, 2/10/2022)

3335-19-07 Proposals for senate action.

- (A) Proposals for senate action shall be classified as either routine, board, or substantive, and treated accordingly.
- (B) Routine proposals are those that relate to Senate business, do not establish or alter university policies, such as approval of the minutes or acceptance of reports or appointment of committee personnel, and include the call of a special meeting. Such proposals may be introduced and acted upon in any meeting, subject only to the test of germaneness.
- (C) Substantive Board proposals are those ~~that~~ which establish or alter an academic program of study, or rules or bylaws within the senate's purview, and which must be approved by the Board of Trustees.
- (D) Substantive proposals are those which address matters of university policy or university-wide concern, such as the approval of university policies or centers, or of resolutions related to university business or activities. Substantive proposals do not require approval by the Board of Trustees.
- (E) Board and substantive proposals shall be:
 - 1. Submitted to the university senate office in the complete and exact form intended for senate debate and adoption, and shall be processed by the steering committee following rule 3335-19-03 of the Administrative Code, except that proposals for presentation at a special meeting need not be submitted to the steering committee. If a board or substantive proposal is referred to a committee by the steering committee or by the senate, and any subsequent suggested changes are not acceptable to the originators of the proposal, then the steering committee shall place the original proposal and the suggested changes in the same agenda.
 - 2. Sent to all members and alternate members of the senate as part of the agenda at least five calendar days prior to the meeting.
 - 3. Moved and seconded by members of the senate and then opened for floor debate. The proposal may then be amended, referred to committee in whole or in part, tabled, postponed, divided, and/or adopted or rejected.
 - a. Amendments offered in floor debate are classified as minor or substantive. A substantive amendment alters the sense or strength of the original proposal. Determination of the status of an amendment is made by ruling of the presiding officer or by vote of the senate. Classification may be made at the time a motion to amend has been made and seconded or after the senate has voted affirmatively in favor of the motion to amend. If a motion from the floor is passed and is declared to be substantive or board-related, it cannot become effective until the next meeting of the senate. At that time it must be reconsidered, unless the committee which submitted the original proposal has requested a continuation from the steering committee. In case of a continuation, the steering committee shall, as soon as practicable, place the amendment on the agenda for reconsideration. The committee party which that submitted the original proposal shall be afforded the opportunity to present arguments against the amendment or to move substitute language for the amendment at the time of reconsideration. If substitute language is approved by the senate, the amendment as modified will become effective at that time. If substitute language is defeated or is not presented, the senate

shall vote on reaffirmation of the amendment in the form originally passed except for possible changes of a purely editorial nature. The amendment may be reaffirmed and become effective at that time or it may be defeated. (This section may be set aside by a successful motion to suspend the bylaws of the senate as prescribed in paragraph (C) of rule 3335-19-13 of the Administrative Code.)

(F) Substitute statements or suggested amendments which are included in an original proposal and distributed in an agenda shall each be acted upon as a board or substantive proposal.

(G) Substitute statements or suggested amendments proposed by any senate or university committee or by any member of the senate, shall be received by the steering committee and shall be scheduled in the same agenda as the original proposal.

(H) Prior to a senate vote a proposal that establishes or alters rules or bylaws within the senate's purview shall be reviewed by the rules committee, which may recommend changes in accordance with paragraph (B)(4) of rule 3335-5-47.3 of the Administrative Code.

(Board approval dates: 3/13/1978, 2/6/1983, 1/15/1987, 5/3/1987, 7/30/2001, 7/30/2010, 2/10/2022)

3335-19-08 Reports.

(A) Reports are items on which no senate action other than acceptance is requested. They may be distributed with the agenda and presented by the secretary of the university senate by reporting the title, source, and date of receipt. If an oral presentation of a written report is to be made at the senate meeting, such oral presentation shall be limited to a short summary of the written report and to responses to questions concerning the report from members of the senate.

(BA) Any member(s) of any committee of the senate may report to the senate on any matter before the committee. A written notification of intent to present a report shall be submitted to the university senate office, as specified in 3335-19-03 (B), at least twelve calendar days preceding the senate meeting. The steering committee shall decide whether a written report is required to be included with the senate agenda mailing. Reports coming from a minority of committee members may be brought to senate through the senate office, as specified in 3335- 19-03 (B), or for time-sensitive reports, as new business. report by a minority of one may be denied a hearing by vote of two-thirds of the members of the senate present. A majority of the members of the senate present and voting may require a standing committee to report at the next regular meeting of the senate.

(BC) Written notification of intent to present a report shall be submitted to the university senate office at least twelve days preceding the senate meeting. The steering committee shall decide whether a written report is required to be included with the senate agenda mailing.

(C) Reports on which no senate action other than acceptance is requested, may be distributed with the agenda and presented by the secretary of the university senate by reporting the title, source, and date of receipt. If an oral presentation of a written report is to be made at the senate meeting, such oral presentation shall be limited to a short summary of the written report and to responses to questions concerning the report from members of the senate.

~~(D)~~ Reports for which written versions are not required by the steering committee may be included on the senate agenda. The secretary of the university senate shall be provided with a written synopsis when the report is presented.

(Board approval dates: 3/13/1978, 11/28/1983, 7/30/2010)

3335-19-09 Office of the university senate.

There shall be a permanent office of the university senate, administered by the secretary of the university senate, to facilitate the orderly conduct of the meetings of the senate and the work of the committees of the senate. The office shall also be responsible for maintaining liaison between

the senate and university committees. The staff shall consist of the secretary of the university senate and at least one full-time recording secretary.

(Board approval date: 3/13/1978)

3335-19-10 Attendance.

Members of the senate shall attempt to avoid conflicts between their academic schedule and the meetings of the senate and related committees. In the event of unavoidable conflict, it is expected the members will choose that resolution most favorable to their academic obligations. All members are expected to arrange for attendance by an alternate member at those senate meetings the member is unable to attend.

~~A committee member who misses all committee meetings in a semester may be removed by the committee chair and replaced, as appropriate, by an appointment made by the executive committee of faculty council, student leadership, the office of the president, or other relevant appointing body. Any mitigating circumstances should be reported to the committee chair and the chair should keep and report attendance records to the university senate office and the senate constituencies.~~

(Prior effective date: 3/13/1978; Board approval dates: 2/11/2011, 6/6/2014)

3335-19-11 Minutes and reports of senate meetings.

(A) Official minutes of the senate meetings shall be taken and kept by the secretary of the university senate. A secretary's report of action taken at each meeting of the senate shall be sent to all members and alternate members after each meeting, and approved by senate action in a subsequent meeting.

(B) The official record and minutes of all senate meetings shall be those "Secretary's Reports on Actions of the Senate," together with the appropriate supporting and reference documents, as have been submitted to and accepted by the senate. The secretary shall also have taken and have preserved, for reference purposes, verbatim electronic sound recordings of all proceedings in senate meetings.

(Board approval dates: 3/13/1978, 11/28/1983, 2/19/1988)

3335-19-12 Transmittal and record of senate actions.

(A) The secretary of the university senate shall transmit the results of senate actions to the president, board of trustees, and other appropriate agencies.

(B) The secretary shall maintain and periodically communicate to the members and alternate members of the senate and to the university faculty a record of those actions of the senate having continuing effect, and not published in the "Rules of the University Faculty."

1. At least once each year the secretary shall send a summary of such actions to all members and alternate members of the senate.
2. A permanent record of such actions shall be maintained in the office of the university senate and posted publicly. (Board approval dates: 3/13/1978, 2/6/1983, 11/28/1983, 7/4/1987)

3335-19-13 Amendments and suspensions.

(A) These bylaws may be amended as provided for in rule 3335-5-45 of the Administrative Code. Such proposals shall be substantive proposals (Rule 3335-19-07 of the Administrative Code) and shall be introduced in the agenda of a regular or special meeting.

(B) The secretary of the university senate, with the concurrence of the rules committee, is entrusted to make non-substantive emendations in diction and grammar, and is authorized to change titles of administrative offices, administrative officers, academic units, or student constituent groups in these bylaws following appropriate action on these title changes by the senate or the board of trustees.

(C) These bylaws may be suspended for a single and designated purpose. A proposal to suspend a provision of the bylaws may be introduced and acted upon in the same meeting, as a

routine proposal, provided that the suspension shall be germane to only one specific proposal, and the suspension is affirmed by a two-thirds vote.
(Board approval dates: 3/13/1978, 4/27/1986, 8/5/1996)

NOTE: Language on attendance at committees is moved from the bylaws to here:

3335-5-46 Senate Committees

...

6. Terms of service.

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

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

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

(d) Appointed administration members shall serve two-year terms and be eligible for reappointment.

(e) Multiyear terms shall, whenever possible, be staggered so that approximately equal proportions of the number of members rotate off the committee each year.

(f) Unless otherwise specified by the rules, terms of service of senate committee members shall begin and end on the first day of autumn semester; incoming members may attend meetings as non-voting members as soon as they are appointed or elected

(g) A committee member who misses all committee meetings in a semester may be removed by the committee chair and replaced, as appropriate, by an appointment made by the executive committee of faculty council, student leadership, the office of the president, or other relevant appointing body. Any mitigating circumstances should be reported to the committee chair and the chair should keep and report attendance records to the university senate office and the senate constituencies.

3335-13-06: Process for approving non-substantive changes to the university Intellectual Property Policy

Patent-Intellectual Property Rights

3335-13-06 Rights to and interests in intellectual property, patents, and copyrights.

The university shall have a policy or policies on intellectual property, patents, and copyrights (hereinafter referred to as “the policy”).

- (A) The intellectual properties, patents and copyrights committee of the university senate shall maintain the policy. Specifically, the committee shall review all proposed changes to the policy, and shall also have the power to initiate its own proposed changes to the policy. The chair of the committee shall also be designated as a member of the policy writing group for any revisions to the policy. Revisions shall be promulgated through the university policy process and then recommended to faculty council and the university senate. All substantive revisions to the policy must be approved by the faculty council and the university senate, in addition to the other approvals required by the university policy process. Revisions that are clearly non-substantive and of a technical nature, such as typographical errors, changes in grammar, format, title of administrative and academic units and executives, and cross- references, can be approved solely by the university’s director of policy, the vice president responsible for the operation of the technology commercialization office, and the intellectual property, patents and copyrights committee.
- (1) Membership, duties, and organization of the intellectual property, patents and copyrights committee shall be in accordance with rule 3335-5-48.19 of the Administrative Code.
 - (2) The policy on intellectual property, patents, and copyrights shall include specific procedures for appeals to the intellectual property, patents and copyrights committee.
- (B) The board of trustees deems it in the best interest of the university, its faculty, staff, and students, and in the interest of the promotion of research and development to provide for participation by faculty, staff, and students in the proceeds from intellectual property conceived or developed by them as determined by the policy. The term “intellectual property” shall be defined in the policy.
- (C) The university recognizes that copyright protections are fundamental to the academic mission, and that traditional scholarly and artistic intellectual works created by faculty, staff, and students generally belong to those individual creators. There are, however, instances defined in the policy in which specific rights, titles, and/or interests in copyrightable works created by faculty, staff, and students may vest in whole or in part in the university or other entities. As such, the policy shall establish the ownership of all rights, titles, and interests for copyrightable works created by faculty, staff, and students. The technical meaning of “copyrightable works” shall be defined in the policy.
- (D) The policy shall be administered-implemented under the direction of the president of the university or his/her/their designees, as determined by the policy.

3335-5-48.7: Committee on academic misconduct

(A) Membership.

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

1. Thirty ~~Twenty-four~~ faculty, at least half of whom shall be tenure-track faculty. Faculty members are eligible for reappointment, but may not serve more than two consecutive terms.
2. Thirty ~~Twenty~~ students.
 - a. Fifteen ~~Ten~~ graduate students.
 - b. Fifteen ~~Ten~~ undergraduate students. The term of service shall begin with the summer term.
3. Two administrators.
 - a. The vice president of student life or designee, non-voting.
 - b. The ~~A-coordinator~~ director of the Office of the Committee on Academic Misconduct, appointed by the executive vice president and provost, who shall not participate in the decisions of the committee. The director may recommend student members for approval by the appointing body, as specified in 3335-5-46(B)(1).
4. Alternate members.

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

**ADOPTION OF CAMPUS FREE SPEECH POLICY
AND COMPLAINT INVESTIGATION, HEARING, AND RESOLUTION PROCESS**

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

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

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

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

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

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

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

NOW THEREFORE

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

Overview of Policy: Campus Free Speech

The Office of Academic Affairs (OAA) is recommending a **Campus Free Speech** policy. An interim policy on campus free speech was approved by the university's Board of Trustees in August 2022 pursuant to [Ohio Revised Code 3345.0215](#).

The proposed policy:

- Affirms the free speech principles set forth in [Ohio Revised Code 3345.0215](#), including that students have a fundamental constitutional right to free speech; the university is committed to maintaining a campus as marketplace of ideas for all students and faculty; all students are free to state their own views about and contest the views expressed on campus; and primary responsibility of faculty is to engage in an honest, courageous, and persistent effort to search out and communicate the truth that lies in the areas of their competence. (Policy Details I, pp. 1-2)
- Defines to whom the policy applies and who may file a complaint. (Policy Details II, p. 2)
- Affirms that nothing in the policy will be interpreted as preventing or prohibiting the university from imposing lawful measures that do not violate the First Amendment. (Policy Details III, p. 2)
- Affirms that the policy will not be construed to interfere with a faculty member's academic freedom or restrict or impair the university's obligations under federal law. (Policy Details IV, p. 2)
- Includes a statement prohibiting retaliation against individual(s) who file a complaint under the policy. (Policy Details VI, p. 3)
- Establishes a fair and equitable resolution process for when a student, student group, or faculty member submits a complaint about an alleged violation of the free speech policy by an employee. (Procedure I, p. 3)



Applies to: Students, faculty, staff

Responsible Office

Office of Academic Affairs

POLICY

Issued: 08/17/2022 (interim)
Revised: 05/30/2023

The Ohio State University’s [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, the university is steadfastly committed to protecting the First Amendment right to **free speech** and academic freedom on its **campus**, and to upholding the university’s academic motto—“Education for Citizenship.”

Purpose of the Policy

To affirm principles of campus free speech and communicate the process for submitting and addressing complaints alleging free speech violations in accordance with [Ohio Revised Code \(ORC\) 3345.0215](#).

Definitions

Term	Definition
Campus	All of the university’s physical campuses and in person, online, and study abroad programs and instruction.
Faculty	For purposes of this policy, any person, whether or not the person is compensated by the university, and regardless of political affiliation, who is tasked with providing scholarship, academic research, or teaching, including tenured and nontenured professors, adjunct professors, visiting professors, lecturers, graduate students, instructors, and those in comparable positions, however titled. Does not include persons whose primary responsibilities are administrative or managerial. See ORC 3345.0215.
Free speech	Speech, expression, or assemblies protected by the First Amendment to the United States Constitution or Article I, Sections 3 and 11 of the Ohio Constitution, verbal or written, including, but not limited to, all forms of peaceful assembly, protests, demonstrations, rallies, vigils, marches, public speaking, distribution of printed materials, carrying signs, displays, or circulating petitions. Does not include the promotion, sale, or distribution of any product or service. See ORC 3345.0211.
Student	Any person who is enrolled on a full-time or part-time basis at the university. See ORC 3345.0211.
Student group	An officially recognized group at the university, or a group seeking official recognition, comprised of admitted students that receive, or are seeking to receive, benefits through the university. See ORC 3345.0211.
University employees	Faculty, staff, graduate associates, and student employees who are acting or serving in their role as an employee.

Policy Details

- I. In accordance with ORC 3345.0215, the university affirms the following principles:
 - A. **Students** have a fundamental constitutional right to free speech.
 - B. The university is committed to giving students broad latitude to speak, write, listen, challenge, learn, and discuss any issue, subject to Policy Details III.
 - C. The university is committed to maintaining a campus as a marketplace of ideas for all students and all **faculty** in which the free exchange of ideas is not to be suppressed because the ideas put forth are thought by some or



Applies to: Students, faculty, staff

even by most members of the institution's community to be offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.

- D. The role of the university's individual students and faculty is to make judgments about ideas for themselves, and to act on those judgments not by seeking to suppress free speech, but by openly and vigorously contesting the ideas that they oppose.
 - E. The proper role of the university is not to attempt to shield individuals from free speech, including ideas and opinions they find offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.
 - F. The university greatly values civility and mutual respect. Nevertheless, concerns about civility and mutual respect may never be used as a justification for closing off the discussion of ideas, however offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed those ideas may be to some students or faculty.
 - G. All students and faculty are free to state their own views about and contest the views expressed on campus, and to state their own views about and contest speakers who are invited to express their views on the campus. Nevertheless, they may not substantially obstruct or otherwise substantially interfere with the freedom of others to express views they reject or even loathe. To this end, the university has a responsibility to promote a lively and fearless freedom of debate and deliberation and protect that freedom.
 - H. The university is committed to providing an atmosphere that is most conducive to speculation, experimentation, and creation by all students and all faculty, who will always remain free to inquire, study, evaluate, and gain new understanding.
 - I. The primary responsibility of faculty is to engage an honest, courageous, and persistent effort to search out and communicate the truth that lies in the areas of their competence.
- II. Only students, **student groups**, and faculty may submit complaints about alleged violations of this policy by **university employees** to the Office of University Compliance and Integrity at compliance-integrity@osu.edu or through the university's Anonymous Reporting Line at 866-294-9350 or ohio-state.ethicspoint.com.
- III. Nothing in this policy will be interpreted as preventing or prohibiting the university from imposing lawful measures that do not violate the First Amendment to the United States Constitution or Article I, Sections 3 and 11 of the Ohio Constitution, such as:
- A. Constitutional time, place, and manner restrictions;
 - B. Reasonable and viewpoint-neutral restrictions in nonpublic forums;
 - C. Restricting the use of university property to protect the free speech rights of students and faculty and preserve the use of the property for the advancement of the university's mission;
 - D. Prohibiting or limiting speech, expression, or assemblies that are not protected by the First Amendment to the United States Constitution or Article I, Sections 3 and 11 of the Ohio Constitution; and
 - E. Content restrictions on speech that are reasonably related to a legitimate pedagogical purpose, such as classroom rules and expectations.
- IV. Nothing in this policy will be construed to interfere with any faculty member's academic freedom under [Faculty Rule 3335-5-01](#) or will be interpreted as restricting or impairing the university's obligations under federal law including, but not limited to, Title IV of the Higher Education Act of 1965, Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act, Age Discrimination in Employment Act, and the Age Discrimination Act of 1975 as addressed through the [Non-Discrimination, Harassment, and Sexual Misconduct policy](#).
- V. Nothing in this policy will be construed to grant students the right to disrupt previously scheduled or reserved activities occurring in a traditional public forum. See [ORC 3345.0215](#).



Applies to: Students, faculty, staff

VI. The university encourages all students, student groups, and faculty to file complaints about alleged violations of this policy, including any violation which results in a penalty imposed on a student’s grade for an assignment or coursework that is unrelated to ordinary academic standards of substance and relevance, including any legitimate pedagogical concerns, and is instead based on the contents of student’s free speech. Anyone filing a complaint concerning a violation or suspected violation of this policy must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a policy violation. The university is committed to protecting individuals from interference with making a complaint under this policy and from retaliation for having made such a complaint.

PROCEDURE

Issued: 08/17/2022 (interim)

Revised: 05/30/2023

- I. The university will review and respond to all complaints alleging violations of this policy as set forth in the Campus Free Speech Policy Complaint Investigation, Hearing, and Resolution Process *[see proposed process attached below the policy]*.
- II. The university will report complaint information annually to Ohio’s chancellor of higher education in accordance with ORC 3345.0215.

Responsibilities

Position or Office	Responsibilities
University	<ol style="list-style-type: none"> 1. Review and respond to complaints alleging violations of this policy. 2. Report complaint information annually in accordance with Ohio law.

Resources

Frequently Asked Questions, *[link to be added]*

University Policies, policies.osu.edu

Non-Discrimination, Harassment, and Sexual Misconduct, go.osu.edu/non-discrimination-policy

Whistleblower, hr.osu.edu/wp-content/uploads/policy140.pdf

Governance Documents

Campus Free Speech, Ohio Revised Code 3345.0215, codes.ohio.gov/ohio-revised-code/section-3345.0215

Campus Free Speech Policy Complaint Investigation, Hearing, and Resolution Process, *[see attached below]*

Faculty Rule 3335-5-04, trustees.osu.edu/bylaws-and-rules/3335-5

Contacts

Subject	Office	Telephone	E-mail/URL
Policy questions	Office of Academic Affairs	614-292-5881	oaa.osu.edu
Policy violation complaints	University Compliance and Integrity	614-292-3251	Compliance-integrity@osu.edu Compliance.osu.edu
Legal issues	Office of Legal Affairs	614-292-0611	legal.osu.edu

History

Issued: 08/17/2022 Interim policy approved by BOT, 08/17/2022, Resolution #2023-16

Revised: 05/30/2023 Approved via university policy process and by BOT, 05/18/2023, Resolution #xx-xx

Campus Free Speech Policy Complaint Investigation, Hearing, and Resolution Process

Complaints

A student, student group, or faculty member of The Ohio State University, as defined in the Campus Free Speech policy [*link to be added*], may submit a complaint about an alleged violation by a university employee of the Campus Free Speech policy, which proscribes specific conduct related to freedom of speech, including any violation which results in a penalty imposed on a student's grade for an assignment or coursework that is unrelated to ordinary academic standards of substance and relevance, including any legitimate pedagogical concerns, and is instead based on the contents of student's free speech.

Allegations of violations of the Campus Free Speech policy will be considered under this process only if they are made by a university student, student group, or faculty member, as defined in the Campus Free Speech policy.

Complaints must be submitted to the Office of University Compliance and Integrity (OUCI) at: compliance-integrity@osu.edu or by using [EthicsPoint](#), which allows for anonymous reporting.

Intake and Investigation

After receiving a complaint that alleges a violation of the Campus Free Speech policy, OUCI will acknowledge it in writing. When a complaint is filed and to determine whether potential evidence of a violation may be identified, OUCI will initiate a preliminary assessment to determine if the complaint fits within the policy; has been filed by a student, student group, or faculty member; is sufficiently credible; and states specific facts to support it.

If OUCI determines that a complaint does not allege a violation that can be addressed under the Campus Free Speech policy, OUCI must give the complainant the opportunity to clarify the nature of the complaint. OUCI may dismiss such a complaint if it cannot be addressed under the Campus Free Speech policy. This determination does not prohibit referral of the complaint to another applicable university process or office if appropriate.

If OUCI determines that the complaint should proceed, then OUCI will initiate an investigation. An investigator may interview parties and witnesses and request additional information.

The investigator will draft a summary of evidence and include documentation as deemed relevant by the investigator. The investigator will share the summary of evidence with the complainant and respondent. The complainant and respondent may submit a response to the summary of evidence to the investigator within five business days.

All parties are to direct inquiries about the investigation process, timeline, and status to the investigator. Informal resolution will be considered when requested by all parties, if applicable, and approved by the investigator. The parties may request informal resolution after a complaint has been approved for investigation, but prior to the start of a hearing. Informal resolution is intended for parties who prefer to resolve complaints without an investigative/hearing process. Informal resolution is a voluntary process designed to eliminate prohibited conduct, prevent its recurrence, and remedy its effects. Participation in informal resolution does not require a finding of responsibility for any policy violation. Informal resolution focuses on restoring access to education/employment and educating parties on the impact of reported behavior to decrease the risk of reoccurrence.

Hearing

Once the investigation is complete, a hearing officer will be appointed based on the respondent's employment status. The executive vice president and provost or their designee will serve as the hearing officer for matters involving faculty, and the senior vice president for talent, culture and human resources or their designee will serve as the hearing officer for all other respondents.

Campus Free Speech Policy Complaint Investigation, Hearing, and Resolution Process

The hearing officer will conduct a fair and impartial hearing via video conference or in-person and will adjudicate the case within 60 days of OUCI receiving a complaint, absent extenuating circumstances.

Prior to the hearing, the hearing officer will review the summary of evidence and any responses. During the hearing, the hearing officer will summarize the evidence, and the complainant and respondent will be provided an opportunity to provide a statement. The complainant and respondent may be accompanied by an advisor, who may only provide counsel or support for the party but may not actively participate in the process.

The hearing officer will provide a final determination in writing to the complainant and respondent. A respondent will only be found in violation if a preponderance of evidence supports the allegations in the complaint. Determinations may not be appealed.

Resolutions and Sanctions

If the hearing officer determines the university's policy was violated, the hearing officer will facilitate a resolution to address the violation and prevent any further violation of the policy in accordance with applicable rules, policies, or collective bargaining agreements.

The hearing officer will determine if a violation may merit any disciplinary sanctions or other appropriate measures. Violations by a faculty member, as defined under Faculty Rule 3335-5-19, will be adjudicated through the process governed by Faculty Rule 3335-5-04. All other faculty, as defined under Ohio Revised Code Section 3345.0215, will be sanctioned by the executive vice president and provost or their designee in accordance with university policy. Any other university employee will be sanctioned by the senior vice president for talent, culture and human resources or their designee in accordance with university policy or collective bargaining agreements.

Retaliation

University policy, as well as federal and state law, prohibit retaliation against any person in connection with an investigation. More information about the university's prohibition against retaliation is available in the university's [Whistleblower policy](#). Concerns or questions about retaliation can be submitted to OUCI at: compliance-integrity@osu.edu or by using [EthicsPoint](#), which allows for anonymous reporting.

FACULTY PERSONNEL ACTIONS

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the February 15, 2022, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reappointments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Extensions

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

Name: KARLA ZADNIK
Title: Dean
College: Optometry
Term: July 1, 2024, through June 30, 2025

*New Hire

Appointments/Reappointments of Chairpersons

GREGORY CALDEIRA**, Chair, Department of Political Science, July 1, 2023, through June 30, 2025

ADAM CARBERRY*, Chair, Department of Engineering Education, August 1, 2023, through May 31, 2028

MATHEW COLEMAN, Chair, Department of Geography, July 1, 2023, through June 30, 2027

AMY DARRAGH, Director, School of Health and Rehabilitation Sciences, April 1, 2023, through March 30, 2028

JOSEPH GOODMAN**, Chair, Department of Marketing and Logistics, September 1, 2023, through August 14, 2027

TIM HAAB (extension), Chair, Department of Agricultural, Environmental, and Development Economics, July 1, 2023, through July 15, 2023

JOSEPH HARSH*, Director, Center for Life Sciences Education, July 1, 2023, through June 30, 2027

YANA HASHAMOVA, Interim Director, Advanced Computing Center for Arts and Design, July 1, 2023, through June 30, 2024

TIMOTHY JUDGE, Chair, Department of Management and Human Resources, August 15, 2023, through August 14, 2027

JEAN-FRANCOIS LAFONT (extension), Chair, Department of Mathematics, June 1, 2019, through June 30, 2023

STEVEN LOWER**, Director, School of Earth Sciences, July 1, 2023, through June 30, 2024

MICHAEL MILLS**, Chair, Department of Materials Science and Engineering, June 1, 2023, through May 31, 2027

BERNADETTE MINTON**, Chair, Department of Finance, September 1, 2023, through August 14, 2027

UMIT OZKAN**, Chair, Department of Chemical and Biomolecular Engineering, June 1, 2023, through May 31, 2027

PIERCE PAUL, Interim Chair, Department of Plant Pathology, February 20, 2023, through June 20, 2024, or until a new chair is named.

MYTHELI SREENIVAS, Chair, Department of Women's, Gender and Sexuality Studies, July 1, 2023, through June 30, 2027

CLAUDIA TURRO**, Chair, Department of Chemistry and Biochemistry, July 1, 2023, through June 30, 2027

HUANXING YANG, Chair, Department of Economics, July 1, 2023, through June 30, 2027

CYTHONIA YOUNG*, Chair, Department of African American and African Studies, July 1, 2023, through June 30, 2027

WEI ZHANG, Acting Chair, Department of Materials Science and Engineering, May 1, 2023, through January 15, 2024

**Reappointment

*New Hire

Faculty Professional Leaves

ADELEKE ADEEKO, Professor, Department of English, FPL for Spring 2024

CINDY ANDERSON, Professor, College of Nursing, FPL for Fall 2023

DAVID ANDERSON, Associate Professor, Department of Math, FPL for Spring 2024

SEAN ANTHONY, Professor, Department of Near Eastern and South Asian Languages and Literatures, FPL for Fall 2023

OSEI APPIAH, Professor, Department of Communication, FPL for Fall 2023

YARON AZRIELI, Professor, Department of Economics, FPL for Spring 2024

MICHAEL BETZ, Associate Professor, Department of Human Sciences, FPL for Fall 2023

KATHERINE BORLAND, Professor, Department of Comparative Studies, FPL for Spring 2024

NATASHA BOWEN, Professor, College of Social Work, FPL for Spring 2024

ERIC BRAATEN, Professor, Department of Physics, FPL for Fall 2023 and Spring 2024

NAOMI BRENNER, Associate Professor, Department of Near Eastern and South Asian Languages and Literatures, FPL for Fall 2023 and Spring 2024

CARMEL BUCKLEY, Professor, Department of Art, FPL for Fall 2023

RALF BUNDSCHUH, Professor, Department of Physics, FPL for Fall 2023

CYNTHIA BURACK, Professor, Department of Women's, Gender and Sexuality Studies, FPL for Fall 2023 and Spring 2024

SARAH BUTLER, Professor, Department of History, FPL for Spring 2024

REBEKAH CAMPOS-ASTORKIZA, Associate Professor, Department of Spanish and Portuguese, FPL for Spring 2024

RAYMOND CAO, Professor, Department of Mechanical and Aerospace Engineering, FPL for Spring 2024

EMMANOUIL CHATZAKIS, Associate Professor, Department of Food Science and Technology, FPL for Fall 2023 and Spring 2024

ZHENHUA CHEN, Associate Professor, Knowlton School of Architecture, FPL for Spring 2024

HANNA CHO, Associate Professor, Department of Mechanical and Aerospace Engineering, FPL for Fall 2023 and Spring 2024

HYUNYI CHO, Professor, Department of Communication, FPL for Fall 2023

BRYAN CHOI, Associate Professor, College of Law, FPL for Fall 2023 and Spring 2024

SAMUEL CLARK, Professor, Department of Sociology, FPL for Fall 2023 and Spring 2024

CYNTHIA CLOPPER, Professor, Department of Linguistics, FPL for Fall 2023 and Spring 2024

JEFFREY COHEN, Professor, Department of Anthropology, FPL for Fall 2023

IGNACIO CORONA, Associate Professor, Department of Spanish and Portuguese, FPL for Spring 2024

FRANK COULSON, Professor, Department of Classics, FPL for Spring 2024

ROGER CRAWFIS, Associate Professor, Department of Computer Science and Engineering, FPL for Fall 2023

MELISSA CURLEY, Associate Professor, Department of Comparative Studies, FPL for Fall 2023 and Spring 2024

KAREN DANNEMILLER, Associate Professor, Department of Civil, Environmental, and Geodetic Engineering, FPL for Fall 2023

JIM DAVIS, Professor, Department of Computer Science and Engineering, FPL for Fall 2023 and Spring 2024

THOMAS DAVIS, Associate Professor, Department of English, FPL for Spring 2024

NOAH DORMADY, Associate Professor, John Glenn College of Public Affairs, FPL for Fall 2023

KIRAN D'SOUZA, Associate Professor, Department of Mechanical and Aerospace Engineering, FPL for Spring 2024

NANCY ETTLINGER, Professor, Department of Geography, FPL for Fall 2023

KATHY FAGAN-GRANDINETTI, Professor, Department of English, FPL for Fall 2023

RICHARD FLETCHER, Associate Professor, Department of Arts Administration, Education and Policy, FPL for Fall 2023

EDWARD FOLEY, Professor, College of Law, FPL for Fall 2023 and Spring 2024

JARED GARDNER, Professor, Department of English, FPL for Spring 2024

CHRISTOPHER GELPI, Professor, Department of Political Science, FPL for Fall 2023

STEVEN GLASER, Professor, School of Music, FPL for Spring 2024

PHILIP GRANDINETTI, Professor, Department of Chemistry and Biochemistry, FPL for Fall 2023

BO GUAN, Professor, Department of Math, FPL for Fall 2023 and Spring 2024

MARC GUERRERO, Associate Professor, Department of Educational Studies, FPL for Spring 2024

PETER HAMMEL, Professor, Department of Physics, FPL for Fall 2023

SARAH HAYFORD, Professor, Department of Sociology, FPL for Fall 2023 and Spring 2024

JAY HOLLICK, Professor, Department of Molecular Genetics, FPL for Fall 2023 and Spring 2024

STEVEN HUEFNER, Professor, College of Law, FPL for Fall 2023

AYAZ HYDER, Associate Professor, College of Public Health, FPL for Fall 2023 and Spring 2024

LUDMILA ISURIN, Professor, Department of Slavic and East European Languages and Cultures, FPL for Spring 2024

SANJAY KRISHNA, Professor, Department of Electrical and Computer Engineering, FPL for Fall 2023

COMERT KURAL, Associate Professor, Department of Physics, FPL for Spring 2024

JESSE KWIEK, Professor, Department of Microbiology, FPL for Fall 2023

JEAN-FRANCOIS LAFONT, Professor, Department of Math, FPL for Spring 2024

GREGORY LAFYATIS, Associate Professor, Department of Physics, FPL for Spring 2024

EDEN LIN, Associate Professor, Department of Philosophy, FPL for Fall 2023

JENIFER LOCKE, Associate Professor, Department of Materials Science and Engineering, FPL for Spring 2024

LESLIE LOCKETT, Associate Professor, Department of English, FPL for Fall 2023 and Spring 2024

STEVEN MACEACHERN, Professor and Chair, Department of Statistics, FPL for Fall 2023

THOMAS MAGLIERY, Associate Professor, Department of Chemistry and Biochemistry, FPL for Fall 2023

REBEKAH MATHENY, Associate Professor, Department of Design, FPL for Spring 2024

MATTHEW MAYHEW, Professor, Department of Educational Studies, FPL for Spring 2024

KRISTIN MERCER, Professor, Department of Horticulture and Crop Science, FPL for Fall 2023

JACQUELYN MESHELEMIAN, Associate Professor, College of Social Work, FPL for Fall 2023

MICHAEL MILLS, Professor, Department of Materials Science and Engineering, FPL for Fall 2023

WILLIAM MINOZZI, Professor, Department of Political Science, FPL for Fall 2023 and Spring 2024

EMILY MOYER-GUSE, Associate Professor, Department of Communication, FPL for Spring 2024

SARAH NEVILLE, Associate Professor, Department of English, FPL for Spring 2024

HOI NGUYEN, Professor, Department of Math, FPL for Fall 2023 and Spring 2024

KATHY NORTHERN, Associate Professor, College of Law, FPL for Fall 2023

PEDRO PEREIRA, Associate Professor, Department of Spanish and Portuguese, FPL for Fall 2023

JAMES PHELAN, Professor, Department of English, FPL for Fall 2023

SHAYNE PIASTA, Professor, Department of Teaching and Learning, FPL for Spring 2024

BARBARA PIPERATA, Professor, Department of Anthropology, FPL for Fall 2023

STEVEN QUIRING, Professor, Department of Geography, FPL for Fall 2023 and Spring 2024

MOHIT RANDERIA, Professor, Department of Physics, FPL for Fall 2023 and Spring 2024

CHRISTOPHER REED, Associate Professor, Department of History, FPL for Spring 2024

ELIZABETH RENKER, Professor, Department of English, FPL for Fall 2023 and Spring 2024

PATRICK ROBLIN, Professor, Department of Electrical and Computer Engineering, FPL for Spring 2024

PAUL ROSE, Professor, College of Law, FPL for Fall 2023

RANDOLPH ROTH, Professor, Department of History, FPL for Spring 2024

TAMAR RUDAUSKY, Professor, Department of Philosophy, FPL for Spring 2024

MATTHEW SALTZMAN, Professor, School of Earth Sciences, FPL for Fall 2023

TIMOTHY SAN PEDRO, Associate Professor, Department of Teaching and Learning, FPL for Spring 2024

RANDALL SCHWELLER, Professor, Department of Political Science, FPL for Fall 2023

LISA SHABEL, Associate Professor, Department of Philosophy, FPL for Fall 2023

HILLARY SHULMAN, Associate Professor, Department of Communication, FPL for Spring 2024

C.K. SHUM, Professor, School of Earth Sciences, FPL for Fall 2023 and Spring 2024

SUZANNE SILVER, Associate Professor, Department of Art, FPL for Fall 2023 and Spring 2024

JENNIFER SINNOTT, Associate Professor, Department of Statistics, FPL for Fall 2023 and Spring 2024

CAROL SMIDTS, Professor, Department of Mechanical and Aerospace Engineering, FPL for Fall 2023 and Spring 2024

JENNIFER SUCHLAND, Associate Professor, Department of Women's, Gender and Sexuality Studies, FPL for Spring 2024

KYOUNG LEE SWEARINGEN, Associate Professor, Department of Design, FPL for Fall 2023

NANDINI TRIVEDI, Professor, Department of Physics, FPL for Fall 2023 and Spring 2024

LIZ VIVAS, Associate Professor, Department of Math, FPL for Fall 2023

JOEL WAINWRIGHT, Professor, Department of Geography, FPL for Fall 2023 and Spring 2024

JIN WANG, Professor, Department of Electrical and Computer Engineering, FPL for Fall 2023

YUNZHI WANG, Professor, Department of Materials Science and Engineering, FPL for Spring 2024

SHANNON WINNUBST, Professor and Chair, Department of Women's, Gender and Sexuality Studies, FPL for Fall 2023

YIYING WU, Professor, Department of Chemistry and Biochemistry, FPL for Fall 2023

CATHY XIA, Professor, Department of Industrial Systems Engineering, FPL for Fall 2023

SUSAN YOON, Associate Professor, College of Social Work, FPL for Fall 2023 and Spring 2024

ULISES ZEVALLOS-AGUILAR, Professor, Department of Spanish and Portuguese, FPL for Spring 2024

MEI ZHUANG, Professor, Department of Mechanical and Aerospace Engineering, FPL for Fall 2023 and Spring 2024

Faculty Professional Leave Changes/Cancellations

N/A

Emeritus Titles

JULIA ANDREWS, Department of History of Art, with the title of Professor-Emeritus, effective June 1, 2023

JOHN CASTERLINE, Department of Sociology, with the title of Professor-Emeritus, effective June 1, 2023

DOUGLAS DANFORTH, Department of Obstetrics and Gynecology, with the title of Professor-Emeritus, effective May 1, 2023

JEFFERY DICK, Department of Extension, with the title of Associate Professor-Emeritus, effective March 1, 2023

ROBERT FOX, Department of Speech and Hearing Sciences, with the title of Professor-Emeritus, effective July 1, 2023

AVNER FRIEDMAN, Department of Mathematics, with the title of Professor-Emeritus, effective August 15, 2023

GARY GRAHAM, Department of Extension, with the title of Associate Professor-Emeritus, effective July 1, 2023

STEVEN HARRISON, Department of Horticulture and Crop Science, with the title of Professor-Emeritus, effective September 1, 2022

LYNDA HARTEL, University Libraries, with the title of Associate Professor-Emeritus, effective July 1, 2023

CIRIYAM JAYAPRAKASH, Department of Physics, with the title of Professor-Emeritus, effective October 1, 2023

STANLEY LEMESHOW, College of Public Health, with the title of Professor-Emeritus, effective June 1, 2023

MARK LOUX, Department of Horticulture and Crop Science, with the title of Professor-Emeritus, effective October 1, 2022

ELIZABETH MARSCHALL, Department of Evolution, Ecology, and Organismal Biology, with the title of Professor-Emeritus, effective February 1, 2023

DANIELLE MARX-SCOURAS, Department of French and Italian, with the title of Professor-Emeritus, effective June 1, 2023

WALTER MYSIW, Department of Physical Medicine and Rehabilitation, with the title of Professor-Emeritus, effective April 1, 2023

MARI NODA, Department of East Asian Languages and Literatures, with the title of Professor-Emeritus, effective June 1, 2023

LARRY ANTHONY NYE, Department of Extension, with the title of Assistant Professor-Emeritus, effective February 1, 2023

STEWART SHAPIRO, Department of Philosophy, with the title of Professor-Emeritus, effective June 1, 2023

PETER SHIELDS, Department of Internal Medicine, with the title of Professor-Emeritus, effective July 1, 2023

MARTHA SIMS, Department of English, with the title of Associated Faculty-Emeritus, effective August 15, 2020

MARK SULC, Department of Horticulture and Crop Science, with the title of Professor-Emeritus, effective November 1, 2022

JEANINE THOMPSON, Department of Theatre, Film, and Media Arts, with the title of Professor-Emeritus, effective June 1, 2023

DANIEL VERDIER, Department of Political Science, with the title of Professor-Emeritus, effective June 1, 2023

HARRISON WEED, Department of Internal Medicine, with the title of Professor-Clinical Emeritus, effective July 1, 2023

CRAIG WILLIAMS, Department of Psychiatry and Behavioral Health, with the title of Associated Faculty-Emeritus, effective March 1, 2023

DONALD WINFORD, Department of Linguistics, with the title of Professor-Emeritus, effective June 1, 2023

2022/2023 Promotion, Tenure and Reappointment Results

COLLEGE OF THE ARTS AND SCIENCES

DIVISION OF ART AND HUMANITIES

PROMOTION TO PROFESSOR

Babel, Anna, Spanish and Portuguese, May 17, 2023
Elmore, Bartow, History, May 17, 2023
Fahey, Joseph, Theatre, Film, and Media Arts, Mansfield, May 17, 2023
Fox, Amanda, Theatre, Film, and Media Arts, May 17, 2023
Moss, Beverly, English, May 17, 2023
Sieber, Patricia, East Asian Languages and Literatures, May 17, 2023
Tanner, Heather, History, Mansfield, May 17, 2023
Thomas, Mary, Women's Gender and Sexuality Studies, May 17, 2023
Thrasher, John, Art, Mansfield, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Dugdale, Thomas, Theatre, Film, and Media Arts, May 17, 2023
Kim, Pil Ho, East Asian Languages and Literatures, May 17, 2023
Kletchka, Dana, Arts Administration, Education, and Policy, May 17, 2023
Osterloh, Gina, Art, May 17, 2023
Perkins, Crystal, Dance, May 17, 2023
Sellman, Johanna, Near Eastern and South Asian Languages and Cultures, May 17, 2023
Swearingen, Scott, Design, May 17, 2023

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

PROMOTION TO PROFESSOR

Costa, Jr., Ozeas, School of Earth Sciences, Mansfield, May 17, 2023
Kudryashov, Dmitri, Chemistry & Biochemistry, May 17, 2023
Sotomayor, Marcos, Chemistry & Biochemistry, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Adams, Rachele, Evolution, Ecology, and Organismal Biology, May 17, 2023
Bennett, Alison, Evolution, Ecology, and Organismal Biology, May 17, 2023
Calede, Jonathan, Evolution, Ecology, and Organismal Biology, Marion, May 17, 2023
Carter, Gerald, Evolution, Ecology, and Organismal Biology, May 17, 2023
Chrisman, Micah, Mathematics, Marion, May 17, 2023
Hood, James, Evolution, Ecology, and Organismal Biology, May 17, 2023
Huang, Jingyin, Mathematics, May 17, 2023
Paul, Subhadeep, Statistics, May 17, 2023
Sevov, Christo, Chemistry & Biochemistry, May 17, 2023
Sokolov, Alexander, Chemistry & Biochemistry, May 17, 2023
Wade, Casey, Chemistry & Biochemistry, May 17, 2023
Zhang, Shiyu, Chemistry & Biochemistry, May 17, 2023
Zhang, Yuan, Statistics, May 17, 2023

2022/2023 Promotion, Tenure and Reappointment Results

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

PROMOTION TO PROFESSOR

Golomb, Julie, Psychology, May 17, 2023
Jungers, Melissa, Psychology, Newark, May 17, 2023
Knoester, Christopher, Sociology, May 17, 2023
Kogan, Vladimir, Political Science, May 17, 2023
Leber, Andrew, Psychology, May 17, 2023
Melamed, David, Sociology, May 17, 2023
Okdie, Bradley, Psychology, Newark, May 17, 2023
Pierskalla, Jan, Political Science, May 17, 2023
Schmeer, Kammi, Sociology, May 17, 2023
Vuolo, Michael, Sociology, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Acs, Alex, Political Science, May 17, 2023
Bayer, Joseph, School of Communication, May 17, 2023
Bonus, James Alex, School of Communication, May 17, 2023
Kawa, Nicholas, Anthropology, May 17, 2023
Kirby, Elizabeth, Psychology, May 17, 2023
Saygin, Zeynep, Psychology, May 17, 2023

COLLEGE OF THE ARTS AND SCIENCES CLINICAL

PROMOTION TO PROFESSOR-CLINICAL

Whitelaw, Gail, Speech and Hearing Science, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Baxter, Jodi, Speech and Hearing Science, May 17, 2023

COLLEGE OF DENTISTRY

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Meyer, Beau, May 17, 2023

COLLEGE OF DENTISTRY CLINICAL

PROMOTION TO PROFESSOR-CLINICAL

Weiss, Gabriela, May 17, 2023

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Kennedy, Kelly, May 17, 2023, and August 15, 2024

2022/2023 Promotion, Tenure and Reappointment Results

REAPPOINTMENT

Arora, Nidhi, August 15, 2024
Chartier, Elizabeth, August 15, 2024
Hammersmith, Kimberly, August 15, 2024
Hsieh, Yuan-Lynn, August 15, 2024
Kumar, Ashok, August 15, 2024
Lee, Christopher, August 15, 2024
Messina, Denise, August 15, 2024
Morrison, Mark, August 15, 2024
Reyes-Perez, Elisandra, August 15, 2024
Wenzel, Mark, August 15, 2024
Wright, Bridget, August 15, 2024

COLLEGE OF EDUCATION AND HUMAN ECOLOGY

PROMOTION TO PROFESSOR

Graves, Scott, Educational Studies, May 17, 2023
Lin, Tzu-Jung, Educational Studies, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Kim, Minjung, Educational Studies, May 17, 2023
Kopec, Rachel, Human Sciences, May 17, 2023
Lower-Hoppe, Leeann, Human Sciences, May 17, 2023

COLLEGE OF EDUCATION AND HUMAN ECOLOGY

CLINICAL

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Pinkerton, Lisa, Teaching and Learning, May 17, 2023

REAPPOINTMENT

Fast, Danene, Teaching and Learning, August 15, 2024
Kennel, Julie, Human Sciences, August 15, 2024
Middleton, Tanya, Educational Studies, August 15, 2024

COLLEGE OF ENGINEERING

PROMOTION TO PROFESSOR

Allen, Theodore, Integrated Systems Engineering, May 17, 2023
Bond, Michael, Computer Science and Engineering, May 17, 2023
Kumar, Mrinal, Mechanical and Aerospace Engineering, May 17, 2023
Lavender, Steven, Integrated Systems Engineering, May 17, 2023
Martin, Julie, Engineering Education, May 17, 2023
Qin, Feng, Computer Science and Engineering, May 17, 2023

2022/2023 Promotion, Tenure and Reappointment Results

Shafieezadeh, Abdollah, Civil, Environmental, and Geodetic Engineering, May 17, 2023

Soghrati, Soheil, Mechanical and Aerospace Engineering, May 17, 2023

Sommerich, Carolyn, Integrated Systems Engineering, May 17, 2023

Weinberg, Seth, Biomedical Engineering, May 17, 2023

Zhang, Xinmiao, Electrical and Computer Engineering, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Bassily, Raef, Computer Science and Engineering, May 17, 2023

Carrel, Andre, Civil, Environmental, and Geodetic Engineering, May 17, 2023

Delaine, David, Engineering Education, May 17, 2023

Dringenberg, Emily, Engineering Education, May 17, 2023

Gupta, Abhishek, Electrical and Computer Engineering, May 17, 2023

Higuita-Castro, Natalia, Biomedical Engineering, May 17, 2023

Kim, Jung Hyun, Mechanical and Aerospace Engineering, May 17, 2023

Mirzaei, Golrokh, Computer Science and Engineering, Marion, May 17, 2023

Motoyama, Yasuyuki, Knowlton School of Architecture, May 17, 2023

Rayo, Michael, Integrated Systems Engineering, May 17, 2023

Reategui, Eduardo, Chemical and Biomolecular Engineering, May 17, 2023

Skardal, Aleksander, Biomedical Engineering, May 17, 2023

Swindle-Reilly, Katelyn, Biomedical Engineering, May 17, 2023

Usher, Kareem, Knowlton School of Architecture, May 17, 2023

Walter, Benjamin, Biomedical Engineering, May 17, 2023

Walter, Devina, Biomedical Engineering, May 17, 2023

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Wang, Dean, Mechanical and Aerospace Engineering, May 17, 2023

COLLEGE OF ENGINEERING CLINICAL

PROMOTION TO PROFESSOR-CLINICAL

Fiorentini, Lisa, Electrical and Computer Engineering, May 17, 2023

Metzler, Sandra, Mechanical and Aerospace Engineering, May 17, 2023

Whitfield, Clifford, Mechanical and Aerospace Engineering, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Abell, Annie, Mechanical and Aerospace Engineering, May 17, 2023

Leight, Jennifer, Biomedical Engineering, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Maxson, Andrew, Chemical and Biomolecular Engineering, May 17, 2023, and August 15, 2024

MAX M. FISHER COLLEGE OF BUSINESS

2022/2023 Promotion, Tenure and Reappointment Results

PROMOTION TO PROFESSOR

Esper, Terry, Marketing and Logistics, May 17, 2023

Hill, James, Operations and Business Analytics, May 17, 2023

Leiblein, Michael, Management and Human Resources, May 17, 2023

Wang, Xue, Accounting and Management Information Systems, May 17, 2023

Zach, Tzachi, Accounting and Management Information Systems, May 17, 2023

MAX M. FISHER COLLEGE OF BUSINESS CLINICAL

PROMOTION TO PROFESSOR-CLINICAL

Inks, Lawrence, Management and Human Resources, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Pirim, Birsal, Finance, May 17, 2023

REAPPOINTMENT

Pinteris, George, Finance, August 15, 2024

COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES

PROMOTION TO PROFESSOR

Bennett, Pamela, Extension, May 17, 2023

Gopalakrishnan, Sathya, Agricultural, Environmental, and Development Economics, May 17, 2023

Lindsey, Laura, Horticulture and Crop Science, May 17, 2023

Lower, Brian, School of Environment and Natural Resources, May 17, 2023

Lyon, Steven, School of Environment and Natural Resources, May 17, 2023

Raison, L. Brian, Extension, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Benitez Ponce, Maria Soledad, Plant Pathology, May 17, 2023

Cooperstone, Jessica, Horticulture and Crop Science, May 17, 2023

Demyan, M. Scott, School of Environment and Natural Resources, May 17, 2023

Fresnedo Ramirez, Jonathan, Horticulture and Crop Science, May 17, 2023

Jacobi, Sheila, Animal Sciences, May 17, 2023

Jacobs, Jonathan, Plant Pathology, May 17, 2023

Mastellar, Sara, Agricultural Technical Institute, May 17, 2023

Meuti Nicol, Megan, Entomology, May 17, 2023

COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES CLINICAL

2022/2023 Promotion, Tenure and Reappointment Results

PROMOTION TO PROFESSOR-CLINICAL

Parkman, Anna, Agricultural, Environmental and Development Economics, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Cressman, Michael, Animal Sciences, May 17, 2023, and August 15, 2024

Lewandowski, Monica, Plant Pathology, May 17, 2023, and August 15, 2024

COLLEGE OF LAW

PROMOTION TO PROFESSOR

Zettler, Patricia, May 17, 2023

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Beaton, Erynn, May 17, 2023

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR

Accornero, Federica, Physiology and Cell Biology, May 17, 2023

Backes, Carl, Pediatrics, May 17, 2023

Bartlett, Christopher, Pediatrics, May 17, 2023

Cebulla, Colleen, Ophthalmology and Visual Sciences, May 17, 2023

Chandler, Dawn, Pediatrics, May 17, 2023

Edwards, Jennifer, Pediatrics, May 17, 2023

Eiferman, Daniel, Surgery, May 17, 2023

Funderburg, Nicholas, School of Health and Rehabilitation Sciences, May 17, 2023

Heathcock, Jill, School of Health and Rehabilitation Sciences, May 17, 2023

Jacob, Naduparambil, Radiation Oncology, May 17, 2023

Khan, Mahmood, Emergency Medicine, May 17, 2023

Lee, Clara, Plastic and Reconstructive Surgery, May 17, 2023

Ma, Qin, Biomedical Informatics, May 17, 2023

Nimjee, Shahid, Neurological Surgery, May 17, 2023

Ning, Xia, Biomedical Informatics, May 17, 2023

Schmitt, Laura, School of Health and Rehabilitation Sciences, May 17, 2023

Seveau, Stephanie, Microbial Infection and Immunity, May 17, 2023

Stanford, Kristin, Physiology and Cell Biology, May 17, 2023

Stottmann, Rolf, Pediatrics, May 17, 2023

Wang, Ruoning, Pediatrics, May 17, 2023

Wen, Haitao, Microbial Infection and Immunity, May 17, 2023

White, Peter, Pediatrics, May 17, 2023

Yount, Jacob, Microbial Infection and Immunity, May 17, 2023

Zhou, Min, Neuroscience, May 17, 2023

2022/2023 Promotion, Tenure and Reappointment Results

PROMOTION TO PROFESSOR WITH TENURE

Brock, Guy, Biomedical Informatics, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Alinari, Lapo, Internal Medicine, May 17, 2023

Bansal, Shyam, Physiology and Cell Biology, May 17, 2023

Britt, Jr., Rodney, Pediatrics, May 17, 2023

Cloyd, Jordan, Surgery, May 17, 2023

Crerand, Canice, Pediatrics, May 17, 2023

Fareed, Naleef, Biomedical Informatics, May 17, 2023

Gur, Tamar, Psychiatry and Behavioral Health, May 17, 2023

Hand, Brittany, School of Health and Rehabilitation Sciences, May 17, 2023

He, Kai, Internal Medicine, May 17, 2023

Hoskinson, Kristen, Pediatrics, May 17, 2023

Joseph, Joshua, Internal Medicine, May 17, 2023

Miles, Wayne, Cancer Biology and Genetics, May 17, 2023

Mundy-Bosse, Bethany, Internal Medicine, May 17, 2023

Oghumu, Steve, Pathology, May 17, 2023

Presley, Carolyn, Internal Medicine, May 17, 2023

Ranganathan, Parvathi, Internal Medicine, May 17, 2023

Roberts, Ryan, Pediatrics, May 17, 2023

Sarkar, Anasuya, Internal Medicine, May 17, 2023

Shang, Ce, Internal Medicine, May 17, 2023

Sizemore, Gina, Radiation Oncology, May 17, 2023

Sizemore, Steven, Radiation Oncology, May 17, 2023

Sun, Nuo, Physiology and Cell Biology, May 17, 2023

Trask, Aaron, Pediatrics, May 17, 2023

Venere, Monica, Radiation Oncology, May 17, 2023

Wein, Nicolas, Pediatrics, May 17, 2023

Zhang, Ping, Biomedical Informatics, May 17, 2023

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Fu, Jidong, Physiology and Cell Biology, May 17, 2023

Muszynski, Jennifer, Pediatrics, May 17, 2023

Rajaram, Murugesan, Microbial Infection and Immunity, May 17, 2023

Smith, Sakima, Internal Medicine, May 17, 2023

COLLEGE OF MEDICINE CLINICAL

PROMOTION TO PROFESSOR-CLINICAL

Chao, Albert, Plastic and Reconstructive Surgery, May 17, 2023

Cua, Clifford, Pediatrics, May 17, 2023

deSilva, Brad, Otolaryngology-Head and Neck Surgery, May 17, 2023

DeSocio, Peter, Anesthesiology, May 17, 2023

Gure, Tanya, Internal Medicine, May 17, 2023

2022/2023 Promotion, Tenure and Reappointment Results

Holland-Hall, Cynthia, Pediatrics, May 17, 2023
Jain, Sonu, Plastic and Reconstructive Surgery, May 17, 2023
Maa, Tensing, Pediatrics, May 17, 2023
Manickam, Kandamurugu, Pediatrics, May 17, 2023
Matrka, Laura, Otolaryngology-Head and Neck Surgery, May 17, 2023
Nafiu, Olubukola, Anesthesiology, May 17, 2023
Schofield, Minka, Otolaryngology-Head and Neck Surgery, May 17, 2023
Thomas, Andrew, Internal Medicine, May 17, 2023
Tripathi, Ravi, Anesthesiology, May 17, 2023
Vasu, Sumithira, Internal Medicine, May 17, 2023

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Allain, Dawn, Internal Medicine, May 17, 2023, and July 1, 2024
Appling, Susan, School of Health and Rehabilitation Sciences, May 17, 2023, and July 1, 2024
Bazan, Jose, Internal Medicine, May 17, 2023, and July 1, 2024
Dillhoff, Mary, Surgery, May 17, 2023, and July 1, 2024
Fischer, Anastasia, Pediatrics, May 17, 2023, and July 1, 2024
Flores, Antolin, Anesthesiology, May 17, 2023, and July 1, 2024
Franco, Veronica, Internal Medicine, May 17, 2023, and July 1, 2024
Gustin, Jillian, Internal Medicine, May 17, 2023, and July 1, 2024
Haddad, Nabil, Internal Medicine, May 17, 2023, and July 1, 2024
Li, Zaibo, Pathology, May 17, 2023, and July 1, 2024
Lu, Lanchun, Radiation Oncology, May 17, 2023, and July 1, 2024
Luke, Whitney, Physical Medicine and Rehabilitation, May 17, 2023, and July 1, 2024
Monk III, J. Paul, Internal Medicine, May 17, 2023, and July 1, 2024
Noria, Sabrena, Surgery, May 17, 2023, and July 1, 2024
Patel, Hiren, Pediatrics, May 17, 2023, and July 1, 2024
Rankin, Demicha, Anesthesiology, May 17, 2023, and July 1, 2024
Rosko, Ashley, Internal Medicine, May 17, 2023, and July 1, 2024
Snyder, Dane, Pediatrics, May 17, 2023, and July 1, 2024
Vidaurre, Jorge, Pediatrics, May 17, 2023, and July 1, 2024
Wood, Richard, Surgery, May 17, 2023, and July 1, 2024
Yearsley, Martha, Pathology, May 17, 2023, and July 1, 2024

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Ahmad, Faraz, Family and Community Medicine, May 17, 2023, and July 1, 2024
Allen, Jennifer, Internal Medicine, May 17, 2023, and July 1, 2024
Balakrishna, Jayalakshmi, Pathology, May 17, 2023, and July 1, 2024
Baliga, Sujith, Radiation Oncology, May 17, 2023, and July 1, 2024
Boxley, Laura, Psychiatry and Behavioral Health, May 17, 2023, and July 1, 2024
Butnariu, Madalina, Internal Medicine, May 17, 2023, and July 1, 2024
Clark, Sharon, Internal Medicine, May 17, 2023, and July 1, 2024
Collins, Courtney, Surgery, May 17, 2023, and July 1, 2024
Davis, Melissa, Family and Community Medicine, May 17, 2023, and July 1, 2024
Dixon, Kamilah, Obstetrics and Gynecology, May 17, 2023, and July 1, 2024
Friedberg, Aaron, Internal Medicine, May 17, 2023, and July 1, 2024
Ganith, Rashmi, Internal Medicine, May 17, 2023, and July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Gold, Delia, Pediatrics, May 17, 2023, and, July 1, 2024
Heacock, Allison, Internal Medicine, May 17, 2023, and, July 1, 2024
Hickman, Lisa, Obstetrics and Gynecology, May 17, 2023, and, July 1, 2024
Hill, Bryan, Anesthesiology, May 17, 2023, and, July 1, 2024
Houle, James, Psychiatry and Behavioral Health, May 17, 2023, and, July 1, 2024
Kalmar, Eileen, Biomedical Education and Anatomy, May 17, 2023, and, July 1, 2024
Kemp, Erika, School of Health and Rehabilitation Sciences, May 17, 2023, and July 1, 2024
Kerlek, Anna, Psychiatry and Behavioral Health, May 17, 2023, and, July 1, 2024
Klamar, Karl, Physical Medicine and Rehabilitation, May 17, 2023, and, July 1, 2024
Lazarus, Sophie, Psychiatry and Behavioral Health, May 17, 2023, and, July 1, 2024
Li, Na, Internal Medicine, May 17, 2023, and, July 1, 2024
Mao, Shengyi, Internal Medicine, May 17, 2023, and, July 1, 2024
McConnell, Patrick, Surgery, May 17, 2023, and, July 1, 2024
Mostafavifar, Mehran, Internal Medicine, May 17, 2023, and, July 1, 2024
Okabe, Toshimasa, Internal Medicine, May 17, 2023, and, July 1, 2024
Oostra, Tyler, Ophthalmology and Visual Sciences, May 17, 2023, and, July 1, 2024
Pearlman, Rachel, Internal Medicine, May 17, 2023, and, July 1, 2024
Pollack, Brandon, Internal Medicine, May 17, 2023, and, July 1, 2024
Quinn, Melissa, Biomedical Education and Anatomy, May 17, 2023, and, July 1, 2024
Rakowsky, Alexander, Pediatrics, May 17, 2023, and, July 1, 2024
Rood, Kara, Obstetrics and Gynecology, May 17, 2023, and, July 1, 2024
Rossetti, Allison, Internal Medicine, May 17, 2023, and, July 1, 2024
Scott, Erin, Internal Medicine, May 17, 2023, and, July 1, 2024
Seim, Nolan, Otolaryngology-Head and Neck Surgery, May 17, 2023, and, July 1, 2024
Shenoy, Archana, Pathology, May 17, 2023, and, July 1, 2024
Stevens, Erin, Internal Medicine, May 17, 2023, and, July 1, 2024
Suttle, Markita, Pediatrics, May 17, 2023, and, July 1, 2024
Tinoco, Gabriel, Internal Medicine, May 17, 2023, and, July 1, 2024
Tong, Matthew, Internal Medicine, May 17, 2023, and, July 1, 2024
Twanow, Jaime, Pediatrics, May 17, 2023, and, July 1, 2024
VanKoevering, Kyle, Otolaryngology-Head and Neck Surgery, May 17, 2023, and, July 1, 2024
Waterman, Brittany, Internal Medicine, May 17, 2023, and, July 1, 2024

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Afzal, Muhammad, Internal Medicine, May 17, 2023
Agne, Julia, Internal Medicine, May 17, 2023
Balasubramanian, Gokulakrishnan, Internal Medicine, May 17, 2023
Beck, Kristen, Pediatrics, May 17, 2023
Beltran, Ralph, Anesthesiology, May 17, 2023
Bester, Stefanie, Pediatrics, May 17, 2023
Bignall, Orville Newton-Ray, Pediatrics, May 17, 2023
Bischof, Jason, Emergency Medicine, May 17, 2023
Bjorklund, Kim, Plastic and Reconstructive Surgery, May 17, 2023
Boubes, Khaled, Internal Medicine, May 17, 2023
Brundrett, Megan, Pediatrics, May 17, 2023
Ediger, Tracy, Pediatrics, May 17, 2023
El Boghdady, Zeinab, Internal Medicine, May 17, 2023
Findlen, Ursula, Otolaryngology-Head and Neck Surgery, May 17, 2023

2022/2023 Promotion, Tenure and Reappointment Results

Folefac, Edmund, Internal Medicine, May 17, 2023
Griffith, Brandy, Radiology, May 17, 2023
Haamid, Fareeda, Pediatrics, May 17, 2023
Hamilton, III, Charles, Anesthesiology, May 17, 2023
Hart, Stephen, Pediatrics, May 17, 2023
Hritz, Christopher, Internal Medicine, May 17, 2023
Jin, Ning, Internal Medicine, May 17, 2023
Koterba, Christine, Pediatrics, May 17, 2023
Kryszak, Elizabeth, Pediatrics, May 17, 2023
Lawrence, Alec, Anesthesiology, May 17, 2023
Lewis, Kristen, Internal Medicine, May 17, 2023
Lockwood, Bethany, Internal Medicine, May 17, 2023
Lutmer, Jeffrey, Pediatrics, May 17, 2023
Mackinaw-Koons, Barbara, Pediatrics, May 17, 2023
Matcheswalla, Shabbir, Internal Medicine, May 17, 2023
McKnight, Erin, Pediatrics, May 17, 2023
Meyers, Lori, Anesthesiology, May 17, 2023
Mikhail, Irene, Pediatrics, May 17, 2023
Moharir, Alok, Anesthesiology, May 17, 2023
Mytinger, John, Pediatrics, May 17, 2023
Patrick, Michael, Pediatrics, May 17, 2023
Pootrakul, Llana, Dermatology, May 17, 2023
Purcell, Michael, Emergency Medicine, May 17, 2023
Richards, Rebekah, Emergency Medicine, May 17, 2023
Rose, Sean, Pediatrics, May 17, 2023
San Miguel, Christopher, Emergency Medicine, May 17, 2023
Schlegel, Amy, Pediatrics, May 17, 2023
Seabrook, Ruth, Pediatrics, May 17, 2023
Shah, Nilay, Pediatrics, May 17, 2023
Shipp, Desmond, Dermatology, May 17, 2023
Skaug, Melissa, Pediatrics, May 17, 2023
Speeckaert, Amy, Orthopaedics, May 17, 2023
Tornero-Bold, Melissa, Anesthesiology, May 17, 2023
Uhl, Bethany, Pediatrics, May 17, 2023
Villella, Anthony, Pediatrics, May 17, 2023
Walton, Jennifer, Pediatrics, May 17, 2023
Weaver, Tristan, Anesthesiology, May 17, 2023
Wojnaroski, Mary, Pediatrics, May 17, 2023

REAPPOINTMENT

Aalberg, Joshua, Radiology, July 1, 2024
Aase, Darrin, Psychiatry and Behavioral Health, July 1, 2024
Abraham, Neethu, Internal Medicine, July 1, 2024
Abraham, Roshini, Pathology, July 1, 2024
Abrams, Mary Ann, Pediatrics, July 1, 2024
Abshier-Ware, Courtney, Obstetrics and Gynecology, July 1, 2024
Adeli, Amir, Neurology, July 1, 2024
Aeilts, Amber, Internal Medicine, July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Agnese, Doreen, Surgery, July 1, 2024
Ajam, Amna, Radiology, July 1, 2024
Akasaka, Kento, Psychiatry and Behavioral Health, July 1, 2024
Albrechta, Steven, Family and Community Medicine, July 1, 2024
Aldiab, Muna, Internal Medicine, July 1, 2024
Alzaeim, Nabil, Internal Medicine, July 1, 2024
Andoh, Adjoa, Pediatrics, July 1, 2024
Aquino, Anthony, Radiology, July 1, 2024
Arnold, Brandon, Pediatrics, July 1, 2024
Ashfaq, Naveed, Internal Medicine, July 1, 2024
Attar, Talal, Internal Medicine, July 1, 2024
Atway, Said, Orthopaedics, July 1, 2024
Avenarius, Matthew, Pathology, July 1, 2024
Ayad, Onsy, Pediatrics, July 1, 2024
Baker, Cindy, Internal Medicine, July 1, 2024
Banas, Dave, Family and Community Medicine, July 1, 2024
Barron, Kimberly, Orthopaedics, July 1, 2024
Barterian, Justin, Psychiatry and Behavioral Health, July 1, 2024
Bartholomew, Deborah, Obstetrics and Gynecology, July 1, 2024
Bartholomew, Dennis, Pediatrics, July 1, 2024
Bartman, Veronique, Family and Community Medicine, July 1, 2024
Batchos, Elisabeth, Physical Medicine and Rehabilitation, July 1, 2024
Baun, Robert, Pediatrics, July 1, 2024
Beatty, Christopher, Pediatrics, July 1, 2024
Beaulieu, Cynthia, Physical Medicine and Rehabilitation, July 1, 2024
Behrooz, Anooosheh, Family and Community Medicine, July 1, 2024
Behzadi, Jennifer, Internal Medicine, July 1, 2024
Bell, Erica, Neurology, July 1, 2024
Benson, Don, Internal Medicine, July 1, 2024
Berner, Robin, Family and Community Medicine, July 1, 2024
Beyer, Sasha, Radiation Oncology, July 1, 2024
Bhatt, Meera, Internal Medicine, July 1, 2024
Bigelow, Ameer, Pediatrics, July 1, 2024
Blakaj, Dukagjin, Radiation Oncology, July 1, 2024
Bobulsky, Gregory, Internal Medicine, July 1, 2024
Bond, David, Internal Medicine, July 1, 2024
Borchers, James , Family and Community Medicine, July 1, 2024
Boudoulas, Konstantinos, Internal Medicine, July 1, 2024
Boulter, Daniel, Radiology, July 1, 2024
Bowden, Sasi, Pediatrics, July 1, 2024
Bozinovski, John, Surgery, July 1, 2024
Brammer, Jonathan, Internal Medicine, July 1, 2024
Braswell, Erica, Pediatrics, July 1, 2024
Breckenridge, Mary, Internal Medicine, July 1, 2024
Brethauer, Stacy, Surgery, July 1, 2024
Brock, Pamela, Internal Medicine, July 1, 2024
Brown, Maria, Pediatrics, July 1, 2024
Brownlowe, Katherine, Psychiatry and Behavioral Health, July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Brownstein, Jeremy, Radiation Oncology, July 1, 2024
Buoni, William, Family and Community Medicine, July 1, 2024
Buschur, Elizabeth, Internal Medicine, July 1, 2024
Cacioppo, Carrie, Pediatrics, July 1, 2024
Cackovic, Michael, Obstetrics and Gynecology, July 1, 2024
Carpenter, Kristen, Psychiatry and Behavioral Health, July 1, 2024
Carter, Jennifer, Psychiatry and Behavioral Health, July 1, 2024
Castellano, David, Ophthalmology and Visual Sciences, July 1, 2024
Catignani, Karen, Internal Medicine, July 1, 2024
Chandawarkar, Aarti, Pediatrics, July 1, 2024
Chase, Dustin, Internal Medicine, July 1, 2024
Chaudhari, Monika, Pediatrics, July 1, 2024
Chonko, Douglas, Orthopaedics, July 1, 2024
Christian, Whitney, Family and Community Medicine, July 1, 2024
Chung, Melissa, Pediatrics, July 1, 2024
Clark, Cullen, Pediatrics, July 1, 2024
Coe, Megan, Pediatrics, July 1, 2024
Colburn, Nora, Internal Medicine, July 1, 2024
Cook, AJ, Internal Medicine, July 1, 2024
Cooper, Julia, Internal Medicine, July 1, 2024
Cooper, Avraham, Internal Medicine, July 1, 2024
Copenheaver, Duane, Pediatrics, July 1, 2024
Corrigan, Kelly, Radiology, July 1, 2024
Cosgrove, Tara, Pediatrics, July 1, 2024
Crescenze, Irene, Urology, July 1, 2024
Crichton, Kristin, Pediatrics, July 1, 2024
Cuff, Steven, Pediatrics, July 1, 2024
Cunningham, Lisa, Surgery, July 1, 2024
Dalm, Brian, Neurological Surgery, July 1, 2024
Daniels, Curt, Internal Medicine, July 1, 2024
Dardani, Marcella, Radiology, July 1, 2024
Dason, Shawn, Urology, July 1, 2024
Dawson, Erica, Neurology, July 1, 2024
Day, Shandra, Internal Medicine, July 1, 2024
Dean, Steven, Internal Medicine, July 1, 2024
Decker, Emily, Pediatrics, July 1, 2024
Denny, Sarah, Pediatrics, July 1, 2024
Diaz, Daniel, Internal Medicine, July 1, 2024
DiLorenzo, Carlo, Pediatrics, July 1, 2024
Dimitrova, Galina, Anesthesiology, July 1, 2024
Dixon, Phillip, Emergency Medicine, July 1, 2024
Dodson, Ed, Otolaryngology-Head and Neck Surgery, July 1, 2024
Donnally, Michael, Internal Medicine, July 1, 2024
Doraiswamy, Vignesh, Internal Medicine, July 1, 2024
Dryden, Jefferson, Anesthesiology, July 1, 2024
Dulmage, Brittany, Dermatology, July 1, 2024
Dunn, Amy, Pediatrics, July 1, 2024
Dunn, Michael, Pediatrics, July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Ehrman, Sarah, Internal Medicine, July 1, 2024
Erdem, Guliz, Pediatrics, July 1, 2024
Esakky, Rajalakshmi, Internal Medicine, July 1, 2024
Estrada, Maria, Pediatrics, July 1, 2024
Evans, Joshua, Ophthalmology and Visual Sciences, July 1, 2024
Farris, Adam, Anesthesiology, July 1, 2024
Fernandes, Ashley, Pediatrics, July 1, 2024
Ford, Carla, Ophthalmology and Visual Sciences, July 1, 2024
Fu, Chelsea, Family and Community Medicine, July 1, 2024
Gebhard, Robyn, Radiology, July 1, 2024
Gilchrist, Richard, Psychiatry and Behavioral Health, July 1, 2024
Giles, Mariann, Family and Community Medicine, July 1, 2024
Glassman, Andrew, Orthopaedics, July 1, 2024
Gleeson, Sean, Pediatrics, July 1, 2024
Goldberg, Jaron, Emergency Medicine, July 1, 2024
Grandominico-Bradford, Jodi, Internal Medicine, July 1, 2024
Grannon, Kelly, Internal Medicine, July 1, 2024
Gray, Anthea, Physical Medicine and Rehabilitation, July 1, 2024
Grever, Gail, Internal Medicine, July 1, 2024
Groner, Judith, Pediatrics, July 1, 2024
Guirgis, Hossam, Psychiatry and Behavioral Health, July 1, 2024
Gundroo, Aijaz, Internal Medicine, July 1, 2024
Gupta, Nilendu, Radiation Oncology, July 1, 2024
Haffner, Darrah, Pediatrics, July 1, 2024
Haglund, Karl, Radiation Oncology, July 1, 2024
Haisley, Kelly, Surgery, July 1, 2024
Halaweish, Ihab, Surgery, July 1, 2024
Hamilton, Phillip, Internal Medicine, July 1, 2024
Harfi, Thura, Internal Medicine, July 1, 2024
Hart, Phil, Internal Medicine, July 1, 2024
Harty, Roger, Internal Medicine, July 1, 2024
Hauersperger, Karla, Pediatrics, July 1, 2024
Haurani, Mounir, Surgery, July 1, 2024
Hawley, Jeffrey, Radiology, July 1, 2024
Hendershot, Cathleen, Radiology, July 1, 2024
Hendricks, Justin, Psychiatry and Behavioral Health, July 1, 2024
Herman, Derrick, Internal Medicine, July 1, 2024
Hersey, Stephen, Pediatrics, July 1, 2024
Hickey, Scott, Pediatrics, July 1, 2024
Hoffman, Jeff, Pediatrics, July 1, 2024
Hoisington-Stabile, Amy, Psychiatry and Behavioral Health, July 1, 2024
Holfinger, Steven, Internal Medicine, July 1, 2024
Hollingshead, Nicole, Psychiatry and Behavioral Health, July 1, 2024
Horseman, Casia, Psychiatry and Behavioral Health, July 1, 2024
Hu, Ling, Anesthesiology, July 1, 2024
Hughes, Daralee, Emergency Medicine, July 1, 2024
Humphrey, Daniela, Pediatrics, July 1, 2024
Ing, Steven, Internal Medicine, July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Jackson, Jason, Pediatrics, July 1, 2024
Jagowski, Samantha, Internal Medicine, July 1, 2024
Jammu, Balpreet, Family and Community Medicine, July 1, 2024
Jarjour, Wael, Internal Medicine, July 1, 2024
Jonaus, Sarah, Internal Medicine, July 1, 2024
Jones, Chris, Pediatrics, July 1, 2024
Jordan, Shelby, Pediatrics, July 1, 2024
Jungwirth, Greg, Family and Community Medicine, July 1, 2024
Kaffenberger, Jessica, Dermatology, July 1, 2024
Kageorge, David, Family and Community Medicine, July 1, 2024
Kahwash, Rami, Internal Medicine, July 1, 2024
Kalbfleisch, Steven, Internal Medicine, July 1, 2024
Kalnin, Andrew, Radiology, July 1, 2024
Kamp, Anna, Pediatrics, July 1, 2024
Karcic, Arsad, Internal Medicine, July 1, 2024
Kauffman, Emily, Emergency Medicine, July 1, 2024
Kegelmeyer, Deborah, School of Health and Rehabilitation Sciences, July 1, 2024
Kenney, James, Internal Medicine, July 1, 2024
Kerger, Amy, Radiology, July 1, 2024
Kerlin, Bryce, Pediatrics, July 1, 2024
Khan, Kashif, Internal Medicine, July 1, 2024
Khan, Nadeem, Pediatrics, July 1, 2024
Kielt, Julie, Internal Medicine, July 1, 2024
Kielt, Matthew, Pediatrics, July 1, 2024
Kim, Daniel, Physical Medicine and Rehabilitation, July 1, 2024
Kittai, Adam, Internal Medicine, July 1, 2024
Kman, Nicholas, Emergency Medicine, July 1, 2024
Kopanczyk, Rafal, Anesthesiology, July 1, 2024
Kopechek, Jack, Pediatrics, July 1, 2024
Kornder, Nicole, Family and Community Medicine, July 1, 2024
Kotha, Kavitha, Pediatrics, July 1, 2024
Kovalcik, Jason, Pediatrics, July 1, 2024
Krishna, Rajeev, Psychiatry and Behavioral Health, July 1, 2024
Krishna, Nidhi, Radiology, July 1, 2024
Kumar Gulati, Deepak, Neurology, July 1, 2024
Kumthekar, Rohan, Pediatrics, July 1, 2024
Kunar, Jillian, Pediatrics, July 1, 2024
Kuzma, Mary Kay, Pediatrics, July 1, 2024
Lacy, Sara, Family and Community Medicine, July 1, 2024
Lakhani, Sushil, Neurology, July 1, 2024
Lamb, Maggie, Pediatrics, July 1, 2024
Lastinger, Lauren, Internal Medicine, July 1, 2024
Lawlor, Jim, Internal Medicine, July 1, 2024
Lee, Anthony, Pediatrics, July 1, 2024
Lee, James, Neurology, July 1, 2024
Lee, Jennifer, Pediatrics, July 1, 2024
Lee, Marc, Pediatrics, July 1, 2024
Lee, Vivien, Neurology, July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Lehman, Kristina, Internal Medicine, July 1, 2024
Leisring, Joshua, Internal Medicine, July 1, 2024
Lemanek, Kathleen, Pediatrics, July 1, 2024
Lenobel, Scott, Radiology, July 1, 2024
Lester, Jesse, Anesthesiology, July 1, 2024
Levine, Edward, Internal Medicine, July 1, 2024
Levine, Rachael, Pediatrics, July 1, 2024
Li, Shirley, Pathology, July 1, 2024
Li, Susan, Internal Medicine, July 1, 2024
Lin, Judith, Internal Medicine, July 1, 2024
Lind, Meredith, Otolaryngology-Head and Neck Surgery, July 1, 2024
Lipari, Adele, Radiology, July 1, 2024
Lipps, Ashley, Internal Medicine, July 1, 2024
Liu, Gil, Pediatrics, July 1, 2024
Logan, Drew, Internal Medicine, July 1, 2024
Long, Risa, Family and Community Medicine, July 1, 2024
Long, William, Pediatrics, July 1, 2024
Lozanski, Yu-Ting, Family and Community Medicine, July 1, 2024
Lucas, Elizabeth, Pediatrics, July 1, 2024
Luttrull, Michael, Radiology, July 1, 2024
Lysandrou, Plato, Anesthesiology, July 1, 2024
MacDonald, Jen, Pediatrics, July 1, 2024
MacKinlay, Alison, Family and Community Medicine, July 1, 2024
Maddocks, Kami, Internal Medicine, July 1, 2024
Mah, May, Pediatrics, July 1, 2024
Makary, Mina, Radiology, July 1, 2024
Malalur, Pannaga, Internal Medicine, July 1, 2024
Mangray, Shamlal, Pathology, July 1, 2024
Martens, Kris, Neuroscience, July 1, 2024
Marzec, Sarah, Pediatrics, July 1, 2024
Mason, Janet, Family and Community Medicine, July 1, 2024
Masum, Rukya, Radiology, July 1, 2024
Mazzaferri, Ernest, Internal Medicine, July 1, 2024
McCallister, Jennifer, Internal Medicine, July 1, 2024
McCutcheon, Samar, Psychiatry and Behavioral Health, July 1, 2024
McEntyre, Wanda, Physical Medicine and Rehabilitation, July 1, 2024
McGinty, Heather, Psychiatry and Behavioral Health, July 1, 2024
McGuirk, Rachael, Family and Community Medicine, July 1, 2024
McGwire, Gerd, Pediatrics, July 1, 2024
McLaughlin, Douglas, Pediatrics, July 1, 2024
Miller, Cecelia, Pathology, July 1, 2024
Miller, Timothy, Orthopaedics, July 1, 2024
Mindel, Jesse, Neurology, July 1, 2024
Misquitta, Douglas, Psychiatry and Behavioral Health, July 1, 2024
Mohamed, Tahagod, Pediatrics, July 1, 2024
Moreno, Jose, Psychiatry and Behavioral Health, July 1, 2024
Mosley, Claudia, Biomedical Education and Anatomy, July 1, 2024
Mustillo, Peter, Pediatrics, July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Nagar, Arpit, Radiology, July 1, 2024
Nahata, Leena, Pediatrics, July 1, 2024
Nair, Shalina, Family and Community Medicine, July 1, 2024
Najjar, Mohammed, Pediatrics, July 1, 2024
Narayanan, Anita, Pediatrics, July 1, 2024
Nash, Patricia, Pediatrics, July 1, 2024
Natwa, Mona, Radiology, July 1, 2024
Needleman, Lawrence, Psychiatry and Behavioral Health, July 1, 2024
Nelin, Mary Ann, Pediatrics, July 1, 2024
Newmeyer, Amy, Pediatrics, July 1, 2024
Niedermier, Julie, Psychiatry and Behavioral Health, July 1, 2024
Nolan, Larry, Family and Community Medicine, July 1, 2024
Noon, Kristen, Anesthesiology, July 1, 2024
Obarski, Timothy, Internal Medicine, July 1, 2024
Obole, Eshetu, Internal Medicine, July 1, 2024
O'Brien, Nicole, Pediatrics, July 1, 2024
Obrynba, Kathryn, Pediatrics, July 1, 2024
O'Dorisio, Nathan, Internal Medicine, July 1, 2024
Ong, Shirley, Neurology, July 1, 2024
Oppong, Bridget, Surgery, July 1, 2024
Orion, Kristine, Surgery, July 1, 2024
Ortiz Cruzado, Ernesto, Psychiatry and Behavioral Health, July 1, 2024
Oyortey, Michele, Pediatrics, July 1, 2024
Painter, Alana, Pediatrics, July 1, 2024
Palmer, Joshua, Radiation Oncology, July 1, 2024
Palmer, Sandra, Family and Community Medicine, July 1, 2024
Pancholi, Preeti, Pathology, July 1, 2024
Pannu, Navraj, Family and Community Medicine, July 1, 2024
Pannu, Sonal, Internal Medicine, July 1, 2024
Patel, Alpa, Pediatrics, July 1, 2024
Patel, Mitva, Radiology, July 1, 2024
Paul, Jisna, Internal Medicine, July 1, 2024
Payne, Jason, Radiology, July 1, 2024
Pearson, Gregory, Plastic and Reconstructive Surgery, July 1, 2024
Petri-Pickstone, Benita, Family and Community Medicine, July 1, 2024
Pineda, Pedro, Anesthesiology, July 1, 2024
Pommering, Thomas, Pediatrics, July 1, 2024
Pona, Ashleigh, Psychiatry and Behavioral Health, July 1, 2024
Pongonis, Raymond, Family and Community Medicine, July 1, 2024
Price, Jonathan, Pediatrics, July 1, 2024
Quach, Stephanie, Pediatrics, July 1, 2024
Quick, Allison, Radiation Oncology, July 1, 2024
Rai, Deepak, Internal Medicine, July 1, 2024
Rao, Sheela, Pediatrics, July 1, 2024
Ravindran, Reno, Pediatrics, July 1, 2024
Redman, Chuck, Internal Medicine, July 1, 2024
Rempala, Helena, Psychiatry and Behavioral Health, July 1, 2024
Reneau, John, Internal Medicine, July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Rikabi, Ali, Radiology, July 1, 2024
Rinehart-Thompson, Laurie, School of Health and Rehabilitation Sciences, July 1, 2024
Robinson, Peter, Neurology, July 1, 2024
Rodenberg, Richard, Pediatrics, July 1, 2024
Rogers, Alan, Radiology, July 1, 2024
Rosenheck, Justin, Internal Medicine, July 1, 2024
Safdar, Adnan, Neurology, July 1, 2024
Saha, Heather, Internal Medicine, July 1, 2024
Salloum, Ralph, Pediatrics, July 1, 2024
Sardesai, Sagar, Internal Medicine, July 1, 2024
Sarwar, Sajed, Internal Medicine, July 1, 2024
Sawalha, Yazeed, Internal Medicine, July 1, 2024
Scherzer, Daniel, Pediatrics, July 1, 2024
Scherzer, Rebecca, Pediatrics, July 1, 2024
Schmerler, Betsy, Pediatrics, July 1, 2024
Schmucker, Ryan, Plastic and Reconstructive Surgery, July 1, 2024
Schord, Jeffrey, Family and Community Medicine, July 1, 2024
Schord, Shauna, Pediatrics, July 1, 2024
Schumacher, Eric, Internal Medicine, July 1, 2024
Senter-Jamieson, Leigha, Internal Medicine, July 1, 2024
Shah, Zarine, Radiology, July 1, 2024
Shanker, Kirti, Family and Community Medicine, July 1, 2024
Shellhaas, Cynthia, Obstetrics and Gynecology, July 1, 2024
Shirilla, Nicole, Biomedical Education and Anatomy, July 1, 2024
Sikic-Klisovic, Eleonora, Psychiatry and Behavioral Health, July 1, 2024
Singh, Hark, Family and Community Medicine, July 1, 2024
Singh, Priya, Internal Medicine, July 1, 2024
Skeans, Jake, Internal Medicine, July 1, 2024
Slone, Hasel, Radiology, July 1, 2024
Soghomonyan, Suren, Anesthesiology, July 1, 2024
Spetie, Lacramioara, Psychiatry and Behavioral Health, July 1, 2024
Stanich, Peter, Internal Medicine, July 1, 2024
Stauber, Michael, Psychiatry and Behavioral Health, July 1, 2024
Stearns, Walter, Psychiatry and Behavioral Health, July 1, 2024
Stenger, Michael, Pediatrics, July 1, 2024
Stevenson Perrin, Shannon, Internal Medicine, July 1, 2024
Stieglitz, Heather, Pathology, July 1, 2024
Strafford, Katherine, Obstetrics and Gynecology, July 1, 2024
Suelves Cogollos, Ana, Ophthalmology and Visual Sciences, July 1, 2024
Sugrue, Katy, Pediatrics, July 1, 2024
Taj-Schaal, Nazhi, Internal Medicine, July 1, 2024
Tang, Bingfeng, Radiology, July 1, 2024
Tayal, Neeraj, Internal Medicine, July 1, 2024
Timan, Chris, Pediatrics, July 1, 2024
Tomatis Souverbielle, Cristina, Pediatrics, July 1, 2024
Tucker, Angela, Family and Community Medicine, July 1, 2024
Tulloch, Melissa, Pediatrics, July 1, 2024
Urs, Jagadisharaje, Pediatrics, July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Valasek, Amy, Pediatrics, July 1, 2024
Vaughn, Jennifer, Internal Medicine, July 1, 2024
Venkatesh, Rajitha, Pediatrics, July 1, 2024
Vilensky, Michael, Psychiatry and Behavioral Health, July 1, 2024
Vogt, Beth, Pediatrics, July 1, 2024
Wang, Shu-Hua, Internal Medicine, July 1, 2024
Weber, Kevin, Neurology, July 1, 2024
Welker, Kristen, School of Health and Rehabilitation Sciences, July 1, 2024
Wellner, Michael, Internal Medicine, July 1, 2024
Wells-Di Gregorio, Sharla, Internal Medicine, July 1, 2024
Welsh, Leah, Family and Community Medicine, July 1, 2024
Westbrook, Travis, Psychiatry and Behavioral Health, July 1, 2024
Widman, Joshua, Internal Medicine, July 1, 2024
Widmann, Maria, Pediatrics, July 1, 2024
Williams, Nicole, Internal Medicine, July 1, 2024
Williams Alexander, Maria, Family and Community Medicine, July 1, 2024
Wilson, Jessie, Pediatrics, July 1, 2024
Winerman, Mark, Pediatrics, July 1, 2024
Witwer, Andrea, Psychiatry and Behavioral Health, July 1, 2024
Wright, Lydia, Pediatrics, July 1, 2024
Yacob, Desale, Pediatrics, July 1, 2024
Yang, Yuanquan, Internal Medicine, July 1, 2024
Yates, Andrew, Pediatrics, July 1, 2024
Zareba, Karolina, Internal Medicine, July 1, 2024
Zayek, Maurice, Internal Medicine, July 1, 2024
Zepeda-Orozco, Diana, Pediatrics, July 1, 2024

COLLEGE OF MEDICINE RESEARCH

PROMOTION TO RESEARCH PROFESSOR

Lowes, Linda, Pediatrics, May 17, 2023

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Yan, Pearly, Internal Medicine, May 17, 2023

REAPPOINTMENT

Allan, Nik, Psychiatry and Behavioral Health, July 1, 2024
Bare, Dan, Physiology and Cell Biology, July 1, 2023
Belevych, Andriy, Physiology and Cell Biology, July 1, 2023
Carley, Andrew, Internal Medicine, July 1, 2024
Chung, Sangwoon, Internal Medicine, July 1, 2023
Czeisler, Catherine, Pathology, July 1, 2023
Drissi, Rachid, Pediatrics, July 1, 2024
Hall-Stoodley, Luanne, Microbial Infection and Immunity, July 1, 2023
Hu, Zhiwei, Surgery, July 1, 2023
Karpurapu, Manjula, Internal Medicine, July 1, 2023
Khazem, Lauren, Psychiatry and Behavioral Health, July 1, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Kolacz, Jacek, Psychiatry and Behavioral Health, July 1, 2024
Larue, Ross, Cancer Biology and Genetics, July 1, 2023
Le, Nhat, Cancer Biology and Genetics, February 1, 2024
Nho, Richard, Internal Medicine, July 1, 2024
Orfila, James, Neurological Surgery, July 1, 2024
Pietrzak, Maciej, Biomedical Informatics, July 1, 2024
Prabha Ganesan, Latha, Internal Medicine, July 1, 2023
Song, Chunhua, Internal Medicine, July 1, 2024
Toris, Carol, Ophthalmology and Visual Sciences, July 1, 2023
Vicetti Miguel, Rodolfo, Otolaryngology-Head and Neck Surgery, July 1, 2024

COLLEGE OF NURSING

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Fortney, Christine, May 17, 2023

COLLEGE OF NURSING CLINICAL

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Mackos, Amy, May 17, 2023

REAPPOINTMENT

Casler, Kelly, August 15, 2024
McNett, Molly, August 15, 2024
Overcash, Janine, August 15, 2024
Zurmehly, Joyce, August 15, 2024

COLLEGE OF NURSING RESEARCH

PROMOTION TO RESEARCH PROFESSOR

Monroe, Todd, May 17, 2023

REAPPOINTMENT

Gorr, Matthew, August 15, 2024
Tan, Alai, August 15, 2024

COLLEGE OF OPTOMETRY

PROMOTION TO PROFESSOR

Chandler, Heather, May 17, 2023

COLLEGE OF OPTOMETRY CLINICAL

2022/2023 Promotion, Tenure and Reappointment Results

REAPPOINTMENT

Flom, Roanne, August 15, 2024

COLLEGE OF PHARMACY

PROMOTION TO PROFESSOR

Cheng, Xiaolin, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Donneyong, Macarius, May 17, 2023

Mitton-Fry, Mark, May 17, 2023

Radwanski, Przemyslaw, May 17, 2023

COLLEGE OF PHARMACY CLINICAL

REAPPOINTMENT

Lahrman, Rebecca, August 15, 2024

Neidecker, Marjorie, August 15, 2024

Porter, Brianne, August 15, 2024

Rodis, Jennifer, August 15, 2024

Schmuhl, Kelsey, August 15, 2024

Sullivan, Donald, August 15, 2024

COLLEGE OF PUBLIC HEALTH

PROMOTION TO PROFESSOR

Berman, Micah, May 17, 2023

Norris, Alison, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Hyder, Ayaz, May 17, 2023

Padamsee, Tasleem, May 17, 2023

Roberts, Megan, May 17, 2023

COLLEGE OF PUBLIC HEALTH CLINICAL

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Wapner, Andrew, May 17, 2023, and August 15, 2024

COLLEGE OF SOCIAL WORK

PROMOTION TO PROFESSOR

2022/2023 Promotion, Tenure and Reappointment Results

Dabelko-Schoeny, Holly, May 17, 2023

Karandikar, Sharvari, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Davis, Alan, May 17, 2023

McInroy, Lauren, May 17, 2023

UNIVERSITY LIBRARIES

PROMOTION TO PROFESSOR

Longmeier, Meris, May 17, 2023

Page, Jessica, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Dhokal, Kerry, May 17, 2023

Espinosa de los Monteros, Pamela, May 17, 2023

Faulkner, Ash, May 17, 2023

Overbey, Tracey, May 17, 2023

COLLEGE OF VETERINARY MEDICINE

PROMOTION TO PROFESSOR

Habing, Gregory, Veterinary Preventive Medicine, May 17, 2023

Quimby, Jessica, Veterinary Clinical Sciences, May 17, 2023

Selmic, Laura, Veterinary Clinical Sciences, May 17, 2023

Wang, Qihong, Veterinary Preventive Medicine, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Goncalves Arruda, Andreia, Veterinary Preventive Medicine, May 17, 2023

Kenney, Scott, Veterinary Preventive Medicine, May 17, 2023

Kim, Sanggu, Veterinary Biosciences, May 17, 2023

COLLEGE OF VETERINARY MEDICINE

CLINICAL

PROMOTION TO PROFESSOR-CLINICAL

Lerche, Phillip, Veterinary Clinical Sciences, May 17, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Matusicky, Michelle, Veterinary Clinical Sciences, May 17, 2023, and August 15, 2024

Meeke, Stacey, Veterinary Preventive Medicine, May 17, 2023, and August 15, 2024

Newbold, Georgina, Veterinary Clinical Sciences, May 17, 2023, and August 15, 2024

REAPPOINTMENT

Byron, Julie, Veterinary Clinical Sciences, August 15, 2024

Cooper, Edward, Veterinary Clinical Sciences, August 15, 2024

2022/2023 Promotion, Tenure and Reappointment Results

Gordon, Eric, Veterinary Preventive Medicine, August 15, 2024

Lozier, Joseph, Veterinary Clinical Sciences, August 15, 2024

Motta, Tatiana, Veterinary Clinical Sciences, August 15, 2024

Mudge, Margaret, Veterinary Clinical Sciences, August 15, 2024

Schreeg, Megan, Veterinary Biosciences, August 15, 2024

Wilhelm, Alissa, Veterinary Preventive Medicine, August 15, 2024

Yardley, Jonathan, Veterinary Clinical Sciences, August 15, 2024

HONORARY DEGREE

Synopsis: Approval of the honorary degree listed below is proposed.

WHEREAS the Committee on Honorary Degrees of the University Senate, pursuant to rule 3335-5-48.8 of the Administrative Code, has approved for recommendation to the Board of Trustees the awarding of the honorary degree as listed below:

General John M. Murray

Doctor of Public Service, *honoris causa*

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the awarding of the above honorary degree.

Gen. (Ret.) John M. Murray

General Murray was commissioned as an Infantry officer in the U.S. Army upon graduation from The Ohio State University in 1982. Throughout his career, General Murray has served in leadership positions and commanded from Company through Division, with various staff assignments at the highest levels of the Army. In 2018, he became the first Commanding General of United States Army Futures Command, a new four-star Army Command headquartered in Austin, TX. General Murray retired from active duty in 2022 after nearly 40 years of service.



General Murray has held numerous command positions. His command assignments include: Commanding General Joint Task Force-3; Deputy Commanding General – Support for U.S. Forces Afghanistan; Commander Bagram Airfield; Commanding General 3rd Infantry Division at Fort Stewart, Georgia; Commander, 3rd Brigade, 1st Cavalry Division, at Fort Hood, Texas while serving in Operation IRAQI FREEDOM; Commander, 1st Battalion, 18th Infantry, 1st Infantry Division, United States Army Europe and Seventh Army, Germany; Commander, C Company, 1-12th Infantry Battalion, 4th Infantry Division (Mechanized), Fort Carson, Colorado.

Previously, he was the Deputy Chief of Staff, G-8, in the Pentagon; Director, Force Management, the Pentagon; Assistant Deputy Director for Joint Training, J-7, Joint Staff, Suffolk, Virginia; Director, Joint Center for Operational Analysis, United States Joint Forces Command, Suffolk, Virginia; Deputy Commanding General (Maneuver), 1st Cavalry Division, Fort Hood, Texas; Deputy Commanding General (Maneuver), Multi-National Division-Baghdad OPERATION IRAQI FREEDOM, Iraq; G-3 (Operations), III Corps, Fort Hood, Texas; Chief of Staff, III Corps and Fort Hood, Fort Hood, Texas; C-3, Multi-National Corps-Iraq, OPERATION IRAQI FREEDOM, Iraq; G-3 (Operations), 1st Infantry Division, United States Army Europe and Seventh Army, Germany; Chief, Space Control Protection Section, J-33, United States Space Command, Peterson Air Force Base, Colorado; S-3(Operations), later Executive Officer, 1st Battalion, 5th Cavalry, 1st Cavalry Division, Fort Hood, Texas; Chief, Plans, G-1, III Corps and Fort Hood, Fort Hood, Texas.

General Murray's awards and decorations include: the Distinguished Service Medal with Oak Leaf Cluster, the Defense Superior Service Medal with Oak Leaf Cluster, the Legion of Merit with two Oak Leaf Clusters, the Bronze Star Medal with three Oak Leaf Clusters, the Defense Meritorious Service Medal, the Meritorious Service Medal with two Oak Leaf Clusters, the Army Commendation Medal with Oak Leaf Cluster, the Joint Service Achievement Medal, the Army Achievement Medal with Oak Leaf Cluster, the Ranger Tab, the Combat Infantryman Badge, the Expert Infantryman Badge, the Parachutist Badge, the Air Assault Badge, the Joint Chiefs of Staff Identification Badge and the Army Staff Identification Badge.

General Murray hails from Kenton, Ohio. He and his wife, Jane, have three lovely daughters and seven grandchildren.

DEGREES AND CERTIFICATES

Synopsis: Approval of Degrees and Certificates for summer term 2023 is proposed.

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

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

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on August 6, 2023, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.