The Board of Trustees met on Friday, April 6, 2018, at the Longaberger Alumni House in Columbus, Ohio, pursuant to adjournment.

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Minutes of the last meeting were approved.
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The chairman, Mr. Shumate, called the meeting of the Board of Trustees to order on Friday, April 6, 2018, at 10:00 a.m.


Mr. Shumate:

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

Dr. Thompson:

A quorum is present, Mr. Chairman.

Mr. Shumate:

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

Before we begin, I would like to take a moment to acknowledge and thank our three trustees whose terms will be ending after this meeting: Janet Reid, Jerry Jurgensen and Lydia Lancaster. I want to thank you so much for your dedication and your thoughtful service as members of this board. When your terms expire next month, each of you will leave behind a wonderful legacy of advancing Ohio State’s strategic vision and strengthening the Buckeye family. We certainly appreciate all that the three of you have done. Let's hear a round of applause for Janet, Jerry and Lydia.

The first order of business on our agenda is the approval of the minutes from the board’s February meeting, which were distributed to all trustees. If there are no additions or corrections, the minutes are approved as distributed.

As many of you will recall, at our February meeting we focused on the university’s research enterprise, which is a key aspect of our new strategic plan. In that same vein, this week we have been hearing about how Ohio State is advancing the Teaching & Learning pillar of our plan. Our committees have heard from students in the College of Medicine who are using their medical education to serve local communities. The provost shared an update on the University Institute for Teaching and Learning, as well as some exemplary teaching practices that are being used to enrich the learning environment for our Buckeyes. And the Advancement team gave us a primer on how they support teaching and learning through gifts and awards, like the Distinguished Alumni Teaching Award. Students are at the heart of our land-grant mission, and their connection with our faculty is what makes Ohio State truly great. We should all be proud of this university’s commitment to bolstering the connection to improve student outcomes.

Mr. Fischer:

Mr. Chairman, I've been asked by a few students to give them a moment to interrupt our board meeting if I might, and I know this is unusual.
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[Members of the SPHINX Senior Class Honorary interrupt the meeting to honor Athletic Director Gene Smith, who is in the audience.]

Mr. Fischer:

Excuse me, Mr. Chairman.

Mr. Shumate:

No problem, it’s worth the interruption. Gene, congratulations.

We have with us today two of the most outstanding students Ohio State has to offer. I imagine they each have their own inspiring stories to tell us about their learning experiences here at our great university. Mr. Moseley, would you please introduce our Student Recognition Award recipients?

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STUDENT RECOGNITION AWARDS

Mr. Moseley:

Thank you, Chairman Shumate. I would like to call Calista Lyon and Marla Goins up to the presenter’s table.

Marla Goins is a third-year PhD candidate in the Department of Teaching & Learning. She earned her M.A. in Comparative African Diaspora Studies from Ohio State, and her B.A. in English and Spanish from Johnson C. Smith University in Charlotte, North Carolina.

Marla’s research centers on Afro-Latina women’s political movements, the education of Afro-descendants, and developing equitable curricular and pedagogical approaches in teacher education. In her teaching, Marla strives to construct a polycentric learning environment that centers on her students’ voices. She believes that by doing so, she models the values that critical pedagogy stands for.

Marla also aims to foster individual relationships with her students in order to learn how we can better engage them and encourage their development of critical perspectives on education and society. Furthermore, building individual relationships allows her to support her students beyond her courses, especially those who come from historically marginalized communities.

In other acts of service, Marla serves as a member of the Department of Teaching & Learning’s Graduate Student Council; is the communication specialist for the Paulo Freire Critical Pedagogy Special Interest Group for the American Educational Research Association; and is a student organizer for the Free Minds, Free People Conference.

Let’s give it up for Marla.

Marla, would you like to say a few words?

Ms. Goins:

Thank you so much for that introduction. This means so much to me, because sometimes it can feel like critical work is done in sort of pockets within an institution, but sometimes it may not be taken up on an institutional level. But being recognized on this
institutional level makes me feel like this work is actually being upheld by the university at large. That’s so important to me because, as an African-American black woman who is in academia, something that I strive to do is to make our institution — at the departmental level and at the university level — more equitable to students who come from marginalized communities. I’m very happy and proud to see that this is also being done by people at different levels at our university. So thank you so much, I’m deeply appreciative.

Mr. Moseley:

Thank you.

Calista Lyon grew up chasing after dogs and cattle on her parent’s beef property at the foothills of the Great Dividing Range in Australia. From there, she earned her B.A. in studio art from California State University in Los Angeles, and is currently an M.F.A. candidate here at Ohio State, where she has served as a graduate administrative associate in the studio of our renowned faculty member, Ann Hamilton.

Calista’s research lives at the intersection of human and natural systems, prompting questions around human “response-ability” and care in a time of climate breakdown. Her artwork in photography, video and social practices focuses on exploring the social and environmental connections among agricultural communities — socially and ecologically, historically and in our own times.

For example, her years-long collaborative project with amateur Australian botanists Philip and Peter Branwhite is — in equal parts — a scientific recording of the ecologies of rare and endangered orchid species, and a social outreach project among a relatively isolated, yet tightly knit community of local farmers. Calista’s artwork exemplifies the kind of creative, interdisciplinary inquiry that embodies the core values of our own land-grant university mission.

Let’s give it up for Calista.

Calista, would you like to say a few words?

Ms. Lyon:

Thank you so much for this recognition — it’s deeply appreciated. We had a visitor yesterday, Carrie Mae Weems, and she stated last night, “Art has saved my life; literature has saved my life.” This institution has allowed me to be surrounded by incredible mentors. I would like to thank Michael Mercil and Ann Hamilton for their continued guidance and example. This institution has also created a space for me to take back my life. I will be forever thankful for that gift. Thank you.

Mr. Moseley:

I believe we can have Chairman Shumate and President Drake, as well as your guests, and we’ll all get a picture.

Mr. Shumate:

Let’s have another round of applause for our outstanding students. Congratulations.

I will now call on Ms. Julie Carpenter-Hubin for the next item on the agenda, the University Innovation Alliance.
Ms. Carpenter-Hubin:

Thank you. I have to say the timing for this could not be better because the Ohio State UIA team just returned last night from our first-ever University Innovation Alliance National Summit. We had 62 additional colleges and universities attend and 39 higher ed nonprofit associations. We had our funders there for almost a week of talking about how we can collaborate, how other schools can pick up and do work like the Innovation Alliance, and I want to tell you a little bit about some of the folks who were there because their passion for this topic is absolutely infectious. So most of the presidents who lead University Innovation Alliance universities were first-generation, low-income or under-represented minority students themselves. The leader of the University Innovation Alliance, Bridget Burns, was born and raised in rural Montana. Her parents didn’t go to college. She started at community college, and just last year she became Dr. Bridget Burns. One of our University Innovation Alliance fellows talked about his experience growing up homeless. When he went off to college he lived in a dorm, but during the breaks, he went to join his family in their single motel room. So you hear these stories and you get an idea of what motivates folks to care so much about the work of the alliance. The summit was really terrific, but that’s not what the alliance is about. We are 11 large public universities that are collaborating and sharing ideas so that we can all do a better job supporting our schools.

One of the first innovations we adopted was from Arizona State University, and that was to create a fellows program. One of the things we do in higher ed is we take on more projects, all the time, and we take on more projects because there are students who need those projects and programs to support them. Often there is no additional funding, but it’s important, so we do it. The fellows program provides funding through our funders for an early career, higher ed professional to support the work of the alliance. I don’t know whether it was accidental or brilliant, but Ohio State hired Derrick Tillman-Kelly, who has been our fellow since the inception of the program. He is such a rising star that the UIA has stolen him away from us to be the UIA’s own director of the fellows program.

The other innovation that’s really important is we have a team of people here at Ohio State that work on this project. There are folks from Undergraduate Education, I’m from Institutional Research & Planning, we have people from Student Life, from the Institute for Teaching & Learning, and what’s interesting to me is we’re all coming together to work on student success, and some of these people I have never worked with before. That might not be surprising to you, except that I’ve been here for 36 years, and I thought I had worked with almost everyone. So this outside organization is bringing together people in a way that we hadn’t worked together here on our own campus.

So let me tell you a little bit about what we’re doing in this work. One of our first projects was proactive advising. We adopted a system to support academic advisors across campus to provide them with up-to-the minute information and data about the students they’re advising to help them share information through a notes system. So that was really the first project we adopted from Georgia State and scaled that out across the alliance schools. We are participating in a project called Monitoring Academic Advising to Promote Student Success, or the MAAPS project. That is a federally funded project that takes a control group and an experiment group, provides intensive academic advising to the experiment group, gives the same advising that we always do to the control group, and we’re going to track that over four years to see if this really proactive intensive advising has an impact on our students. We’ve seen the first-year results at Georgia State and it did have a statistically significant difference. The students who received the intensive advising had higher GPAs and completed more credit hours. We
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did not see that kind of outcome at any of the other schools, but we did see students reporting better and more interactions with their advisors and a higher understanding of how the university works. Our hypothesis is that we provide really intensive academic advising in our first-year for students here anyways, so really intensive advising might not make a huge difference for a student, but we think the sophomore year is where we might start to see more of those differences. Hopefully I’ll be able to let you know next year that we’ve crushed it and we’re doing really well.

Our third-year project was also inspired by Georgia State — they’re very inspirational. They’re an open admissions institution, and they have done so much for their students. They have a 58 percent graduation rate — which is not what Ohio State has, we’re much higher than that — but they’re open admissions school, so they are doing a lot of really good work there. One of the things they’ve been doing is providing completion grants to students who are in their senior year and for one reason or another haven’t completed their registration for that last term or the last two terms. They reach out to find out why that is, and sometimes it’s because they had a parking ticket, the fines piled up and they just don’t have the $200 to register for school, and that is going to keep them from graduating. Completion grants make it possible. We reach out, pay that off for the student and we make it possible for them to go ahead and graduate.

(See Appendix XLIV for background information, page 832)

Dr. Drake:

About the completion grants — can you give us some statistics on those? How many were there a few years ago? And how many have we done this year?

Ms. Carpenter-Hubin:

I anticipated that question, so I have it here. In spring of 2017, we made grants to 68 students at just under $40,000 — about $500 to $600 on average for those grants. In autumn of 2017, it was 74 students. That’s a total of 142 grants, and that’s 131 unique students who would not have graduated. They would have come so close and had to drop out, but these grants made that difference in their lives.

The next set of practices that we’ll be adopting is our College to Career program. We’ll start off by mapping the current practices for career advising and sharing those practices with the other Innovation Alliance schools, looking to see what other people are doing that might inspire us here as well. And then we will be engaging with national employers to help better understand, for example, what competencies are most sought after by those national employers and how our students might better communicate the skills they have and how those match up with what employers are looking for.

So that’s the work of the alliance. It has been such a privilege to be a part of it. One of my partners on the UIA team, David Graham, is going to speak here in a minute, but let me just stop there and see if you have any questions.

Mr. Shumate:

Questions from any of the trustees?

Dr. Drake:

I have a question about the proactive advising. At the beginning of this program, Georgia State would have had a graduation rate in the high thirties, I believe, so they have done dramatically better. We are in the middle eighties for our graduation rate, so it’s a little
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harder to top that off. But can you tell us about the advising program at our regional campuses, where it’s more open-admission and the graduation and continuation rates are lower? I would love to hear about that.

Ms. Carpenter-Hubin:

We are not seeing a different effect there yet, but again, it’s just the sophomore year. One of the interesting things I think is unique to Ohio State in this program is that we are using the same MAAPS advisors for the Columbus campus and the regional campuses. So they’re working a lot from Columbus, but they’re going out and spending time at the regional campuses as well. So when regional campus students who are in the program transfer to the Columbus campus, they will continue with the same advisor. That’s something new we’ve not done before, so that will be another opportunity to see what the impact might be.

Thank you.

Mr. Shumate:

Other questions?

We certainly thank you for your leadership and appreciate all the good work you’re doing to add to our emphasis on teaching and learning. Thank you very much.

At this time, I’d like to call upon Dr. David Graham. Would you come forward and tell us about the Degree Completion Program in athletics?

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DEGREE COMPLETION PROGRAM

Dr. Graham:

It’s a privilege to be here with you this morning, but I want to digress for a second and talk about Gene Smith. I have been working with Gene Smith for the last 12 years in this role and when you talk about leadership and the shadow that leaders cast, it makes my work so much easier because Gene Smith is committed to making sure our student-athletes are integrated into the university. The work that I do on behalf of student-athletes, that’s what it is — to make sure they’re integrated into the university fabric.

In 2005, the Student-Athlete Support Services Office, or SASSO, was transitioned to the Office of the Provost, and through that transition, our role on campus became more legitimate, I would say, being connected with the university academic community via the Office of Academic Affairs. We became a critical player in the academic industry on campus. Before that time it was somewhat of a mystery what SASSO did, but being a part of the provost’s office, we were able to tap into the resources and really work closely with the colleges and deans in that regard.

As a former college student-athlete, I understand what it means to be fully integrated into the academic community. My professional commitment and my personal goal is to make sure that our student-athletes are connected to the university. So what do we do in SASSO? We walk with our student-athletes through their academic journey here at The Ohio State University. That journey starts with the recruitment process, and it ends, hopefully, with a career. So starting with the recruitment process, our coaches are very active with recruiting student-athletes, and they go out and they work hard to find the student-athletes that are viable candidates for admissions. Once they commit to us, then
I work with the student-athlete and their family to make sure they understand the admissions process and get enrolled. Once they’re enrolled, my office works with the student’s college advisors and makes sure they have the course schedule to pursue the academic major of their choice and a pathway to achieving that. Once we go from there, we start working with instructional support services, where we provide tutoring, learning specialists, academic coaches — a whole host of resources that make sure we are working with our students. From there we provide programs to enhance their life skills and their personal growth. For example, one of the programs we offer is Scarlet and Grit where we talk about resilience. We work with the Office of Student Life and their counselors to make sure we’re teaching our students skills that can help them become more resilient. And from there, we have a four-year career readiness program.

Gene Smith mandates these programs so that we are intentional in making sure our student-athletes get the types of services they need. When they are at the end of their journey, we start talking about graduation planning. We look at whether or not they’re going to graduate or professional school or, in some cases, if they are going to go pro. In that part of the degree completion program, we work with them to make sure they have a pathway to completing their degree. We have a career manager who works with our students along that four-year comprehensive plan. But at the end, we start working with our corporate sponsors, our development office and our alumni groups, like the Varsity O, to find connections and to make sure that if they’re still looking for a job at that point, they have the opportunity to make connections.

So how are we doing? Just last year, 86 percent of our students had a 3.0 or better, we had 236 graduates, and 31 of our student-athletes participated in the international study abroad programs. Our top five majors were sports industry, communication, finance, biology and psychology. Last semester, we had probably one of our best semesters ever — 34 out of 36 teams received a 3.0 or better and 49 students graduated. The biggest thing I like to point out here is that our student-athletes are getting engaged around campus. They’re not just staying on the athletic campus and not being engaged.

On this graph, this is the GPA from term to term, and you will see that our student-athletes are competing in the classroom just like the student body. Last semester our students finished up again at a 3.2, where the student body, I think, had around a 3.185. So even from semester to semester, our students are really working hard to be competitive in the classroom. That red line is a group we track; we call it a success team. Some of our student-athletes need a little extra attention. They might be admitted through the faculty admissions process, or they’re coming in and they’re an international student with English as their second language, or they have an identified learning disability. We work closely with them, as Julie [Carpenter-Hubin] was talking about, through intense advising. That group receives a lot of intense support from us, and as you can see, they’re performing just as well. Last semester was their best semester ever; they had over a 3.0 GPA. In terms of that group, we’re talking about 147 students that we have in that population. Here’s another graph I thought would be interesting for you to look at. Back in 2005, our student-athletes were graduating at a higher rate than our student body. The national average then was 60 percent. Our student-athletes were at 65 percent and our student body was at 63 percent. But over the last 13 years, you can see that our student body has really performed well. Currently our student-athletes kept that same parallel trajectory around 73 percent, while the national average is around 66 percent. So both our student body and our student-athletes are performing well.

We’re fortunate to have students that compete at the highest level in a particular sport and from year to year, we have students that will leave early to pursue a professional career without completing their degree. In 1994, the athletic department decided to create a program that would ensure those who had a desire to come back and complete their degree would get a chance to come back. So over the last 28 years, we’ve had 187
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people graduate in that program. When you go back to the previous graph, where I talked about the graduation trend lines, those students will never be captured in that graph because they usually come back after the six-year window is up. So we have to do a good job of telling our story, but it’s the right thing to do on behalf of our students.

Now, I would like to take a moment to introduce a staff member that is responsible for that program. He has been with the university over 35 years. John Macko, if you could stand up? John is an in-house historian, so he knows almost every student-athlete that has come back through this degree completion program. We’re so fortunate to have him, and we’re also fortunate to have the first graduate of the degree completion program with us today. Some people call him Special K. Are you familiar with Special K? I would like Special K to tell you all about what the degree completion program meant to him.

(See Appendix XLV for background information, page 834)

Mr. Kellogg:

Thank you, Dr. Graham. Let me say, it’s exciting and does my heart great good to see the evolution of SASSO and what it is providing our student-athletes from an academic and integration standpoint. Obviously, when I was here in the late 70s and early 80s, it hadn’t quite grown to what it is now, but there was always that opportunity. I left Ohio State after my junior year, in 1982, to pursue my dream of being an NBA player. I was 21 years old at the time. A year later, I was married and starting a family in Indianapolis, but I never lost sight of the fact that I wanted to have a degree from The Ohio State University. Through my academic advisor, I was able to chart a course toward finishing my degree in marketing. I tell everybody I was on the 17-year plan, because I enrolled in the fall of 1979 and I finally got my degree in December of 1996. I’m proud to be, not a double degree holder, but I am a double alum. I’m an alum of the degree completion program and I’m an alum of The Ohio State University. I benefitted from that resource being available and the connection I had to my academic advisors to make sure the classes I was taking, over at IUPUI while I was living there would transfer back to Ohio State effectively. Ultimately, the program is set up to where if you want your degree from here, you have to finish and come back on campus to take your remaining classes. I was able to do that and it’s wonderful to see the number of other former student-athletes who have done it. I’d like to see that number continue to grow. I’ve got some peers who are still out there who I am trying to encourage. It’s a wonderful resource for our student-athletes, and I commend Dr. Graham and Gene Smith’s leadership and the other staff members who are committed to investing in the holistic development of our student-athletes. Obviously, there is the responsibility each individual has to take to get his or her degree, but the resources are here in a great way. So, thank you, and I’m glad you had a chance to share what all is going on at SASSO, because sometimes, as visible as the athletic department is, in many ways some of the rich things that are taking place for the development of our student-athletes sometimes don’t get the magnifying glass they deserve. So, thank you, Dr. Graham.

Mr. Shumate:

At each of the trustees’ places, we have a little packet that I would like to encourage you to open at this time.

[The trustees open wrapped packages that contain a Special K t-shirt from Homage.]

Congratulations, Clark, on being our first graduate. Dr. Graham, do you have any concluding remarks?
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Dr. Graham:

I’d like to say that Special K’s success would not have been captured in our traditional numbers, so I hope we can continue to have a forum where we can come and talk to each other about these types of success stories that are going on in the athletic department and across campus. Even some of the things that Julie [Carpenter-Hubin] was speaking about may not be captured in the traditional reporting metrics. So we need to be able to have an outlet where we can share those successes with you, and when the media has questions for you, you can feel comfortable about the work that is going on on behalf of this university and on behalf of our students.

Mr. Shumate:

Any questions?

Mr. Gasser:

Dr. Graham, the program seems to be a very holistic program that you spelled out. Do you know, or can you tell us, how this program is different here than at other universities? And what makes it successful in your mind?

Dr. Graham:

I like to think the people make it successful. When you look around the country at schools that have this level of resources, they are attempting to do the same thing. Some of you may remember Bill Myles, who was the innovator behind this. He and the athletic department said they wanted to make sure Clark [Kellogg] got his degree, as Bill Myles would tell the story. When you have a great idea and you can resource that idea, and then you have people in place to implement that idea, I think that’s one of the differences. It was created for the right reason — to serve the student — and we continue to do so. John Macko is continually looking at the rosters and talking to coaches to figure out if there are potential alums out there who left early. So there’s a recruitment process that John Macko is constantly engaging the coaches in to try and continue to let them know that there are resources available.

Mr. Kellogg:

I would add to that. The full integration with the coaching staffs, along with academia, that integration and access and awareness of the resources is a big reason why SASSO has taken a step above most. It starts with people, obviously, but a commitment to have coaches be aware and engaged in the total development of our student-athletes. Because all of our athletes spend tons of time with their respective coaches, and if coaches use a portion of that time for total development and academics, then it becomes a part of the process. I think that’s one of the distinguishing things that’s happening here — that full integration.

Mr. Gasser:

How about peer pressure? You mentioned that you are trying to get other people to participate.

Mr. Kellogg:

Yeah and actually it works. You can have positive and negative peer pressure. So positive peer pressure is when folks see others that have done this. Actually, part of the campaign on the website is “I did it, so can you.” Chris Jent, Scoonie Penn, Greg Oden
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and Katie Smith are prominent names many of you might know, but there are countless others who have done this. Modeling is important, so the fact that there are a lot of former athletes who have come back and graduated begins to influence peers to have the confidence and to know the resource is here and they, too, can take advantage of it.

Mr. Shumate:

Other questions? Dr. Graham, thank you for your leadership. Now we turn to our president. Dr. Drake, will you please present your report?

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PRESIDENT’S REPORT

Dr. Drake:

Thank you very much, Alex, and good morning to everyone. Before I begin, I’d like to echo comments that Alex made thanking our trustees for their service to our university. It has been a great privilege to get to know and work with Janet, Jerry and Lydia over these past four years. Just a reminder — one year ago, at this meeting, we were honored with a national recognition for board leadership, the Nason Award. This is the standard for excellence set by this group, and it’s quite high. It’s like we have the national championship team. So we appreciate that very much and we see the great work that this team does. We’re sad to see our colleagues moving on. It has been a great group of people working together. Actually, Dr. Reid and I will be at the 2018 Brain Health and Performance Summit this afternoon, hosted by the Wexner Medical Center’s Neurological Institute and the Ross Center for Brain Health and Performance. So, although your board meeting will finish today, you’ll have about a three-hour break and then we’re back at work again. Finally, I want to pause and acknowledge Alex Shumate, who is rotating out of his position as board chair. We are very fortunate that he will remain with us as a trustee for a few more years. Alex is one of the first people that I met at Ohio State. He and Janet were on the search committee and they were among the first people I met at The Ohio State University, and it has been great to work with them for all of these years. I know all of you will agree with me in saying he has been an outstanding chair of our board. Let’s have a round of applause for Alex.

One of the major initiatives this past year has been the creation of the Time and Change Strategic Plan, and our aspiration to be a leading national flagship public research university, so I will provide a few updates. This fall, Ohio State will launch the largest learning technology deployment in university history. As part of the Digital Flagship Initiative, a first-of-its-kind collaboration with Apple, new first-year Buckeyes on all of our campuses will receive an iPad Pro with tools to support teaching and learning, and to support their lives. The initiative also includes opportunities for students to learn coding skills that enhance career readiness in the app economy, and a design laboratory to serve our community and support economic development opportunities throughout the city and state. You heard just a bit ago about the University Institute for Teaching & Learning. It’s another important way we have committed to leading on a national level. The institute was established to create national best practices in the classroom, advancing how we teach and how we do our best to forge more effective, efficient and impactful ways to pursue paths to graduation. The University Institute for Teaching & Learning is the collaborative that Julie [Carpenter-Hubin] mentioned that pulls people together from a variety of segments of the campus to be able to support our teaching and learning. Over the past two years, more than 2,000 Ohio State faculty and graduate students have engaged in opportunities sponsored by the institute and its university partners.
We continue to make progress. This past fall, Ohio State was recognized for its “unusually strong commitment to undergraduate teaching,” ranking eighth among public universities and 17th overall. Our faculty’s focus on teaching, research and service is vital to the many ways we work to improve the world around us. Earlier this week, we recognized 145 Ohio State faculty who received citations of excellence or were elected to national or international learned societies this past academic year. These include nine recipients of the National Science Foundation’s early career award, four fellows of the American Association for the Advancement of Science, three newly elected members of the American Academy of Arts and Sciences, and the first female winner in the 53-year history of the Henry Storch Award from the American Chemical Society, Professor Umit Ozkan. That deserves a round of applause.

We recently highlighted some of our most groundbreaking work at the State of Research Address here at the university, including Ohio State’s Innovator of the Year Awards. This year’s faculty and student winners were honored for significant advancements in areas ranging from the design of drug delivery systems to treat genetic disorders, infectious diseases and cancers, to the development of a mobile app to support and inform new and expectant parents. We see breakthroughs in health care solutions each day at our Wexner Medical Center, which is on the leading edge of patient care and clinical excellence. Five programs in our medical enterprise — emergency medicine, physiology, otolaryngology, surgery and neurosciences — ranked in the nation’s top 20 for funding from the National Institutes of Health, up from three programs a year ago, and overall, our NIH funding was up 9.8 percent last year with a 20 percent increase at our medical enterprise. Our most recent figures show that our number of NIH awards are up 10 percent this year, year-to-date, over last year’s great numbers. We were very pleased just a few weeks ago to host NIH Director Francis Collins for a roundtable about the university’s efforts to combat the opioid addiction crisis. Dr. Collins’ visit was part of a roll out of an updated plan by the White House to combat this epidemic. During the director’s visit, we announced Ohio State’s Opioid Innovation Fund, which includes more than $1 million in grants designated and designed to inspire new, multidisciplinary partnerships with the goal of helping to address and alleviate the burden in our state. This initiative speaks to our university-wide dedication to uplifting the communities we serve, and we are pleased that Director Collins had very positive things to say about Ohio State’s efforts in this area.

The generosity of our alumni and friends continues to elevate the university and the ways we connect with families and patients. The Wexner Medical Center will establish the nation’s first center dedicated to treating those with heart failure and arrhythmia with gifts totaling $18 million from Bob and Corrine Frick. Their donation will establish the Bob and Corrine Frick Center for Heart Failure and Arrhythmia at our Ross Heart Hospital, already considered among the nation’s best. On Wednesday, at the medical center board meeting, we were honored to host Bob and Corrine and their family — and it was wonderful to hear about their incredible commitment to saving lives and their commitment to helping people far beyond our vision. It’s a testament to the inspiration and values we see throughout Buckeye Nation each and every day.

Another example of this is BuckeyeThon, the university’s largest student-run philanthropic organization. The group raised $1.6 million this year to support pediatric cancer research and care — a new record. As always, it culminated with a 24-hour dance marathon at the Ohio Union, bringing together thousands of students with young patients and their families. It’s one of my favorite events of the year and I was delighted to be there once again to help celebrate. If you look at the photos of BuckeyeThon, there is a big reveal where the students hold up the final fundraising numbers. It’s great if you’re on stage with them, because as they hold up those numbers, many of them are crying. And when they put the numbers down, they’re all crying. It’s a wonderful moment to see and to think about the great things they’re doing for those families who are in the audience.
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Just last week, I was pleased we were able to welcome Paul Simon to come and talk with our students. How many people here know the name Paul Simon? It’s a fun question. With our students, if you say how many of you know the name Paul Simon, a third or a quarter of them will know Paul Simon. If you say, how many of you know Simon and Garfunkel, well then the number doubles and they say, “Oh that Paul Simon.” If you say, how many know the song “You Can Call Me Al” or “Sound of Silence,” then the number gets up to 80 percent or 90 percent, and then if you mention a few lyrics like “Hello darkness, my old friend,” then they’ll all know. It’s a fascinating way that his art has permeated the culture, but you have to peel back layers to get to know exactly who that person was, so that was a fun process to go through.

I teach a class on the civil rights movement and the Supreme Court, and during that class, we focus on the music of the 1960s. He was a guest speaker for the course, and afterward he joined students, faculty and staff from our School of Music to share more about his experiences. We had a nice conversation and then he had agreed to play a couple of songs. It was a wonderful teaching and learning experience. He’s a wonderful singer and songwriter, really a gifted person, and he has had a 60-year career of sharing that gift. He was going to play one song and I asked him if he might play another one. And the song I asked him to play was one called “American Tune,” which I would ask you all to go on YouTube and listen to if you don’t know it. It’s a song he wrote about 40 years ago, at a time when he was having some personal turmoil and the country was in political turmoil. But as a song, or a piece of art with good bones, it works well in a variety of circumstances now, a generation later. It reminds me of the fact that we all have wonderful things to celebrate throughout our lives, we’re very blessed, but we also have things that are difficult that happen in our lives. In our university community, we have wonderful things to celebrate, but all too frequently we have difficult things that happen in our community and we know that life does not always work the way we want. This song reflects on that, and how we press on and go forward. That song is similar in many ways to “Carmen Ohio.” So when he finished singing to us, I asked the audience to sing “Carmen Ohio” to him, so he could get a feeling for what our community is like. Knowing that “Carmen Ohio” was written a little over a century ago by one of our football players on the way home after an 86-0 loss to that team up north, it speaks to the importance of coming together when things are not going so well. When he played “American Tune,” some of the people in the audience and on stage cried, because of the sensitivity of the song. When we sang “Carmen Ohio” to him, then many other people in the audience cried, and it was wonderful to have that emotional connection of our community and to be able to share that with somebody who, through music, communicates with so many people.

Next month marks the end of the semester and spring commencement is just a few weeks from now. We’re pleased to welcome and announce today that Dr. Sue Desmond-Hellmann, who is the CEO of the Bill & Melinda Gates Foundation, will deliver our commencement address. We anticipate more than 11,700 degrees will be awarded, consistent with last year’s all time record. That’s terrific, and we’re very happy to have Dr. Desmond-Hellmann come. She’ll be spending some more time on campus in addition to her speaking role on Sunday. She’ll be meeting with people and learning more about us, and we’re very pleased to welcome her, she’s a dear friend. I started my time at Ohio State with many of these graduating students. So I tell them I’m a senior, but I’m going to be a little more like Clark [Kellogg], I think, and have a more scenic route through to the end. But it will be wonderful to celebrate graduation with them.

The demand to become a Buckeye has never been greater. We once again have a record number of applications for the upcoming year. We are at 52,525 and counting, and we’re actually over 55,000 when we include applications to the regional campuses, which is great. We will meet a number of our new Buckeyes and see the breadth of Ohio State’s impact across the state during this summer’s state tours. Those are being planned right now, and I’m looking forward to that. Overall, it has been another quite
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outstanding and wonderful academic year. It was full of many firsts that build on our nearly 150-year history of excellence. It has been wonderful working with our board, our faculty, our staff and all of our students, including our student leaders in Undergraduate Student Government, the Council of Graduate Students and the Inter-Professional Council. I want to express my gratitude for all of your many contributions. As I said earlier, Ohio State has unprecedented momentum. We have an extraordinary opportunity to build on our strengths and take the next steps in what it means to be a flagship public research university in the 21st century. We will need the talents and contributions of all of Buckeye Nation and I look forward to continuing our work together.

Thank you.

Mr. Shumate:

Thank you, President Drake. We will now move to our committee reports, starting with the Wexner Medical Center Board. Mrs. Wexner?

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COMMITTEE REPORTS

Mrs. Wexner:

Thank you, Mr. Chairman. The Wexner Medical Center Board met Wednesday, and we had a very full agenda. In keeping with our Teaching & Learning theme, Dr. Craig Kent and Dr. Dan Clinchot shared impressive statistics related to our College of Medicine’s unique service-leaning curriculum. Collectively, our medical students provide an astounding 20,000 hours of community service each year as part of a curriculum that requires them to develop and implement health initiatives to assist underserved populations in Ohio. I won’t say that too quickly, 20,000 hours of dedicated service, obviously something they’re proud of and we are incredibly proud of. The College of Medicine has become a national leader in service learning, requiring its first- and second-year medical students to devote 30 hours a year to their community service projects, which touch more than 9,000 individual lives. We heard from four medical students, Kyle Smith, Grace Lartey, Jaren Hansen and Lauren Chen, who all said how proud they are to be part of a medical school that encourages them to pursue their passion for helping people in and beyond the hospital. This is one of the unique characteristics of The Ohio State University, where service to our community and service to our public is as important as the academic rigor.

Ms. Patty Hill-Callahan told us about WexMed Live, which is a popular series of Ted Talk-style discussions led by physicians and researchers at the medical center. Following her report, as Dr. Drake has already recognized, we learned of this incredible and transformational gift of two of the medical center’s biggest supporters, Bob and Corrine Frick, to establish the Center for Heart Failure and Arrhythmia. This is an $18 million gift and, again, I think tremendous testament to the power of the medical center to improve and change lives, and to the commitment of our donors. It is an extraordinary gift — one that we are so grateful for and how inspiring it is, not only to our physicians but to the patients and the lives that will be touched by it.

Dr. William Farrar shared an update on the James, noting that our patient satisfaction scores are very high and that last month the American Nurses Credentialing Center awarded the hospital Magnet recognition, which is the most prestigious distinction a health care organization can receive for its nursing. Only 8 percent of all hospitals receive this recognition, so we should take great pride in the performance of our nursing staff. As many of us understand, nursing care can make all the difference in the
experience of our patients, and to be recognized for outstanding nursing care is just another testament to the amazing work that the medical center is doing.

Dr. Raphael Pollock then gave an update on the OSU Comprehensive Cancer Center, during which he discussed the center’s strategic plan work, as well as its faculty recruitment and retention efforts. We are very proud of Dr. Pollock’s transition, and how well he’s doing at the Comprehensive Cancer Center. I think all of us were very encouraged by his report and certainly by his leadership.

Dean Kent followed with a College of Medicine update. He shared a list of clinical programs of distinction and highlighted our robotics surgery program, which has flourished under the leadership of Dr. Jeff Fowler. Our program is currently performing 1,900 robotics surgeries per year, which puts us in the top five of all medical centers in the nation.

David McQuaid shared a brief update on our health system operations and asked Dr. Scott Holliday to tell us how new residents from across the country are matched to their fellowship training programs. We had set a goal of at least 27 percent of our new residents and fellows coming from either a top 30 U.S. News and World Report research institute or an AOA national honor society. I’m proud to report that we exceeded that goal, with 29.3 percent of our new residents and fellows meeting those metrics, again, speaking to the quality of our students at the medical center.

Mark Larmore presented the university health system financial summary. Admissions and surgeries continue to track ahead of budget, with almost 30,000 surgeries through the first eight months of the fiscal year. About 60 percent of those surgeries are outpatient. Our operating revenue is running 2.8 percent above budget and 10 percent above prior year. We’ve seen a great growth in cash, an increase of about $225 million year over year. We’ve paid down $39 million in debt and our net assists have grown about $185 million, so overall from a financial perspective we’re continuing to see the medical center do incredibly well.

Jay Kasey sought approval for the acquisition of property at the southeast corner of Hamilton Road and State Route 161 for the construction of an ambulatory care facility, and he asked for authorization to enter into professional services contracts for the design of this ambulatory facility. These items are on our consent agenda. Finally, Cheryl Krueger and Dr. Andy Thomas presented standard amendments to the bylaws and rules and regulations of the medical staffs of the University Hospitals and the James. They also presented a resolution to support the certification of our trauma programs at University Hospitals and University Hospital East by the American College of Surgeons. All resolutions were passed by the medical center board and those that require approval from the Board of Trustees, as I mentioned, are on the agenda. The committee then met in executive session and that concludes my report, Mr. Chairman.

(See Appendix XLVI for background information, page 841)

Mr. Shumate:

Thank you, Mrs. Wexner. Any questions or comments? Mr. Jurgensen, the Talent and Compensation Committee report.

Mr. Jurgensen:

Thank you, Mr. Chairman. The committee began yesterday in executive session and had a few issues it needed to get through. As a result of that, we’re going to move our presentation on the HR Strategic Plan overview and the implementation of that plan to
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the next board meeting in June. During public session, Susan Basso updated the committee on both of the searches for the dean and director of the Mansfield and Lima campuses. She also informed the committee about the searches for the dean of the College of Education and Human Ecology, the SVP of research and the multiple chair searches underway in the College of Medicine. Ms. Basso also reviewed with the committee the personnel actions pertaining to the reappointment of Mark Larmore as vice president and CFO of the Wexner Medical Center, as well as the contract extension for head football coach Urban Meyer. The committee approved the personnel actions with a motion to submit these for board approval, which will be on our consent agenda.

Finally, I guess I would like to say that the opportunity to work in this field of talent and comp gives me a lot of pride, and this is an area of the university that I’d say we were not exactly buttoned up in to say the least. I think every chairman, back as far as I can remember, has expressed concerns about the practices and protocols with respect to contracts and how the whole thing operated. So under the leadership of AJ Douglas, who was our CHRO at the time, we undertook a project to revamp everything that happens at Ohio State with respect to HR administration. We established a compensation philosophy; we have a transactional authority document that explains and unifies what we do and how we do it across the entire university. I must say, in my personal corporate experience, I’ve never seen such a mess in my life as was the case here. But I can say today, and since I’m leaving, that this is clearly an example of leaving something a lot better than you found it. I really want to take my hat off to two people in particular — Joann McGoldrick and Kim Shumate — because without the two of them this would not have happened. We totally underpaid these two individuals for the last five years, based on the volume of work and time they put in. I wish I could put up on our screen the flow chart of this project in the beginning, and how many aspects there were to it — the timelines, all the sub work streams and everything. It’s just an absolutely A+ job that they did, and a lot others, too, but I want to mention those two.

Now having said all that, this university is extremely fortunate to have Susan Basso as our CHRO, because the next iteration of this will be the implementation of Workday. For any of you who have Workday experience or Workday in your corporate settings, or anywhere else, this is an extremely complicated piece of technology. It is way more than software; this will fundamentally revamp how jobs are done. As a result of having Susan, since this is not her first rodeo with respect to Workday — I think it’s her third at least — she will save us millions of dollars in outside consultants we would have had to hire. And everyone who has ever attempted Workday has needed to hire these people. We still will, too, but it’s great when you have a client that knows as much about it as the consultants do. I also want to say that this work has continued through the medical center as well as the university. And actually, if I were to rank the challenges in the space of compensation administration and practice, I’d actually say the medical center was more screwed up, by far, than the university. That is no longer the case. Dr. Kent has done a marvelous job and continues to do a marvelous job in concert with Susan to revamp those practices and procedures as well.

So having said all that, I will bow out. It’s been fun.

Mr. Shumate:

Thank you for that report. Any questions? A few new legal, technical terms in that report. Mr. VanderMolen can you top that with Advancement?

Mr. VanderMolen:

Surely, you’re not challenging me on that. Thank you, Mr. Chairman, the Advancement Committee met yesterday and I’m pleased to share our progress. In keeping with our theme this week, we discussed how Advancement’s recognition of excellence among
our faculty shapes teaching and learning across campus. Susan Hadley, a professor in our Department of Dance and recipient of numerous teaching awards, including the 2014 Ratner Award for Distinguished Teaching, shared her perspective on how Advancement impacts her work and her students’ experiences. The support she has received as a teacher empowers her to expose her students to unmatched opportunities to pursue their dreams. We then turned our attention to the OSU Alumni Association’s strategic plan and Kristin Watt walked us though the progress that has been made since the plan’s adoption last May. Though it is focused on alumni, the association’s plan intentionally aligns with the university’s strategic plan, and its mission and vision statements were thoughtfully written in order to capture the essence of Ohio State and what it means to be an alumnus. Adrienne Nazon gave us an update on our brand and marketing efforts, sharing how we are implementing a modern marketing approach. Our audiences are dynamic and as they evolve, we must follow suit and be responsive to their interests. The team is exploring the utilization of different platforms in monitoring the success of our reach.

Mr. Mike Eicher reported that we are on track for a record year in multiple areas including principle, planned and corporate giving. Principle giving success is largely attributed to creative, bold and personalized engagement with donors, as well as greater collaboration among teams. Numbers are also high after the tremendous success of this year’s Day of Giving, which raised $3 million from nearly 31,000 gifts. We anticipate the tax law having a slight impact on our cash numbers in donor count, but we are still on track for a record year. Yesterday was Thank a Donor Day, and the initiative — led by the Student Philanthropy Council — brought campus wide awareness to the important role donors play in the lives of Buckeyes. It was a day of reflection and gratitude. Students, faculty and staff sent messages to those who philanthropically support Ohio State. Clara Davison, student delegate to the Foundation Board, shared an overview of Thank a Donor Day and how her engagement with university volunteers has deepened her understanding of philanthropy in her own career path. Julie Anstine presented the nominees for this year’s Distinguished Service Awards — Bobby Moser, David Schuller and Iris Wolstein — and we concluded our public session with a presentation of three namings that appear on the consent agenda today, one of which is the newly announced Bob and Corrine Frick Center for Heart Failure and Arrhythmia. The committee then met in executive session, and that concludes my report, Mr. Chairman.

Mr. Shumate:

Thank you, Mr. VanderMolen. Any questions or comments? Mr. Smucker, the Audit and Compliance report.

Mr. Smucker:

Thank you, Mr. Chairman, the Audit and Compliance Committee met yesterday and had several items on the public session agenda. The first item for discussion was an overview of the university’s fiscal year 2018 external audit plan by Christa Dewire of PwC. There were no major changes to the primary objectives for the audit scope of services or deliverables, compared with last year’s audit plan. PwC will continue to adjust their audit plan to the university’s strategic priorities, especially those that connect to our streamlining and efficiency efforts, as well as other potential revenue generation opportunities. Kevin Patton then reported on the Internal Audit Quality Assurance and Improvement program. Consistent with the industry best practices, Mr. Patton provides this annual report to the audit committee to confirm the independence of the Department of Internal Audit and their adherence to industry standards; to periodically review and refine their primary monitoring assessments; and to confirm continued alignment with the committee’s expectations related to the university’s internal audit function. Next, Chris Culley and Gates Garrity-Rokous gave the committee an update on the university’s Compliance and Integrity program. Mr. Garrity-Rokous reported on the
university’s research integrity efforts. We have expanded mandatory research integrity training to approximately 25,000 university researchers, hired additional research integrity staff and are implementing a new electronic lab notebook system. The university also intends to host a national research integrity conference this coming fall. Mr. Garrity-Rokous and Gene Smith presented on the university’s institutional governance standards with respect to athletics. This Big Ten initiative began in 2013, after the Penn State affair. It required each institution to develop organizational standards that document the authority, responsibility and accountability for athletics. The standards set forth expectations for independence and separation of responsibilities between athletics staff and coaches and other departments on campus. Mr. Garrity-Rokous then provided a status report on the university’s Title IX resolution agreement with the Office of Civil Rights, followed by the audit committee scorecard. There were no major issues or changes from the last report.

Finally, Provost McPherson, Mike Papadakis and Susan Basso gave a progress report on the university’s enterprise project, which is included in the Workday project that Jerry referred to. As you know, we are in this substantial process transformation that will leverage Workday and other enterprise technologies to enable the university’s strategic plan. Examples of the changes that Workday will help foster in support of the strategic plan include items like enhancing the undergraduate academic advising process, streamlining the recruitment and hiring process for new faculty and staff, and better supporting researchers and the grants management process. We have completed the foundational design and architect phases of the project, and are now shifting to the configuration and prototype phase. Now, just to comment further to Jerry’s comment, there has been a lot of work on this project and we do expect that it will have a tremendous amount of benefit to the university over the years to come. And finally, we did have an executive session.

Mr. Shumate:

Thank you, Mr. Smucker. Any questions on our Audit and Compliance meeting? If not, Mr. Kellogg, the Academic Affairs and Student Life Committee report.

Mr. Kellogg:

Thank you, Mr. Chairman. The academic affairs committee met Thursday and discussed a variety of items. Dr. Susan Jones, a professor in the Department of Educational Studies, and Timothy Bryson, a graduate assistant in Student Life, joined Dr. Javaune Adams-Gaston to discuss Ohio State’s comprehensive student experience. They highlighted the collaborative efforts of the Higher Education and Student Affairs program and the Student Personnel Assistantship program. Dr. Jones led a rich discussion about the holistic development of the student. Mr. Bryson, who I’ve had the pleasure of getting to know on an informal basis, spoke eloquently about his experience as a Buckeye. He reiterated how the two programs I just mentioned were both instrumental in his success, and how they have helped prepare him for his new role with the NCAA post graduation. Provost McPherson provided an update on our progress related to the Teaching and Learning pillar of the strategic plan. He noted that *U.S. News and World Report* ranks our online bachelor’s programs as the best in the nation and our online graduate nursing program as No. 2 in the nation. We expect to be in those numbers as an institution in various areas, but this has happened in the last six years. To get to those particular rankings is an incredible achievement considering that fact.

The provost also discussed the progress of the University Institute for Teaching & Learning, as well as the Digital Flagship partnership. He asked Professor Scott DeWitt, director of the annual Digital Media and Composition Institute, to discuss some of the best practices he employs in his classroom. For years, Professor DeWitt has been bringing new technology-based practices to his students. He described how important it
is for curriculum to provide optimistic contexts for student writers to engage with audiences, and I thought it was pretty neat that Dr. DeWitt had a different definition for optimism, and I’d just like to share it with you. He said, “optimism is our ability to imagine and generate positive expectations for the future.” It’s not just putting a silver lining on things, it’s about the expectations we create for the future, which I thought was not only good for us but maybe there’s a basketball analogy in there somewhere.

Provost McPheron then presented several resolutions for action, including revisions to the Patents and Copyrights Policy, which clarify a variety of issues related to intellectual property, including the rights of faculty with respect to their scholarship, instructional works and artistic works. The royalty-sharing mechanism will ensure that intellectual property creators whose works belong to the university will get a greater share of the income they generate. Additional resolutions included amendments to the Rules of the University Faculty, including the control of dogs on campus and in various buildings; approval of faculty personnel actions; approval of degrees and certificates to be awarded at spring commencement, including the awarding of two posthumous degrees in agriculture; the approval of four honorary degrees, including Dr. Matthieu Ricard — a Buddhist monk and the French translator for His Holiness the Dalai Lama, Joan Baez, General Colin Powell and Sue Desmond-Hellmann, our commencement speaker in the spring and the CEO of the Bill and Melinda Gates Foundation; the revocation of Bill Cosby’s honorary degree, which was awarded in 2001; and the establishment of two new graduate-level programs in applied neuroscience and engineering education. After approving the items for action, the committee recessed to executive session. And that concludes my report, Mr. Chairman.

Mr. Shumate:

Thank you, Mr. Kellogg. Any questions or comments? Thank you to all of our committee chairs for your leadership. As we know, the real work of the board occurs in our committees, and over the past several days our committees have been very active and thoughtful in their deliberations on behalf of this university. We thank all of you for that.

Mr. Gasser, the Finance report?

Mr. Gasser:

Thank you, Mr. Chairman. The Finance Committee met yesterday and there were five items presented for discussion. Mr. Papadakis presented the university financial overview for the first eight months of fiscal year 2018, and Ms. Kris Devine presented the scorecards through January of 2018. All metrics on the consolidated financial scorecard were green, with the exception of two areas that were yellow — total expenses and the three-year term on our long-term investment pool. While consolidated revenues were $71 million above budget, expenses were $32 million over budget, primarily because of increased patient volume for the health system and OSUP. I would also add that the one-year return for the long-term investment pool is green, and the three-year is improving. Ms. Lynn Readey presented an update on the 12 major projects of more than $20 million. All but two projects are labeled green for being on time and on budget. The university is closely monitoring the projects labeled yellow — the Postle Hall partial replacement and the Cannon Drive relocation — and as Alex [Fischer], I’m sure, will report the Master Planning and Facilities Committee also reviewed these projects.

Mr. Papadakis shared the annual waiver report for 2017, which showed that during the past calendar year the university waived competitive bidding 981 times. This is down 11 times from the prior year and nearly 100 fewer times than two years earlier. The total value of these contracts was $342 million, up $3.9 million from 2016. Mr. Papadakis shared an overview of the proposed Intellectual Property Policy, which was presented for action in the Academic Affairs and Student Life Committee.
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The Finance Committee then discussed five items that are on the consent agenda. Ms. Readey presented a request for approval to enter into four professional service and construction projects, including work related to the partial replacement of Postle Hall, campus Wi-Fi improvement, a hangar at the Ohio State Airport and regional ambulatory facilities for the Wexner Medical Center. As Alex, I’m sure, will report they also reviewed these four projects, and as Ms. Wexner reported, the Wexner Medical Center also reviewed the ambulatory project. Mr. Papadakis then presented ticket prices for basketball for the upcoming year in line with the variable pricing model that the university has used in different forms since 2013. The recommendation will reduce the cost of student tickets to $9 across the board, instead of a range of $10 to $13 per year. All other prices remained unchanged from the 2017-18 season, and after the great success we had last year in basketball, I’m sure we’ll have the arena full next year as we go forward. As part of the Digital Flagship Initiative, the university wants to enter into a master equipment lease with Apple to provide an iPad Pro to each incoming first-year student who starts this fall. The lease will cost about $2.8 million per year for a total of $11.1 million to provide the first group of incoming students with the technology needed for this major digital learning initiative. Ms. Readey then presented two fiscal year 2018 utility system capital projects, which will be funded and delivered by Ohio State Energy Partners LLC, the university’s energy concessionaire. The two projects support the Postle Hall project and the future development of the health systems facility. Finally, the committee reviewed a request to purchase approximately 3.59 acres in northwest Columbus as part of the Wexner Medical Center ambulatory facility which we’ve already talked about.

These resolutions were passed by the Finance Committee and are included in the board’s consent agenda today. The committee then met in executive session and, Mr. Chairman, that concludes my report.

Mr. Shumate:

Thank you, Mr. Gasser. Mr. Fischer, the Master Planning and Facilities Committee report.

Mr. Fischer:

Thank you, Mr. Chairman, the Master Planning and Facilities Committee met twice this week. On Wednesday, we had an informal planning session to review our master plan. I appreciate many members of the board attending that afternoon session. This is something we’ll do every six months to stay connected to all the many large projects that we have going on, and we’ll continue to encourage broad participation of those.

We also met in our formal setting this morning and had a series of items that we discussed, including our scorecard, which across the board looks really good. Two items are red, but they’re really timing issues around capital expenditures and issues around parking that were planned for because of construction taking some parking lots out of commission for various points in time. As Mr. Gasser mentioned and Finance Committee reviewed, we also looked at the major projects update. Let me give you context. We look at, and have for the last two years, all projects over $20 million. On our list are 12 projects valued at $550 million. Mike [Gasser] noted, too, that our items that are in the yellow are actually being completed and headed toward green. Jim [Klingbeil], I thought you said it best — anybody in the private sector that looks at a scorecard of projects of this size and in this construction era, it would be dotted with yellow and red, undoubtedly. We all compliment our team for their amazing management and the administration for staying on top of these projects. We also had a presentation by Ohio State Energy Partners. At our last meeting, we asked them to give us more information. We really think about this as a financial deal oftentimes, and we have many good conversations about the finances that it’s generating. But consider that we have 33 million square feet on this campus,
and consider that over the next several years, every one of those square feet will be metered with a smart meter; that we’re changing out every lightbulb on campus; that we are redoing an integrated HVAC system; that we’re building a new microgrid on campus — all of which will result in a more than 25 percent decrease in energy usage on our campus. We will be, because of the work being done by Ohio State Energy Partners, in my opinion one of the most energy conscious and smart campuses in America, if not the world. On theme, it becomes a teaching laboratory for our students and faculty. There’s a great presentation in the board books, I would urge you to take a look at it, because the energy deal is a whole lot more than a little bit of money. Maybe it’s a lot of money, but it is going to have enormous impacts, and we were pleased to hear that report.

In a similar way, Mike [Hofherr] reported on Wi-Fi on campus. Gene Smith had brought a plan to us back in the summer for a couple of facilities for Wi-Fi. That was a great plan, but we appreciate his indulgence because the committee said, “could we go further?” And the team, led by Mike Hofherr, brought a plan today to put universal Wi-Fi over the next several years in every aspect of the campus, again making us one of the smartest campuses in America. Let me give you some perspective. We have 10,000 inside building Wi-Fi spots that are going to grow to 25,000. We have 32 outside spots of Wi-Fi that are going to grow to 1,000. It’s an enormous project. The world is moving quickly and it’s driven by the internet of things. For all those freshmen who are going to get iPads, they want to be connected, and our campus — with the actions that it will take today — will be connected. Ms. Readey also presented utility system capital improvement projects that are being funded by Ohio State Energy Partners for many of the improvements that I talked about. We likewise reviewed the ambulatory plan at the Wexner Medical Center. As Bobby Schottenstein appropriately pointed out, it’s great when we work a plan, because this investment in ambulatory centers is a direct output of the two-year strategic plan of the medical center. Finally, we reviewed a joint use agreement between the university and Tech Town New Market, which is a facility in Dayton, Ohio. The state capital plan is giving us money to do a partnership there, another example of how this great university reaches all parts of our state. We also went into executive session for a few moments to discuss some issues, and that concludes my report, Mr. Chairman.

Mr. Shumate:

Thank you, Mr. Fischer. Any questions or comments? If not, Dr. Reid, the Governance Committee report.

Dr. Reid:

Thank you, Mr. Chairman. The Governance Committee met earlier this morning and began our meeting with an update from our graduate student trustee, Dr. Lydia Lancaster, on the student trustee selection process. Since the February meeting, the selection committee interviewed the top 10 candidates and further narrowed the slate of candidates to five, whose names have been sent to the governor’s office and will be interviewed in April. We anticipate that our next graduate student trustee will be appointed by Governor Kasich by our June board meeting. Second on our agenda was trustee development. The Ohio State University was recently referenced in two articles from the Chronicle of Higher Education related to board governance and best practices with orientation and onboarding, so I’m proud to say that our reputation with regard to governance is very high. Then we heard from Blake Thompson for a general board office update, including staffing updates, continued improvements with our Diligent Boards software, annual ethics training, and a reminder of our upcoming May deadline to file our annual financial disclosure statement with the Ohio Ethics Commission. If you have any questions about that process, trustees, I would encourage you to reach out to the board office or to our general counsel, Chris Culley.
Mr. Shumate presented our first two items for action, the reappointment of charter trustee Mr. Klingbeil and the ratification of committee appointments appointing Dr. Janet Porter to our Talent and Compensation Committee, Advancement Committee, Academic Affairs and Student Life Committee, and the Wexner Medical Center Board. Blake Thompson presented standard amendments to the bylaws, rules and regulations of the medical staffs of University Hospitals and the James. This was approved by both our QPAC Committee, which is led by Cheryl Krueger, and our Wexner Medical Center Board.

Before I move to my formal report, I would like to take a moment to recognize my two fellow board members who are leaving along with me. So, Dr. Lydia Lancaster, for her outstanding service as our graduate student trustee. Dr. Lancaster made history here at Ohio State. She was the first graduate student and one of the first two students to ever be granted the ability to have full voting rights. So, you made history, Lydia. We'll take a picture of you and hang it somewhere. That is great and it says something about our institution that our student trustees have full voting rights, just like any other trustee. Also, of course, joining Lydia and me in our board departure is Jerry Jurgensen. I'd like to recognize his steadfast contributions to our board. His lending his expertise in finance and business has been a great help to the board. I'd like to sum up Jerry a little bit by saying that, over these nine years as we've served together, he's been more like a ghostbuster. Any time we had a serious problem, who you gonna call? And Jerry came. Also, as I leave, I want to say to Dr. Drake — it has been a sheer pleasure working with you. Often, boards — when recruiting presidents — look for visionaries. We always say we want a visionary, but it's rare when we ever get a visionary. You, sir, are a visionary and it has been a pleasure serving with you. Then to our board office — Blake Thompson and all of the people who sit back here and make things work. Board offices vary in competence and capabilities, and this one is not only in my opinion the best, but it has been codified and recognized as the best. So we thank you, Blake, for all you do. I would also like to recognize our chair, Alex Shumate, for his service as chair for the past two years. Alex, you have been an outstanding chair. You have led the board with a dedicated hand. Your introspection, inclusiveness and guidance has been invaluable. This board has been made better by your leadership, and the institution has been made better by your leadership, so I thank you for your service in this role. Thankfully, your term on the board is not ending, just your term as chair.

I will now turn to President Drake, Mr. Shumate and my fellow trustees to see if you have any other comments that you wish to add.

Dr. Drake:

I will just add to the comments I made earlier. I think you summed it up very nicely, Janet, when you said that it's not only our opinion, but it's codified that the board works so very well together. It's like when our national championship team was graduating — a few seniors a couple of years ago — we really celebrate the success that we've had. We are pleased — and Jerry was saying several things about this as well — at the wonderful place that you are all leaving the university, and look forward to making you proud in the future.

Dr. Reid:

Thank you.

Mr. Shumate:

I'd like to also thank you, Dr. Reid, for your years of service and your dedication and commitment and leadership. And, as I said last evening, we're not going to let you go.
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ELECTION OF OFFICERS

Dr. Reid:

Thank you, so much, for your kind words. I would now like to give my formal report on the election of officers and move that we convene a committee of the whole.

Mr. Shumate:

We have a motion to convene a committee of the whole. May I have a second?

Upon the motion of Dr. Reid, seconded by Mrs. Wexner, the Board of Trustees adopted the foregoing motion by unanimous voice vote.

Mr. Shumate:

We are now a committee of the whole. Dr. Reid?

Dr. Reid:

Knowing that Alex’s service as chair was ending, the Governance Committee started a process of review several meetings ago that included my collecting verbal input from all the trustees about the work of the chair and recommendations moving forward for Alex’s replacement. There was unanimous agreement that the Governance Committee should move forward by placing Mike Gasser’s name in consideration for the chair role. I consulted with Mr. Gasser to make sure he was willing and able to serve in this capacity. This is a tremendous amount of work required here. Therefore, after a careful and diligent review by the Governance Committee, we have the following slate of officers that we would like to recommend to the full board for approval: Mr. Mike Gasser as chair of the board, Mr. Timothy Smucker and Mrs. Abigail Wexner as vice chairs of the board, and Blake Thompson as secretary of the board. I would like to move this slate of officers to be approved by the board. The formal resolution language is at each of your seats.

ELECTION OF OFFICERS

Resolution No. 2018-108

Synopsis: Approval of the following slate of officers, is proposed.

WHEREAS the Bylaws of the Board of Trustees specify that the officers of the board shall be elected annually by the board; and

WHEREAS all officers shall take office at the adjournment of the April meeting of the board, or on April 1st if there is no April board meeting, and they shall hold their office through the following April meeting of the Board of Trustees or until their successors are elected and qualified, so long as they shall continue to be eligible to serve as officers; and

WHEREAS a careful and diligent review was conducted by the Governance Committee and the following slate of officers is recommended for approval by the board:

Michael J. Gasser, Chair
Timothy P. Smucker, Vice Chair
NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the slate of officers as presented.

Mr. Shumate:

Thank you, Dr. Reid. We have a motion on the floor. May I have a second? Any comments or discussion? Will the secretary please call the roll?

Upon the motion of Dr. Reid, seconded by H. Jordan Moseley, the Board of Trustees adopted the foregoing motion with 12 affirmative votes, cast by trustees Mr. Shumate, Dr. Reid, Mr. Jurgensen, Mr. Kellogg, Ms. Krueger, Mr. Porteus, Mr. Fischer, Dr. Fujita, Mr. Stockmeister, Mr. Zeiger, Dr. Lancaster and Mr. Moseley. Mr. Gasser, Mr. Smucker and Mrs. Wexner abstained.

Dr. Thompson:

The motion carries, Mr. Chairman.

Dr. Reid:

Thank you again, Chairman Shumate, and congratulations to our incoming chair, Mr. Gasser. At the end of today’s session, the outgoing chair will hand you the gavel. The committee also met in executive session and that concludes my report, Mr. Chairman.

Mr. Shumate:

Thank you. Congratulations, Mike. We look forward to working with you, and you are indeed the right person for the right time. Do you have any comments that you’d like to make?

Mr. Gasser:

First of all, thank you very much. I’m honored and pleased to take this role. I would be remiss if I didn’t thank you, Alex, for your great leadership over the last couple years. You’ve left this university in a better place than when you started, as Jerry talked about. I think that was a very appropriate comment he made before. By any metric, when we look at the university today, we are doing very well. Whether you look at financial metrics or admission rates or graduation rates, we’re doing well. But I’m also not naive enough to think we don’t have a lot of challenges ahead of us. With the support of Mr. Smucker and Mrs. Wexner, we look forward to meeting those challenges and turning those challenges into opportunities. So that’s going to be our objective, to hit those challenges head on and turn them into opportunities. And I’m pleased, Alex, that you’re staying around and will be there to help, and I’m look forward to working with each and every one of you.

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CONSENT AGENDA
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Mr. Shumate:

Now the consent agenda is before the trustees. Dr. Drake, would you please present it to the board?

Dr. Drake:

Thank you, Chairman Shumate.

The consent agenda has been updated based on actions taken at yesterday's committee meetings. We have updated copies at your seats and available for the public. Today, we have 25 resolutions on the consent agenda. We will hold a separate vote for item numbers six and eight, "Approval to Enter into Professional Services/Construction Contracts" and "Approval for Acquisition of Unimproved Real Property." We are seeking approval of the following:

**RESOLUTIONS IN MEMORIAM**

Resolution No. 2018-83

Synopsis: Approval of Resolutions in Memoriam, is proposed.

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

Bernard U. Bowman Jr.

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on January 8, 2018, of Bernard Ulysses Bowman Jr., Professor Emeritus of Medical Microbiology and Immunology in the College of Medicine.

Professor Bowman received his undergraduate degree from Piedmont College in 1950, and his master's from Emory University in 1957. His PhD was awarded from the University of Oklahoma in 1963. He joined the Department of Pathology at Ohio State as an assistant professor in 1964, and transferred to the new Department of Medical Microbiology in the College of Medicine in 1966, as one of three founding members of the department. He served as an active researcher and educator in this department until his retirement as Professor Emeritus in 1991.

His research program was in the area of microbiology, focusing on *Mycobacterium tuberculosis*, the causative agent for tuberculosis, and the drug used to treat this disease, isoniazid. He worked on various conditions that might inactivate the drug. He also studied the relationship between a virus infecting mycobacteria, termed a mycobacteria phage, and the host, focusing on neutralization of the virus. Professor Bowman researched virus neutralization in general and the role of antibodies in inactivating viruses. His research was supported by the National Institutes of Health and the American Thoracic Society. He was awarded a prestigious NIH Career Development Award from 1968-72, which brought recognition to him, his department and the university.

Professor Bowman was a recognized educator, teaching microbiology to medical students and training graduate students in the particular fields of phage biology, phage-host interactions and virus infections. He mentored several graduate students in his laboratory and these students have gone on to productive careers in science and industry. He also was an active member of committees in his department and college at the university, in addition to serving his profession nationally.
On behalf of the university community, the Board of Trustees expresses to the wife, children and extended family of Professor Bernard Ulysses Bowman Jr. its deepest sympathy and sense of understanding of their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

Marjorie Murfin

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on February 26, 2018, of Marjorie Murfin, Professor Emerita and former reference librarian in University Libraries.

Professor Murfin, who worked at University Libraries from 1975-2002, was recognized throughout her career for excellence in the performance of library-related teaching. Her techniques and outcomes were applauded by colleagues, faculty and students alike, who found Professor Murfin’s instruction in the use of library services and conducting research to be exemplary. Her research expertise was well known; faculty members often asked for her by name when seeking library assistance.

She developed an evaluation instrument for measuring reference service — the Reference Transaction Assessment Instrument (RTAI) — which began being utilized in 1983. Later, joined by Wisconsin Library School professor and colleague Charles Bunge, the RTAI was eventually used in 200 public libraries and 168 academic libraries in the United States and Canada.

Professor Murfin was also well known for her extensive publishing in the field of library science, which she shared through lectures and presentations at a number of professional conferences. Professor Murfin’s research work was recognized in 1989 with the Alumna of the Year Award from Kent State University.

Her commitment to the profession was further demonstrated through Professor Murfin’s involvement in numerous library organizations, including the American Library Association’s Reference Services Division, the Academic Library Association of Ohio and the American Association of University Professors.

Professor Murfin was also recognized for her work in 1987, when she received the Isadore Gilbert Mudge Award, given by the Reference and Adult Services Division of the American Library Association, for her distinguished contributions to reference librarianship.

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

David H. Stansbery

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on August 24, 2017, of David Honor Stansbery, Professor Emeritus in the Department of Evolution, Ecology and Organismal Biology.

Professor Stansbery, age 91, passed away in Columbus, Ohio. He was the son of Honor Gerald Stansbery and Daisy Elizabeth Kirby of Upper Sandusky. He was a graduate and senior class president of Upper Sandusky High School and served in the U.S. Navy from 1944-46. He received his Bachelor of Science in 1950, his Master of Science in 1953, and his PhD in 1960, all from The Ohio State University.
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From 1970-2000, Professor Stansbery was the director and curator of molluscs at the university’s Museum of Biological Diversity. For years, he taught Animal Ecology in what was then the Department of Botany and Zoology, where he was a professor of Zoology.

He was a visiting scientist at the National Museum of Natural History in Washington, D.C., and at the Huazhong Agricultural University in Wuhan, China. He held fellowships in several organizations, including the American Association for the Advancement of Science and the Ohio Academy of Science, and was a senior conservation fellow in Hydrobiology at the Franz Theodore Stone Institute of Hydrobiology. He also served on the national board of The Nature Conservancy, as president of the American Malacological Union, on the board of the American Rivers Conservation Council, as a trustee of the Columbus Audubon Society, and as a consultant to numerous organizations including the Environmental Defense Fund.

As a professor at Ohio State, he served the university on many committees ranging from the Graduate Committee to the OSU Campaign. He served as editor or on the editorial board of seven journals. He was widely regarded as a world-expert on freshwater molluscs and a champion of their conservation long before it was fashionable to do so, earning the Ohio Conservation Achievement Award, The Nature Conservancy Oak Leaf Award, and the Freshwater Mollusk Conservation Society’s Lifetime Achievement Award. Together with his staff and students, he assembled what is arguably the largest collection of freshwater molluscs in the world, more than 1.6 million specimens. His enthusiasm, charm and profound knowledge resonates still through his many students, colleagues and contacts. He was one of the giants in his field.

The Stansbery family has donated his malacological library and personal collection of specimens to Ohio State’s Division of Molluscs. One of the most complete, private malacological libraries in the world, it contains many very rare works, including originals from malacologists Bourguignat, Caxton, Conrad, Germain, Heude, Kuester, Lamarck, Lister, Locard, de Montfort, Rumphius, Say and many others. The mollusc collection will be dedicated in Professor Stansbery’s honor and commemorated.

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

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REAPPOINTMENT OF A CHARTER TRUSTEE

Resolution No. 2018-84

Synopsis: Approval of the reappointment of James D. Klingbeil as a Charter Trustee to the Board of Trustees, is proposed.

WHEREAS the Board of Trustees established the position of Charter Trustee at its meeting on February 6, 2009, acknowledging that the establishment of such a position had the potential of further strengthening the governance capacity of the board; and

WHEREAS the Ohio State University is one of the premier public land-grant institutions in the country and, in execution of its mission, embraces education on a state, national and global scale; and
WHEREAS the complex and multi-faceted nature of the university — in its mission, its character, its constituencies and its financing — calls for extraordinary leadership at the highest levels; and

WHEREAS the governance of the university would be well-served by Charter Trustees whose attributes include but are not limited to diverse cultural, geographic, business, professional, public service and civic backgrounds; and

WHEREAS the board added a number of guidelines, including the following:

Charter Trustees shall be non-Ohio residents and shall be chosen on the basis of the following attributes: Ohio State alumna/alumnus or friend of the university; success in his or her chosen field or profession; state, national or international prominence; ability to advocate for higher education; expertise in areas deemed critical to the university; and willingness and ability to offer counsel; and

WHEREAS James D. Klingbeil of San Francisco, California, is a distinguished alumnus of The Ohio State University, and has a record of extraordinary service to the university through his philanthropy and dedication to the Foundation Board; by a career of significant accomplishment as founder of the Klingbeil Company and current position as chairman of Klingbeil Capital Management; and by his expertise in areas critical to the mission of the university and to the work of the Board of Trustees proven to be an exemplary embodiment of all of those qualities deemed most desirable in a Charter Trustee:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the reappointment of James D. Klingbeil as a Charter Trustee to serve a second three-year term commencing June 6, 2018.

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RATIFICATION OF COMMITTEE APPOINTMENTS 2018-19

Resolution No. 2018-85

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

**Academic Affairs and Student Life:**
- Jeffrey Wadsworth
- Alexander R. Fischer
- John W. Zeiger
- Lydia A. Lancaster
- Alan VanderMolen
- Alex Shumate (ex officio)

**Finance:**
- Michael J. Gasser, Chair
- Brent R. Porteus, Vice Chair
- W. G. “Jerry” Jurgensen

**Advancement:**
- Erin P. Hoeflinger, Chair
- Alan VanderMolen, Vice Chair
- Clark C. Kellogg
- Cheryl L. Krueger
- Brent R. Porteus
- Alexander R. Fischer
- Abigail S. Wexner
- Alan A. Stockmeister
- Lydia A. Lancaster
- JANET PORTER
- Nancy J. Kramer
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Craig S. Bahner
KRISTIN L. WATT (Alumni Assn member)
Georganne M. Shockey (Alumni Assn member)
James F. Dietz (Foundation Board member)
Gifford Weary (Foundation Board member)
Alex Shumate (ex officio)

Audit and Compliance:
Timothy P. Smucker, Chair
W. G. “Jerry” Jurgensen, Vice Chair
Michael J. Gasser
Jeffrey Wadsworth
Hiroyuki Fujita
John W. Zeiger
H. Jordan Moseley
James D. Klingbeil
Lawrence A. Hilshheimer
Amy Chronis
Craig S. Morford

Governance:
Janet B. Reid, Chair
Timothy P. Smucker, Vice Chair
Erin P. Hoeflinger
Hiroyuki Fujita
Lydia A. Lancaster
Alan VanderMolen
Alex Shumate (ex officio)

Talent and Compensation:
W. G. “Jerry” Jurgensen, Chair
Janet B. Reid, Vice Chair
Michael J. Gasser
Erin P. Hoeflinger
Hiroyuki Fujita
John W. Zeiger
Lydia A. Lancaster
JANET PORTER
Alex Shumate (ex officio)

Master Planning and Facilities:
Alexander R. Fischer, Chair
James D. Klingbeil, Vice Chair
Brent R. Porteus
Alan A. Stockmeister
H. Jordan Moseley
Robert H. Schottenstein
Alex Shumate (ex officio)

Wexner Medical Center:
Leslie H. Wexner, Chair
Janet B. Reid
W. G. Jurgensen
Cheryl L. Krueger
Abigail S. Wexner
JANET PORTER
David B. Fischer
Stephen D. Steinour
Robert H. Schottenstein
Alex Shumate (ex officio, voting)
Michael V. Drake (ex officio, voting)
Bruce A. McPheron (ex officio, voting)
Michael Papadakis (ex officio, voting)
K. Craig Kent (ex officio, non-voting)
L. Arick Forrest (ex officio, non-voting)
David P. McQuaid (ex officio, non-voting)
Mark E. Larmore (ex officio, non-voting)
Andrew M. Thomas (ex officio, non-voting)
Elizabeth O. Seely (ex officio, non-voting)
Susan D. Moffatt-Bruce (ex officio, non-voting)
Mary A. Howard (ex officio, non-voting)
William B. Farrar (ex officio, non-voting)
Martha C. Taylor (ex officio, non-voting)
Amanda N. Lucas (ex officio, non-voting)
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AMENDMENTS TO THE BYLAWS AND RULES AND REGULATIONS OF THE MEDICAL STAFF OF UNIVERSITY HOSPITALS

Resolution No. 2018-86

Synopsis: The amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals are recommended for approval.

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals were approved by a joint University Hospitals and James Bylaws Committee on October 9, 2017; and

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals were approved by the University Hospitals Medical Staff Administrative Committee on December 13, 2017; and

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals were approved by the University Hospitals Medical Staff on January 5, 2018; and

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals were approved by the Quality and Professional Affairs Committee of the Wexner Medical Center Board on March 27, 2018; and

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals were approved by the Wexner Medical Center Board on April 4, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the attached amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals.

(See Appendix XLI for background information, page 919)

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AMENDMENTS TO THE BYLAWS AND RULES AND REGULATIONS OF THE MEDICAL STAFF OF THE ARTHUR G. JAMES CANCER HOSPITAL AND RICHARD J. SOLOVE RESEARCH INSTITUTE

Resolution No. 2018-87

Synopsis: The amendments to the Bylaws and Rules and Regulations of the Medical Staff of the Arthur G. James Cancer Hospital and Richard J. Solove Research Institute are recommended for approval.

WHEREAS the proposed amendments to the Bylaws and the Rules and Regulations of the Medical Staff of The James Cancer Hospital were approved by a joint University Hospitals and James Bylaws Committee on October 9, 2017, and the James Bylaws Committee on December 1, 2017; and
WHEREAS the proposed amendments to the Bylaws and the Rules and Regulations of the Medical Staff of The James Cancer Hospital were approved by the James Medical Staff Administrative Committee on December 8, 2017; and

WHEREAS the proposed amendments to the Bylaws and the Rules and Regulations of the Medical Staff of The James Cancer Hospital were approved by the James Medical Staff on December 22, 2017; and

WHEREAS the proposed amendments to the Bylaws and the Rules and Regulations of the Medical Staff of The James Cancer Hospital were approved by the Quality and Professional Affairs Committee of the Wexner Medical Center Board on March 27, 2018; and

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The James Cancer Hospital were approved by the Wexner Medical Center Board on April 4, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the attached amendments to the Bylaws and Rules and Regulations of the Medical Staff of The James Cancer Hospital.

(See Appendix XLVIII for background information, page 932)

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APPROVAL FOR FISCAL YEAR 2018
UTILITY SYSTEM CAPITAL IMPROVEMENT PROJECTS

Resolution No. 2018-88

SOUTH NEIL STEAM CAPACITY UPGRADE – DESIGN ONLY
POSTLE HALL EXPANSION UTILITIES

Synopsis: Authorization for Ohio State Energy Partners LLC to make capital improvements to the utility system pursuant to terms of the Long-Term Lease and Concession Agreement for The Ohio State University Utility System dated April 10, 2017, as amended, (“Agreement”), is proposed.

WHEREAS the concessionaire, Ohio State Energy Partners LLC, has requested approval of these utility system capital improvement projects for the fiscal year ending June 30, 2018; and

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

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

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

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

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

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

NOW THEREFORE

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

(See Appendix XLIX for background information, page 960)

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APPROVAL TO ENTER INTO A JOINT USE AGREEMENT

Resolution No. 2018-89

BETWEEN THE OHIO STATE UNIVERSITY
AND TECH TOWN NEW MARKET, INC.

Synopsis: Authorization to enter into a Joint Use Agreement (JUA) with Tech Town New Market, Inc., an Ohio nonprofit agency, to document the value and permit the release of funds appropriated in the state capital bill for design and build-out of space in building three of the Tech Town Technology Park, is proposed.

WHEREAS The Ohio State University was allocated $250,000 in the 2017 state capital bill that is specifically designated for use by Tech Town New Market, Inc.; and

WHEREAS Tech Town New Market, Inc. will utilize the funds for design and build-out of commercialization space in the Tech Town Technology Park, located in Dayton Ohio; and

WHEREAS The Ohio State University has an opportunity to expand its partnerships and activities in the Dayton area, and would benefit from having a space locally to support a variety of engagements; and

WHEREAS Tech Town New Market, Inc. commits to making office space, meeting space and shop/lab space in the Tech Town facilities available for the university’s use; and

WHEREAS the terms and conditions for this university use shall be more favorable than the terms and conditions of use by any other entity to a degree that reasonably reflects the magnitude of the university's investment in the Tech Town facility for the term of the agreement; and

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

WHEREAS the university's use of Tech Town New Market, Inc. space will promote the university's mission to advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge; and

WHEREAS before the state capital appropriation may be released to Tech Town New Market, Inc., the Ohio Department of Higher Education requires that a JUA between the
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university and Tech Town New Market, Inc. be signed to document the value of the appropriation to Ohio State and to ensure the benefits to the university will continue for a minimum period of 20 years:

NOW THEREFORE

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

(See Appendix L for background information, page 961)

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AUTHORIZATION TO APPROVE ATHLETIC PRICES AND FEES

Resolution No. 2018-90

Synopsis: Approval of athletic ticket prices for fiscal year 2019 at the recommended levels, is proposed.

WHEREAS The Ohio State University Department of Athletics has a long history of self-sustainability in supporting 36 world-class athletics programs and providing needed revenues back to the university for scholarships and academic programs; and

WHEREAS Ohio State desires to continue its variable ticket pricing methodology to create a range of pricing options for fans attending games; and

WHEREAS each year the Athletic Council reviews projections for the coming year’s budget and recommends ticket prices; and

WHEREAS the Athletic Council has approved pricing for men’s basketball tickets as shown on the attached table; and

WHEREAS the Athletic Council’s recommendations have been reviewed and are recommended by the appropriate university administration:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the recommended prices for men’s basketball tickets for fiscal year 2019 as set forth in the attachment.

(See Appendix LI for background information, page 962)

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AUTHORIZATION OF A MASTER EQUIPMENT LEASE WITH APPLE INC.

Resolution No. 2018-91

Synopsis: Authorization of that certain Master Equipment Lease with Apple Inc., including performance of all obligations thereunder and execution and delivery of documents in connection therewith, is proposed.

WHEREAS the university has committed to a student-success initiative that will help provide universal access to a common set of learning technologies; and
WHEREAS new first-year students who commence studies in autumn 2018 at the Columbus or regional campuses each will receive an Apple iPad Pro with tools, including Apple Pencil and Smart Keyboard (collectively, the “Apple Products”) as well as certain software, AppleCare + warranty protection and apps to support learning and life at the university; and

WHEREAS the university proposes to finance the cost of the Apple Products of approximately $11.1 million for incoming first-year students who commence studies in autumn 2018 by entering into a Master Lease Agreement with Apple Inc. (the “Equipment Lease”) pursuant to which the university will finance such cost of the Apple Products with four (4) annual lease payments commencing in spring 2018; and

WHEREAS the cost of the Apple Products financed by the Equipment Lease will constitute subordinated indebtedness for purposes of the resolution adopted by the board on June 5, 2015, titled “Authorization for the Issuance of Additional General Receipts Bonds, Commercial Paper Notes, and Subordinated Indebtedness” wherein the board, among other things, authorized the issuance of senior obligations and subordinated indebtedness of the university for the period ending June 30, 2018, in an aggregate principal amount not to exceed $1 billion ($1,000,000,000), as amended by the resolution adopted by the board on June 9, 2017; and

WHEREAS the Finance Committee has determined that it is in the best interests of the university to enter into the Equipment Lease to finance the costs of the Apple Products:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees has determined it is in the best interests of the university to enter into the Equipment Lease to finance the costs of the Apple Products and to perform the obligations arising thereunder, including the university’s obligation to make the lease payments; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby authorizes the university to enter into the Equipment Lease to finance the cost of the Apple Products in an amount not to exceed $11.1 million and to enter into any other documents that the president and/or senior vice president for Business and Finance (each an “Authorized Officer”), or either of them, deems necessary, advisable or appropriate in connection with the Equipment Lease, such Authorized Officer’s execution thereof to be conclusive evidence of such approval and determination of the necessity, advisability or appropriateness thereof (the “Related Agreements”); and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby authorizes and directs the Authorized Officers, or either of them, to negotiate, execute, acknowledge and deliver the Equipment Lease and any Related Agreement on such terms as any Authorized Officer deems necessary, advisable or appropriate, with such Authorized Officer’s execution thereof to be conclusive evidence of such approval and determination of the necessity, advisability or appropriateness thereof and to take such actions as any Authorized Officer deems necessary, advisable or appropriate to perform the Equipment Lease and Related Agreements, with such Authorized Officer’s taking of such action to be conclusive evidence of such approval and determination of the necessity, advisability or appropriateness thereof; and

BE IT FURTHER RESOLVED, That all actions previously taken by any Authorized Officer or employee of the university, by or on behalf of the university in connection with the Equipment Lease, be, and each of the same hereby is, adopted, ratified, confirmed and approved in all respects; and
April 6, 2018, Board of Trustees meeting

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

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

(See Appendix LII for background information, page 964)

***

REVISION OF THE PATENTS AND COPYRIGHTS POLICY

Resolution No. 2018-92

Synopsis: Revision of the university’s Patents and Copyrights policy (renamed Intellectual Property policy), is proposed.

WHEREAS The Ohio State University encourages the creation and dissemination of knowledge, including works of authorship, discoveries, inventions, patents and tangible property that can serve the public through open academic exchange and commercial development; and

WHEREAS The Ohio State University Board of Trustees previously adopted the Patents and Copyrights policy in May 1985, to create a process to oversee such efforts; and

WHEREAS the Patents and Copyrights policy was most recently revised, with approval by the Board of Trustees, in May 1989; and

WHEREAS there is now a desire to revise the Patents and Copyrights policy to clarify the rights of faculty members with respect to their scholarship, instructional works and artistic works; address the rights of software creators; update the process for the commercialization of inventions, discoveries and patents; address the rights of staff members with respect to their intellectual creation; adjust the royalties-sharing mechanism; establish a dispute resolution mechanism; align the policy with the university’s standard policy template; and rename it the Intellectual Property policy; and

WHEREAS rule 3335-13-06 states that the University Senate’s intellectual properties, patents and copyrights committee (IPPC) shall review and have the power to propose changes to the policy on intellectual property, patents and copyrights; and

WHEREAS rule 3335-13-06 also states that revisions to the policy must be approved by the Faculty Council and University Senate, in addition to the other approvals required by the university policy process; and

WHEREAS after a multi-year drafting process, the IPPC approved the proposed revised Patent and Copyrights policy (renamed Intellectual Property policy); and

WHEREAS the senior vice president for Business and Finance and chief financial officer reviewed the proposed revised policy and recommended such revisions to the Senior Management Council and the president’s cabinet; and

WHEREAS the Senior Management Council endorsed, and the president’s cabinet approved, the proposed revised policy; and
WHEREAS the Faculty Council and the University Senate approved the proposed revised policy; and

WHEREAS the University Senate and the president’s cabinet recommend the adoption of the revised Patents and Copyrights policy (renamed Intellectual Property policy):

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the revised Patents and Copyrights policy (renamed Intellectual Property policy) as set forth in the attachment, proposed to be effective April 15, 2018.

(See Appendix LIII for background information, page 967)

***

AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY

Resolution No. 2018-93

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

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

WHEREAS the proposed changes to rule 3335-19-03 in the Rules of the University Faculty were approved by the University Senate on November 20, 2014; and

WHEREAS the proposed changes to rule 3335-13-04 and rule 3335-13-05 in the Rules of the University Faculty were approved by the University Senate on January 25, 2018:

NOW THEREFORE

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

(See Appendix LIV for background information, page 979)

***

FACULTY PERSONNEL ACTIONS

Resolution No. 2018-94

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 2, 2018, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves, and emeritus titles:

Appointments

Name: BRADLEY J. NEEDLEMAN

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April 6, 2018, Board of Trustees meeting

Title: Professor-Clinical (Edwin H. and E. Christopher Ellison Professorship)
College: Medicine
Term: April 5, 2018 through April 4, 2022
Name: ANIL V. PARWANI
Title: Professor-Clinical (Donald A. Senhauser, MD, Chair in Pathology)
College: Medicine
Term: January 1, 2018 through December 31, 2021
Name: *BENJAMIN K. POULOSE
Title: Professor (Robert M. Zollinger LeCrone-Baxter Memorial Endowed Chair in Surgery)
College: Medicine
Term: August 1, 2018 through July 31, 2022
Name: ALICIA L. BERTONE
Title: Vice Provost for Graduate Studies
Office: Academic Affairs
Title: Dean
College: The Graduate School
Term: April 16, 2018 through June 30, 2021

*New Hire

(See Appendix LV for background information, page 982)

***

DEGREES AND CERTIFICATES

Resolution No. 2018-95

Synopsis: Approval of degrees and certificates for spring semester, is proposed.

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

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

WHEREAS the College of Food, Agricultural and Environmental Sciences has recommended that Caroline “Grace” Cotter be awarded a Bachelor of Science in Agriculture, Cum Laude, posthumously; and

WHEREAS the College of Food, Agricultural and Environmental Sciences has recommended that Nicolas Petrykowski be awarded a Bachelor of Science in Agriculture, posthumously:

NOW THEREFORE

BE IT RESOLVED. That the Board of Trustees hereby approves the degrees and certificates to be conferred on May 6, 2018, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the
April 6, 2018, Board of Trustees meeting

colleges and schools; that Caroline “Grace” Cotter be awarded the above named degree, posthumously; that Nicolas Petrykowski be awarded the above named degree, posthumously; and that the names of those persons awarded degrees and certificates be included in the minutes of this meeting.

(See Appendix LXIII for background information, page 1244)

***

HONORARY DEGREES

Resolution No. 2018-96

Synopsis: Approval of the below honorary degrees, is proposed.

WHEREAS pursuant to paragraph (A)(3) of rule 3335-1-03 of the Administrative Code, the president, after consultation with the Steering Committee of the University Senate, recommends to the Board of Trustees the awarding of honorary degrees as listed below:

Joan Baez Doctor of Humane Letters
Susan Desmond-Hellmann Doctor of Science
Colin Powell Doctor of Public Service

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

Matthieu Ricard Doctor of Humane Letters

NOW THEREFORE

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

(See Appendix LVI for background information, page 988)

***

REVOCATION OF AN HONORARY DEGREE

Resolution No. 2018-97

Synopsis: Revocation of an honorary Doctor of Education degree, is proposed.

WHEREAS an administrative review was conducted regarding the presidential honorary Doctor of Education degree granted to William H. Cosby Jr. on June 8, 2001; and

WHEREAS a determination was made by the appropriate bodies to request that the Board of Trustees effectuate the revocation of said presidential honorary degree; and

WHEREAS the request was concurred with by the president and the executive vice president and provost; and

WHEREAS the request was further concurred with by the University Senate Steering Committee and the Academic Affairs and Student Life Committee of the Board of Trustees; and

WHEREAS the appropriate bodies of the university have fully complied with applicable procedures and in accordance with those procedures:
BE IT RESOLVED, That the Board of Trustees hereby approves the revocation of the presidential honorary Doctor of Education degree granted to William H. Cosby Jr. on June 8, 2001.

***

ESTABLISHMENT OF A DOCTOR OF PHILOSOPHY IN ENGINEERING EDUCATION DEGREE PROGRAM

Resolution No. 2018-98

COLLEGE OF ENGINEERING

Synopsis: Approval to establish a Doctor of Philosophy in Engineering Education degree program in the College of Engineering, is proposed.

WHEREAS the program will lead to the terminal degree for the new Department of Engineering Education – an entry-level, interdisciplinary research program that combines the disciplines of engineering and education; and

WHEREAS among the goals of the program are that the successful graduate will be able to identify, discuss and address critical issues facing engineering education in alignment with stakeholder needs; design, conduct and critique research in engineering education; and create, teach and assess courses and curricula in engineering; and

WHEREAS the curriculum includes core courses, research methods courses, specialization electives and traditional engineering course work, along with dissertation research; and employment opportunities for graduates exist in colleges and universities, foundations and nonprofit organizations; and

WHEREAS no similar programs exist within Ohio and this one aligns clearly with both the research and land-grant missions of this university; and

WHEREAS the program will be administered by the Department of Engineering Education through a Graduate Studies Committee; is a part of the strategic planning of that department; has the resources, both current and planned, to be established and maintained; and has the support of the leadership of the College of Engineering; and

WHEREAS the proposal was thoroughly reviewed by a joint committee of the Council on Academic Affairs and the Graduate Council, and then was approved by the full Council on Academic Affairs at its meeting on November 1, 2017;

WHEREAS the University Senate reviewed and approved the proposal to establish a Doctor of Philosophy in Engineering Education degree program on January 25, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Doctor of Philosophy in Engineering Education degree program.

(See Appendix LVII for background information, page 990)

***

ESTABLISHMENT OF A MASTER OF APPLIED
NEUROSCIENCE DEGREE PROGRAM

Resolution No. 2018-99

COLLEGE OF MEDICINE

Synopsis: Approval to establish a Master of Applied Neuroscience degree program in the College of Medicine, is proposed.

WHEREAS the goal of the program is to develop a biomedical workforce with expertise in the rapidly expanding field of neuroscience, with the intent of preparing the highest caliber of students equipped to effectively serve in a senior research position or in an academic setting as an instructor to promote advances in biomedical research and education; and

WHEREAS the four-semester program will have a core didactic curriculum that is neuroscience-based; a more specialized program developed around specific career goals – a research laboratory career or a career in higher education; and a capstone project; and

WHEREAS the program will be housed in the Department of Neuroscience in the College of Medicine, and will be administered by a director, co-director and a graduate faculty committee; and no new facilities are required and no additional costs are anticipated; and has the support of the leadership of the College of Medicine; and

WHEREAS the proposal was reviewed by a joint committee of the Council on Academic Affairs and the Graduate Council, and then was approved by the full Council on Academic Affairs at its meeting on November 1, 2017; and

WHEREAS the University Senate reviewed and approved the proposal to establish a Master of Applied Neuroscience degree program on January 25, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Master of Applied Neuroscience degree program.

(See Appendix LVIII for background information, page 1138)

***

PERSONNEL ACTIONS

Resolution No. 2018-100

BE IT RESOLVED, That the Board of Trustees hereby approves the personnel actions as recorded in the personnel budget records of the university since the February 2, 2018, meeting of the board, including the following appointments:

Reappointment

Name: MARK LARMORE
Title: Vice President and Chief Financial Officer
Department: Wexner Medical Center
Term: April 1, 2018 through March 31, 2021

Contract Extension
UNIVERSITY FOUNDATION REPORT

Resolution No. 2018-101

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

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

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

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

NOW THEREFORE

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

(See Appendix LIX for background information, page 1191)

***

DISTINGUISHED SERVICE AWARDS

Resolution No. 2018-102

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

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

WHEREAS the president’s cabinet reviewed and supported the recommendations of the Distinguished Service Awards Committee for Bobby Moser, David Schuller and Iris Wolstein to receive Distinguished Service Awards in 2018; and

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

BE IT RESOLVED, That the Board of Trustees hereby approves the awarding of the 2018 Distinguished Service Awards as designated above.

(See Appendix LX for background information, page 1236)

***

NAMING OF THE
ALBERT VAN FOSSEN, M.D. & BONNIE VAN FOSSEN GARDEN

Resolution No. 2018-103

AT MIRROR LAKE

Synopsis: Approval for the naming of the Browning Amphitheater Garden at Mirror Lake as the Albert van Fossen, M.D. & Bonnie van Fossen Garden, is proposed.

WHEREAS Mirror Lake has long been one of the most iconic campus landmarks and is a source of fond memories for generations of Buckeyes; and

WHEREAS the Browning Amphitheater has been a key component of the Mirror Lake district for over 90 years, and served as a gathering place for members of the Ohio State family; and

WHEREAS through a lifelong history of philanthropy, Albert van Fossen, M.D. and Bonnie van Fossen have contributed and remain committed to bettering several aspects of the Ohio State experience for students, faculty, staff and the community; and

WHEREAS Dr. and Mrs. van Fossen have provided significant contributions to support the renovation and restoration of the Mirror Lake district:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves in accordance with paragraph (D) of rule 3335-1-08 of the Administrative Code, that the Browning Amphitheater Garden at Mirror Lake shall be named the Albert van Fossen, M.D. & Bonnie van Fossen Garden.

***

RELOCATION OF THE DAVID E. SCHULLER, MD, LABORATORIES

Resolution No. 2018-104

TO THE BIOMEDICAL RESEARCH TOWER IN
THE OHIO STATE UNIVERSITY WEXNER MEDICAL CENTER

Synopsis: Approval for relocating the David E. Schuller, MD, Laboratories from their current location inside the Tzagournis Medical Research Building to the Biomedical Research Tower, located at 460 West 12th Avenue, is proposed.

WHEREAS in 2016, the Board of Trustees approved the naming of the Otolaryngology Laboratories in the Tzagournis Medical Research Building as the David E. Schuller, MD, Laboratories in recognition of Dr. Schuller’s decades of tireless work throughout his career at Ohio State and the generous philanthropy of Dr. Schuller, his wife Carole, and their friends and family; and
WHEREAS current and future otolaryngology research has moved from the Tzagournis Medical Research Building to the Biomedical Research Tower; and

WHEREAS relocating the David E. Schuller, MD, Laboratories to the Biomedical Research Tower continues the recognition and aligns with strategic priorities of the Department of Otolaryngology - Head and Neck Surgery:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves in accordance with paragraph (D) of rule 3335-1-08 of the Administrative Code, that the otolaryngology laboratories on the eighth floor of the Biomedical Research Tower be named the David E. Schuller, MD, Laboratories.

***

NAMING OF THE BOB AND CORRINE FRICK CENTER FOR HEART FAILURE AND ARRHYTHMIA

Resolution No. 2018-105

IN THE OHIO STATE UNIVERSITY WEXNER MEDICAL CENTER
HEART AND VASCULAR CENTER

Synopsis: Approval for naming of the new Bob and Corrine Frick Center for Heart Failure and Arrhythmia at The Ohio State University Wexner Medical Center – Heart and Vascular Center, is proposed.

WHEREAS cardiovascular disease is the leading killer of American adults, accounting for nearly one out of every three deaths in the United States; and

WHEREAS a new center for heart failure and arrhythmia will transform the study and treatment of the intersection of heart failure and arrhythmia; and

WHEREAS the center will be the first of its kind and allow for Ohio State to become a national leader in the research and treatment of heart failure and arrhythmia, focusing on the overlap between these two common conditions and generating knowledge that will help save countless lives; and

WHEREAS the center will provide proactive care that will connect patients who are newly diagnosed with arrhythmia to experts in heart failure before it develops; and

WHEREAS Bob and Corrine Frick are grateful for care they have received from the Wexner Medical Center and they have generously supported the creation of this new center:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves in accordance with paragraph (D) of rule 3335-1-08 of the Administrative Code, that the aforementioned center in The Ohio State University Wexner Medical Center – Heart and Vascular Center be named the Bob and Corrine Frick Center for Heart Failure and Arrhythmia.

***
April 6, 2018, Board of Trustees meeting

Mr. Shumate:

May I have a motion? A second? Secretary, will you please call the roll?

Dr. Thompson:

I’ll note that we are not including items six and eight, all others are included.

Upon the motion of Mr. Gasser, seconded by Mr. Kellogg, the Board of Trustees adopted the foregoing motion with 15 affirmative votes, cast by trustees Mr. Shumate, Dr. Reid, Mr. Jurgensen, Mr. Kellogg, Mr. Smucker, Ms. Krueger, Mr. Gasser, Mr. Porteus, Mr. Fischer, Mrs. Wexner, Dr. Fujita, Mr. Stockmeister, Mr. Zeiger, Dr. Lancaster and Mr. Moseley.

Dr. Thompson:

Motion carries, Mr. Chairman.

Dr. Drake:

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

APPROVAL TO ENTER INTO PROFESSIONAL SERVICES AND CONSTRUCTION CONTRACTS

Resolution No. 2018-106

APPROVAL TO ENTER INTO PROFESSIONAL SERVICES CONTRACTS
AIRPORT HANGAR
WEXNER MEDICAL CENTER REGIONAL AMBULATORY FACILITIES

APPROVAL TO ENTER INTO PROFESSIONAL SERVICES AND CONSTRUCTION CONTRACTS
CAMPUS WI-FI SYSTEM

APPROVAL TO ENTER INTO CONSTRUCTION CONTRACTS
POSTLE PARTIAL REPLACEMENT

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Prof. Serv. Approval Requested</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airport Hangar</td>
<td>$0.2M</td>
<td>$10.6M University Debt</td>
</tr>
<tr>
<td>WMC Regional Ambulatory Facilities</td>
<td>$4.0M</td>
<td>TBD Auxiliary Funds</td>
</tr>
</tbody>
</table>
April 6, 2018, Board of Trustees meeting

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

<table>
<thead>
<tr>
<th>Prof. Serv. Approval Requested</th>
<th>Construction Approval Requested</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Wi-Fi System</td>
<td>$1.2M</td>
<td>$17.4M</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prof. Serv. Approval Requested</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postle Partial Replacement</td>
<td>$79.7M</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

WHEREAS the Capital Investment Plan (CIP) outlines capital projects recommended for funding and was approved by the Board of Trustees on August 25, 2017; and

WHEREAS the cost of professional services and/or construction for the Wexner Medical Center Regional Ambulatory Facilities, Campus Wi-Fi System and Postle Partial Replacement was not known at the time the CIP was approved; and

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

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

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the Capital Investment Plan be amended to include professional services for the Wexner Medical Center Regional Ambulatory Facilities; a portion of professional services and construction for the Campus Wi-Fi System; and construction for the Postle Partial Replacement; and

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

(See Appendix LXI for background information, page 1238)

***

APPROVAL FOR ACQUISITION OF UNIMPROVED REAL PROPERTY

Resolution No. 2018-107

829
April 6, 2018, Board of Trustees meeting

LOCATED AT STATE ROUTE 161 AND HAMILTON ROAD
IN FRANKLIN COUNTY, OHIO

Synopsis: Authorization to purchase approximately 31.59 acres of unimproved real property located at the southeast corner of State Route 161 and Hamilton Road in Columbus, Franklin County, Ohio, is proposed.

WHEREAS the property is located at the southeast corner of State Route 161 and Hamilton Road in Columbus, Ohio; and

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

WHEREAS the acquisition will be contingent upon the university obtaining entitlements allowing construction of medical facilities; and

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

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

NOW THEREFORE

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

(See Appendix LXII for background information, page 1242)

***

Mr. Shumate:

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

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

Dr. Thompson:

Motion carries, Mr. Chairman.

Mr. Shumate:

Thank you. It is now my pleasure to hand the gavel to our new chairman.

[Mr. Shumate passes the gavel to Mr. Gasser.]

The next meeting of the Board of Trustees is Friday, June 8, 2018. Since there is no further business, this meeting is adjourned. Thank you very much.
April 6, 2018, Board of Trustees meeting

Attest:

Alex Shumate  
Chairman

Blake Thompson  
Secretary
Launched in September 2014, the University Innovation Alliance (UIA) is coalition of eleven large public research universities that share a commitment to increasing the number of first-generation, low-income and historically underrepresented students who graduate with bachelor’s degrees while simultaneously improving learning quality and cost effectiveness. At its inception, the UIA pledged to graduate 68,000 additional undergraduates by 2025 with at least half of them being from low-income households, that is Pell-eligible students.

The UIA is supported by the ECMC Foundation, Ford Foundation, Bill & Melinda Gates Foundation, Great Lakes, Kresge Foundation, Lumina Foundation for Education, Markle Foundation, and Strada Education Network (formerly USA Funds).

**UIA Member Institutions**
- Arizona State University
- Georgia State University
- Iowa State University
- Michigan State University
- The Ohio State University
- Oregon State University
- Purdue University
- University of California, Riverside
- University of Central Florida
- University of Kansas
- University of Texas at Austin

**UIA’s Goal:** Eliminate race, first-generation, and income status as predictor of college graduation.

**Our Collaborative Work**

**INNOVATE.**

**SCALE.**

**DIFFUSE.**
Meet the UIA Team at The Ohio State University

President Michael V. Drake is Ohio State’s representative to the UIA Governing Board.

- Julie Carpenter-Hubin*, Assistant Vice President, Institutional Research and Planning
- David Graham*, Assistant Vice Provost for Student Academic Success, Undergraduate Education
- Diane Corbett, Executive Director, Student Financial Aid
- Kay Halasek, Professor and Director, University Institute for Teaching and Learning
- Beth Hume, Vice Provost for Undergraduate Studies and Dean of Undergraduate Education
- Norman Jones, Interim Dean and Director, Ohio State Mansfield
- James L. Moore, III, Interim Vice Provost for Diversity & Inclusion and Chief Diversity Officer
- D’Andra Mull, Assistant Vice President and Dean of Students, Student Life
- Derrick Tillman-Kelly, UIA Fellow
- John Wanzer, Assistant Vice Provost and Assistant Dean, Undergraduate Education

* Ohio State liaisons to the UIA

Each year, the UIA engages in scale projects that have been tested—by at least one member institution—and shown to meaningfully impact the retention, persistence or graduation rates of first-generation and/or low-income college students. Below is a brief summary of scale projects and their implementation at The Ohio State University.

**Year 1: UIA Fellows Program**
Designed to create additional institutional capacity to support implementation and scaling of student success initiatives at each member campus, the UIA Fellows Program provides funds to support hiring an early-to-mid career professional to staff UIA-related efforts.

**Year 2: Proactive Advising**
“Monitoring Academic Analytics to Promote Student Success” is a 10,000 student randomized control trial that seeks to validate the effectiveness of proactive advising in increasing retention and graduation rates for low-income and first-generation college students funded by the US Department of Education’s First in the World grant competition. When launched in Autumn 2016, nearly 1,000 Ohio State students were enrolled in the study from the Columbus and four regional campuses.

**Year 3: Strategic Financial Interventions**
Based on retention grants in use at several member institutions, the UIA has developed a grants program to provide assistance to students who are approaching graduation but face financial hurdles restricting their ability to enroll, persist, and subsequently complete their degree. Ohio State began awarding Buckeyes Finish Strong Completion Grants in the Autumn 2017 semester.

**Year 4: Bridging the Gap from Education to Employment**
To address the mismatch in perception between colleges/universities and employers, the UIA will engage regional and national employers and career services units on campus to redesign our support of students to ensure they have meaningful experiences prior to graduation and are able to articulate them to employers.

**UIA Scale Projects**

- **Year 1: Predictive Analytics**
  OnCourse is Ohio State’s Student Success Platform designed to provide more information, more readily to various campus constituencies to support undergraduate student success. Powered by EAB’s Student Success Collaborative Campus platform, OnCourse provides academic advisors with a dashboard of information about students’ current progress to degree as well as a centralized communication, scheduling, and documentation system to support academic advising, tutoring and other university support services.

Connect with the UIA

- theuias.org
- @UIAinnovation
- facebook.com/UIAinnovation

Connect with the UIA @ Ohio State

- oaa.osu.edu/ua
- uia@osu.edu

833
Student-Athlete Support Services Office (SASSO)

David L. Graham, PhD
Assistant Vice-Provost Student Academic Success
By the Numbers

• 2016-17 Highlights
  • 86% with a cum GPA of 3.0 or higher
  • 236 Graduates (17 Degree Completion)
  • 31 participated in International Service or Education Abroad
  • Top 5 majors: Sport Industry, Communication, Finance, Biology, and Psychology
Trend of Excellence

GPA Term Comparison

- Student-Athletes
- Success Team
- OSU Student Body
Trend of Excellence

Graduation Rates

- Student Body, 84
- Student Athletes, 73
- National Average, 66

SASSO
STUDENT-ATHLETE SUPPORT SERVICES OFFICE
The Degree Completion Program

• Established in 1994 under the direction of the Department of Athletics.
• The ultimate goal of the Degree Completion Program is to provide academic and tuition support to former Ohio State student-athletes who left the university without completing their degrees.
• 187 former student-athletes have graduated through this nationally recognized program.
The Wexner Medical Center Board met on Wednesday, April 4, 2018 at the Richard M. Ross Heart Hospital in Columbus, Ohio, pursuant to adjournment.

**  **  **

Minutes of the last meeting were approved.
Dr. Thompson called the meeting of the Wexner Medical Center Board to order on Wednesday, April 4, 2018 at 9:00 a.m.


Dr. Thompson:

I’ll convene the meeting of the Wexner Medical Center Board. I will note that a quorum is present. In order to conduct the business of the meeting in an orderly fashion, I would ask any sound on cell phones and other devices be turned off at this time. I would ask that all members of the audience observe rules of decorum proper to conducting the business at hand. First item on the agenda would be the minutes of the January 31, 2018, meeting of the board. They were distributed to all members. If there are no additions or corrections, the minutes are approved as distributed. Mr. Wexner, I turn it over to you and Dr. Drake for the next item on the agenda.

Dr. Drake:

The next item is Teaching and Learning: Medical Education and Service. Dr. Kent?

Dr. Kent:

Thank you. As you know, we always begin our meeting by highlighting a fantastic program that we have at the Wexner Medical Center, and I’m really excited about today’s presentation. The theme of this board meeting is Teaching and Learning, and when you think about medical school, you imagine a classroom where a student learns anatomy and physiology or a hospital or ambulatory center where a student learns clinical care. But in today’s world, being a medical professional goes beyond this — way beyond the health of an individual patient. Health care providers today have a responsibility to their community because we all know that a healthy community leads to healthy patients. So, in the College of Medicine at The Ohio State University, we teach our students how to support the health of their community. We have specific curriculum designed for this purpose. Medical students are asked to participate in community service curriculum that includes 30 hours in the first year of medical school, and then an additional 30 hours in the second year of medical school. Many of these students continue on in the third and fourth years of medical school with these initiatives. In fact, students from all of the health professional disciplines provide community service, including those in physical and occupational therapy.

Through our curriculum in the medical school, collectively, our students provide an amazing 20,000 hours of community service each year. That’s an incredibly impressive number. The curriculum calls for our students to develop and implement specific health initiatives to assist underserved populations at community sites throughout Columbus and the state. On average, our medical students develop and participate in 30 community projects each year. Around the table, you have a booklet that shows all of the initiatives we developed last year and this year, a total of 60 different initiatives. These projects range from programs that target childhood obesity to creating paradigms
that allow seniors to better navigate a very complex health care system. Through these efforts, our students touched over 9,000 individuals in the community each year. Again, an incredibly amazing number.

We have with us today four of our students who are eager to tell you about their projects, their teams that they’ve created and how they participated in the medical school curriculum. Please give a warm welcome to our students Kyle Smith, Grace Lartey, Jaron Hansen and Lauren Chen. Thanks for coming.

Mr. Smith:

Good morning, everyone. My name is Kyle Smith. I’m a third-year physical therapy student here at Ohio State. I’m here today to highlight the Ohio State Student Therapy Clinic, which is a pro bono therapy clinic run by physical therapy students under the supervision of PT faculty. All of our experiences in the clinic are part of the physical therapy service-learning curriculum. How the clinic actually functions is second-year students are the ones actually treating patients in the clinic, while third-year students provide supervision and guidance during those treatment sessions. So this really provides a great opportunity for second-year students to get hands-on clinical experience, while giving the third-years a chance to take on more of a mentorship role and see patient care from a different prospective. The overall mission of the clinic is to improve lives by providing pro bono therapy services to those who are underserved and underinsured around the Central Ohio area. The clinic opened in 2015, in collaboration with PrimaryOne Health, and is located on Parsons Avenue. Being located in that area gives us a great opportunity to reach out to a wide variety of individuals around Columbus from different socioeconomic and educational backgrounds. Many of these individuals don’t have the means to obtain sufficient health care or maybe have run out of therapy visits through their insurance companies. That’s where we can step in and provide an avenue that may otherwise not be available to these patients.

During my second year there, I was lucky enough to work with a 45-year-old gentleman who was eight months out from having a stroke. He had used up all of his therapy visits through his insurance company, but was still really motivated to get better. He was living by himself, needed a cane to get around, had difficulty getting up and down his stairs and carrying his groceries, and was really struggling to complete all his daily activities. We were able to work with him for the entire year and saw great improvements. By the end of the year, he no longer needed his cane in his house, and he felt comfortable and safe with all of his daily activities. This is just one example of the kind of impact we can have on those who come to see us at the clinic, and it really provides us with a great feeling that we are reaching out to help the community.

This year alone, we provided close to 200 therapy sessions, which is a number that has grown each year of the clinic’s existence. For me, personally, I’m just really thankful that Ohio State allows us, through our PT program, to be a part of this clinic and it has inspired me to continue treating this patient population going forward, as I graduate and move forward in my career. Thank you.
Ms. Lartey:

Hello everyone, my name is Grace Lartey. When I was 15 years old, back in Ghana, my mom told me the story of how she lost my twin brother seven months into the pregnancy, due to pregnancy-related complications for which she could not access health care right away. While this story encouraged me to go into health care, it also points out the fact that due to lack of access to health care, as well as cultural disparities, people of African descent have trouble accessing health care and do not usually get health care until it is a matter of life and death. As a result, when I moved to Columbus, I resolved to — through health care — do something about access to health care. I was fortunate enough to become a part of an organization known as Sisters Across Borders, where the main aim was to bridge the gap and health disparities through health care as well as screening for preventative medicine. As a medical student, I was fortunate enough to be in a place like Ohio State, which gives us the opportunity to impact our society through the community health education part of our curriculum.

As part of that, some of my classmates and I went and worked with Sisters Across Borders in the Ghanaian community here in Columbus. We were interested in cardiovascular disease, which as you may know is the No. 1 killer of people of African descent here in the United States. We organized screening programs where we screened for hypertension, high blood pressure and high blood glucose, which predispose people to cardiovascular disease. We also provided education on diet and exercise aimed at helping them improve their risk factors. Through this, an old lady who had recently emigrated from Ghana was able to find out that she not only had high blood pressure, but also had developed diabetes, having gone from being very active on her farm in Ghana to becoming sedentary while taking care of her grandchildren. We not only screened her for those things, but also got her connected to the health care system to prevent the further complications associated with her disease.

As a result, we were able to reach quite a number of people. This goes to show that people in these neighborhoods, as well as such backgrounds, actually do benefit a lot from programs such as the one that we organized, and I look forward to continuing this throughout my medical career. Thank you.

Mr. Hansen:

Hello, my name is Jaron Hansen. I am also a second-year medical student here at The Ohio State University College of Medicine. Like Grace, I had the opportunity to be involved in a community health education project. In 2013, a cooperative that included the city of Columbus and The Ohio State University known as Partners Achieving Community Transformation found that less than 60% of East Side resident adults achieved post-high school education, and as a result had the accompanying health and socioeconomic results. In 2015, this same cooperative launched a program known as Health Sciences Academies. This was implemented in seven East Side schools and with a specific focus on preparing graduates for post-high school education and careers, especially in the health sciences and health industries. This is a really exciting program designed to gear them toward these careers and provide some success in their lives. Our group had the opportunity to work at East High School and we went to the newly founded board there and proposed a program where we would bring young professional students from the health sciences to meet with these students. We met with about 20 students over about four months and provided some hands-on activities and interactive experiences with them.
For example, we shared all the instruments doctors use during a physical exam and for taking vitals and blood pressure, and they loved getting their hands on those tools and doing something they probably never thought they could do. In the beginning, a lot of the students weren’t that interested, but as we were able to mentor them and be there for them, their attitudes really changed. They expressed a lot of confidence that they could achieve those kind of professions, that they could change their lives and do something like this. They were asking very interesting questions and type of questions like, “What can I do now to prepare? How will I know what would be a good fit for me? What can I do to get some help financially, to get some help academically, so that I can do this and be like you guys?” It was really inspiring to me and I’m happy that OSU gave me the opportunity to be involved in this community. As a future physician, I am very excited to take a more active role in my community and in shaping future health professionals that may just need an encouraging role model to succeed. Thank you.

Ms. Chen:

Hello, my name is Lauren Chen. I’m a second-year medical student at The College of Medicine here at OSU. Last summer, I had the opportunity to work on a community health project in collaboration with a nonprofit called Healthy Asian Youth. This program is an after school and summer program that provides a safe and environmental education for children from low-income families in primarily Cambodian communities around Franklin County. Since undergrad, I’ve really gotten to know these kids from my time spent as a teacher for this program’s summer camp, and I realized that many of them lacked access to quality health care and education, and this puts them at a higher risk of developing unhealthy lifestyles and, later on, health complications.

Coming back as a medical student, one of my goals was to tackle these obstacles by implementing a series of workshops focused on nutrition, mental wellness, physical fitness and substance abuse prevention. Our data has shown that this initiative was successful and led to real behavior changes among the kids in the form of decreased amount of TV watched, decreased consumption of sugary beverages and an increase in reported amount of exercise. But, more so than the data, one moment that I want to leave with you guys from my experience was our workshop on mental wellness.

A group of the little Cambodian girls at the camp had recently lost their 12-year-old brother to suicide. When we did our workshop on mental wellness, we had all the kids practice self-relief strategies in the form of yoga, making stress balls and passing along written compliments to each other. At one point, we allowed all of the kids to share their experience with stress at home, or in the family, or at school. At that point, I thought the girls were really engaged in the activity and it was a very cathartic moment for them.

After the summer, our group wanted to continue building our relationships with the almost 80 kids at the summer camp, so we were able to establish a medical students’ club and I’m happy to report that we’ve not only been able to continue our fun activities with the kids, but we are able to set up a health screening event and distribute personal hygiene kits to over 50 kids and their families. So, in the end, I am grateful and I’m proud to be part of a medical school that has afforded me the opportunity to continue my passion for caring for the kids that I love, and helping them grow up to become advocates for their own health. Thank you.
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Dr. Kent:

Thank you to all of you. I just want to re-emphasize a couple of statistics. The first is 20,000 hours of contribution by our students to the community each year, and 9,000 individuals in the community that are touched by these students every year. It is really impressive. I also want to recognize Deb Larsen and Dan Clinchot who are the genesis behind the curriculum that’s been developed. Dan, would you like to say a few comments here as the person who really created this program and has moved it forward?

Dr. Clinchot:

Members of the board, I just want to thank you for having us here. As you can see, and in your book, if you look at some of the titles of the amazing things that our students do — they are a powerful workforce to fight against health disparities. They work with community agencies throughout Franklin County and southern Delaware County to really try to impact the lives of those less fortunate, and they make a big difference as evidenced here because we require them in the curriculum to actually study the impact of their efforts. Across the College of Medicine and the School of Health and Rehabilitation Sciences, we really, I think, make a huge difference for the community and instill that in the graduates that we have. Thank you.

Dr. Kent:

Thanks, Dan. We have time for a few questions.

Mr. Schottenstein:

I have a comment and a question. My comment is — these are four of 60 initiatives that represent outreach into the community; I’ve been involved at Ohio State for a long time, and I had no idea we were doing this. It’s absolutely extraordinary. We talk about the importance of telling our story and properly marketing our achievements within the greater community, and I think that there’s certainly a place for this to be told. I think it’s just absolutely wonderful. The question I have is how common is this in colleges of medicine across the country? How old is this program here at Ohio State? You mentioned several years ago that we really ramped this up. If we looked at other benchmark institutions and their respective colleges of medicine, would we find this kind of outreach and engagement by the college?

Dr. Kent:

Great question. Dan, do you want to take that?

Dr. Clinchot:

There is no doubt, when you look at colleges of medicine, most have a requirement for volunteer activity. This is very different. This is service learning, where the students actually have a curriculum that supports it. We initiated this in 2012, and we were actually one of the leaders in this community health education project back then. We’ve produced workshops nationally to show other schools how to do it, and I would say there’s no other school that has a program like this, that requires as many hours over two years to work through the entire process with a community agency. So we actually are bringing free work to those agencies to impact the health care of the people they serve.
Dr. Kent:

Dan is being only slightly modest. I think we’re the national leader. It’s something that’s been very creative and I think we’ve been able to diffuse to medical colleges throughout the country. This is a really fantastic place to be.

Mr. Schottenstein:

It’s outstanding. It’s just really terrific.

Dr. Wadsworth:

Those were four great presentations, thank you, and they were all quite different. The education one, in particular, I’m really taken by because sometimes a simple intersection with somebody that introduces the vision for what could be is a turning point. My question is, as you meet all these people who need help, there must be occasions when great complexities arise as to the backgrounds they’re in, the families they’re in, maybe drug-related or violence — how do you deal with that kind of additional issue?

Ms. Lartey:

At least for the project that we were engaged in, it was not just a collaboration between Sisters Across Borders and The Ohio State University College of Medicine, but it also connected health professionals of African descent to those communities. So those people were still available to them. We connected them to the health care system through those people, as well as organizations like the Central Ohio Diabetes Association, who gave us the supplies as well as reached out to the people who were found to have some of these conditions.

Dr. Wadsworth:

The reason I ask is, we hear these tragedies about families and homes that nobody’s aware there’s a problem and it’s just something to be aware of and how far do you carry that responsibility?

Dr. Kent:

The students are connected to the social network of Columbus and the communities that they’re involved with so …

Dr. Wadsworth:

So there are places to turn.

Dr. Kent:

When they exit, there are others that continue on with the care.

Dr. Clinchot:

That’s exactly right. For example, the current first-year students are working on some opioid projects with the Columbus health department. What happens is, as the students
interface, they then know how to access free or low-cost resources and how to refer those individuals. So, it’s not as if the students are out there alone on an island, they have their list of people who will help them.

Dr. Wadsworth:

Terrific stuff. That’s great.

Dr. Kent:

Other questions?

Mr. Steinour:

Just one if I could? Do we sustain involvement over the years with these organizations or do you try and rotate with emerging needs?

Dr. Clinchot:

The specific criteria for these projects is that the students have to create it in a way that is self-sustaining by the actual agency itself, or something that becomes an ongoing project for students that they would pass on to the next year of students. We have a combination of both — some that the agency itself can continue to run; some that we commit our students will pick up the project, like the Health Sciences Academies.

Mr. Steinour:

It’s remarkable work. Thank you all very much.

Dr. Kent:

Could I have another round of applause for Dan, Deb and our students?

Ms. Hill-Callahan:

Another way that we showcase the wonderful things that are happening at the Wexner Medical Center is by telling the story of our researchers. WexMed Live is a TED Talk-style event that the Wexner Medical Center does in partnership with the Alumni Association, and it’s our opportunity to bring the Wexner Medical Center on the road to the community, to our supporters and to our friends. We’ve held five events, one in Columbus, Cleveland and Cincinnati and two in Naples. We’ve trained 17 faculty in this TED Talk style and we have shared 10 areas of research expertise. We wanted to bring a bit of WexMed Live to you today, so here is a quick snapshot.

Video Plays

What you may not have gotten from that video is the energy in the room from not only the presenters, but also the individuals who were in the audience. Following the talks, guests are invited to discovery areas where they are able to have a little bit of food and continue the conversation with the researchers.
I wanted to share with you one quick story about Dr. Ian Valerio. He is one of our surgeons. He is also a commander with the United States Navy Reserve. He had two tours in Afghanistan and he absolutely wowed the crowd in Naples. He was talking about his research and how he was inspired by our wounded warriors, and he shared stories through his research, about how patients are able to jump, walk and dance, and the crowd leapt to their feet when he spoke and were truly, truly inspired. It really sent a message to all of us that people need to know the story of our researchers at the medical center. To date, 800 individuals have attended these events. We’ve had 1,000 views on Facebook Live. We’ve been able to get our brand out to different constituencies that we wouldn’t normally be able to reach. One thing that surprised us is how excited the faculty are to be trained in this new way of presenting and how, in the beginning, they’re a little like, “That’s not normally how I present my research,” but by the end, they are grateful.

My call to action to all of you is that we are bringing WexMed Live to Columbus on June 13. There will be four presenters at the Ohio Union. Save-the-date cards have gone out, and we hope that all of you will be there.

Now, I would like to give the mic to Dean Kent to make a special announcement about a couple who has taught us a lot about many things, including philanthropy.

Dr. Kent:

Thank you, Patty. Today, I’m going to introduce a couple that I couldn’t be more grateful for what they have given to our university and our medical center. More than 6 million Americans live with heart failure and about 8 million Americans have irregular heart rhythms. Patients with heart failure often have arrhythmias, and people that have arrhythmias have heart failure, so the treatments are really complex because of the interaction between these two diseases.

At Ohio State, we have probably one of the best electrophysiology programs in the country. It’s one of the highest-volume programs and it’s really fantastic. We also have one of the best heart failure programs in the country. It’s nationally known and has had an incredible amount of innovation. We leveraged the strength of these two programs and created a unique, one-of-a-kind center that’s focused on clinical care and research, and it intersects these two diseases. We believe that with this intersection and this center, which combines research in these two diseases, we’ll be able to make dramatic discoveries. It’s my pleasure to share with the board today a transformational gift by two generous donors whose relationship with The Ohio State University and the Wexner Medical Center can be accurately described as family.

They’ve become familiar faces to many of us, must notably Dr. Ralph Augustini, Dr. Peter Mohler, Dr. Tom Ryan, Dr. Bill Abraham, as well as myself. I’m pleased to introduce Corrine and Bob Frick and announce the creation of the Corrine and Bob Frick Center for Heart Failure and Arrhythmia. Bob and Corrine, would you stand up and wave to everyone?

Thank you for that applause, but I’m not done yet. Over the past year, I’ve come to know Bob and Corrine, and if there is anything I can say about these two individuals, it’s that they are incredibly humble. The gift is being made from their hearts and with their belief that no patient should die of heart disease. This extremely generous gift in the amount of $18 million will move the needle in so many ways. The mission of the center that they’ve created is to provide collaborative, innovative and coordinated clinical care,
research and education in the specialties of heart failure and arrhythmia. The funds will be used to support a large and diverse research laboratory with innovative technology. Three new endowed chairs will be created — the Corrine Frick Research Chair in Heart Failure and Arrhythmia, the Bob Frick Research Chair in Heart Failure and Arrhythmia, and the Bernie Frick Research Chair in Heart Failure and Arrhythmia. Last year, with the support of this gift, we opened the Frick Hybrid Electrophysiology Suite, which is one of the only dedicated hybrid operating rooms in the nation. And for those of you who don’t know what a hybrid operating room is, in this procedural room, you can do a catheter-based intervention to affect an arrhythmia at the same time that you do open heart surgery. In fact, we’ve done quite a number of these innovative procedures since the opening of the room, and we’re one of the leaders in the nation in this type of therapy.

Bob’s late brother, Bernie — one of the research chairs is named in his honor — died of sudden cardiac arrest at the age of 60, after battling issues with arrhythmia for years. Bernie was an educator, adored by his family and missed dearly by his wife, Diane Frick. Diane and her four daughters are with us today as well as Amy, Bob Frick’s daughter. Would all of you please stand and be recognized?

The Bob and Corrine Frick Center for Heart Failure and Arrhythmia will be transformational in advancing the care of patients with cardiovascular disease. As a result of this gift, I’m confident that progress will be made in the treatment of these two very severe conditions. Bob and Corrine, you’re creating a future of cardiovascular medicine that will improve people’s lives. People will live to see tomorrow because of the treatments that you’ve made possible. They will live to see their children and their grandchildren grow up because of the innovation that you created. The legacy you are leaving is truly remarkable. So, please join me in thanking Corrine and Bob for their generous philanthropy and their tremendous contributions to The Ohio State University.

Dr. Drake:

Thank you very much. We are fortunate to have a chance to work with many people in our lives and we are fortunate to have many supporters of this university. But I’ve had a chance to spend many hours with you, Bob and Corrine, over the last couple of years, and one of the things that touched me most about your support is that you are real people. You have worked to put yourselves in the position that you are in, and you have created the opportunities you have had to be able to contribute in the way that you do, by your own focus, work and values over the decades. I appreciate that very much. I also appreciate the thoughtfulness of your own research and how you have looked into what we can do as a university to make a difference. The pointed nature of your gift has identified and focused on areas where we can really make that marginal progress and take the step from A to A-plus. The reason you focused on this area in which to make us better is that you understand and can see the effect that this will have on people far beyond our vision, far beyond our horizon. There will be many, many thousands of people in our community and across the country who benefit from your focus and your hard work, your dedication and your generosity, and I want to say — on behalf of all of us — how much we appreciate your support and look forward to working with you for many years to come. Thank you very much.

Now, we have a report on the James and the Comprehensive Cancer Center. We will start with Dr. Farrar.
Dr. Farrar:

Thank you, Mr. President. I appreciate the opportunity to make some brief comments on what’s been happening at the James over the past few months, and I’ll be followed by Dr. Pollock. One thing that Dr. Pollock and I have tried to do since moving into our positions is in regards to communication. Both of us have had numerous meetings with not only faculty, but staff around the James, to see what issues we need to address in order to improve in the near future. We’ve also had great communication with Mr. McQuaid, Mr. Larmore, Dr. McPheron and Dr. Kent. We meet on a regular basis and it’s been a pleasure getting to know them, but also getting to know and identify areas that we can cooperate and streamline operations for the entire medical center. Personally, I’ve been very pleased and honored to take part in those meetings and communications.

In regards to hospital operations, just last month, the James was awarded Magnet designation for nursing. This was the second time; the first time was in 2013. This is the American Nurses Association’s highest and most prestigious distinction that a health care organization can receive for high quality of care, nursing excellence and innovation, and nursing practice. We turned in all of our required information last August, and this January we had a site visit from the Magnet team and we really just blew them away. They could not imagine how caring our nurses were to the patients and their families. They were impressed that 92 percent of our nurses had a BSN. And our nurses, over the past four years, published in 64 publications and they just raved about all of those attributes. Only 8 percent of hospitals obtain this designation, so we’re pleased that the James was able to re-get this award.

Along the same line, our recent patient satisfaction scores have been outstanding. Our inpatient score was 98 percent, our ambulatory score was 94 percent, and I have to throw in mammography since I’m close to the Breast Center, and they had a 99 percent satisfaction score. It doesn’t take many negative comments to bring down those numbers, so this speaks highly not only of our nursing staff, but also our faculty that take care of the patients in the James.

The other thing to talk about is our clinical trials. We have a great clinical trials team led by our Clinical Trials Office. This year, it appears that 19 percent of our patients will be put on clinical trials. That may not sound like much, but the national average is between 4 percent and 5 percent, so we do a fantastic job of putting patients on clinical trials.

The other thing that I want to mention, before turning it over to Dr. Pollock, is many of you have probably heard of our effort in digital pathology. Dr. Parwani was hired in 2015 from the University of Pittsburgh to head this program with Inspirata, the company that helped developed a lot of the scanners. Digital pathology is converting traditional glass slides into high-resolution digital images. So in the near future, pathologists will not be looking at the conventional glass slide — it will be on a computer. They call it the pathology cockpit, where they’ll have a screen with the patient’s information and the digital pathology and different diseases, molecular studies and everything.

This digital pathology makes turnover time a lot faster, so you may not have to wait six or seven days to get a report back, it may be back within 48 hours. It’s also easy to get molecular studies. A good example is what’s called the AQUA score, which is a test we use on breast cancer patients once they have their surgery to determine if they will benefit from chemotherapy. It takes three weeks to get that test back. If you’re a patient waiting to know if you’re going to get chemotherapy or not, that’s a big deal. With this
digital pathology, they feel that within a very short period of time we’ll be able to do a
very similar study with the molecular pathology and molecular studies, and we’ll have
that same information in two to three days. So that’s just the type of research that’s going
on, and you’re going to hear more and more about digital pathology in the coming years.
It’s really going to make an impact on how we treat patients and how effectively and
quickly we can treat patients.

Just a couple other things. We’re working very hard on two items — a strategic plan,
which is occupying quite a bit of our time, as well as a West Campus ambulatory building.
We’re working on finalizing a lot of things for that. So there’s a lot of activity going on at
the James. I also just want to point out our development team. I was able to participate
in the Buckeye Cruise for Cancer, which happened about two months ago, and it was a
very successful cruise. Last year, they broke a record, raising $2.5 million on a five-day
cruise, which is pretty outstanding. This year, they raised $3 million, so every year it
goes up and I think that speaks highly of our development team, which really put on a
fantastic cruise. As you know, Pelotonia, is up and running. I’m sure we’re all already
signed up for Pelotonia, but if you haven’t, please do. Also, our development team
recently participated and attended the National Association of Cancer Centers
Development Officers’ meeting and our development team was recognized as having a
banner year last year in terms of raising money. The final numbers aren’t out yet, but
the thought is that we’ll be among the top five cancer centers in raising money, so they
just continue to do a fantastic job. I’ll quit there, my five minutes is up. Now, I’ll turn it
over to Dr. Pollock.

Dr. Pollock:

Bill, thank you for those kind words, and Mr. Wexner, I appreciate the opportunity to
provide the board with a brief update on some of the things that have been happening
in the cancer center itself. A very careful fund flow analysis was conducted over the past
several months to look at how funds potentially flow from the James Cancer Hospital to
the cancer center for support. It was certainly a learning experience and I appreciate Dr.
Drake and Dr. McPheron conducting this. It enabled us to ultimately learn much about
how this can be handled going forward, and it resulted in a very strong package of
resources that Ohio State has offered in support of the cancer center and its research
programs. I’m grateful to both of you for having conducted this and for making these
resources available.

It is always a little bit tricky inheriting an administrative structure, so we have had to
prioritize what our most important tasks are. We have created a committee within
the cancer center that is aggressively pursuing the Cancer Centers Core Grant renewal,
which will be site-visited in 22 months.

There are two strategic plans that are being developed. One is the larger university effort
led by Gail Marsh. And then, one is in a little bit more granular detail for the cancer
center itself over an even longer timeframe. We’ve created the infrastructure to do that
analytic work and ultimately produce the written documents that demonstrate our
conclusions. We have also completed the recruitment of our external advisory board.
This is a 12-member group that provides us with direct advice on an annual visit basis,
as well as in between. Ten of the 12 members are directors of other National Cancer
Institute Comprehensive Cancer Centers including for the first time ever, the president
and CEO of Sloan Kettering, who is graciously giving his time to be of help to us.
A number of faculty recruitments involving several colleges have been launched and some have been concluded, including the College of Engineering, the College of Pharmacy, the College of Veterinary Medicine, the College of Nursing and most importantly, the College of Medicine. I want to give Craig [Kent] and his associates credit. We have worked out very tight communication mechanisms. We are back and forth in person and with email exchanges on an almost daily basis to keep tabs on the many recruits that have shared interests that straddle the cancer center and the College of Medicine. This has been very, very important, not only in the retention of some very prominent senior faculty, but in terms of planning for recruitments going forward. Craig, I really appreciate it, it has made the job a lot easier, certainly.

Administratively, as Bill [Farrar] alluded to, we have created a new entity. We call it the G8 because there are eight of us and it straddles both the cancer center as well as the James Cancer Hospital. We meet every Friday morning for two hours to look strategically at issues and how we can best position both of these now separated administrative entities on behalf of the cancer program as a whole. We’ve also created a cancer center executive committee that meets for an hour before the G8 meetings, so Friday mornings are busy with administrative meetings.

Several new programs are now in the process of being developed, including a cancer immunotherapy center and a cancer engineering program that will pull on not only the College of Medicine but also the College of Engineering and others of the 11 colleges with which the cancer center has active faculty sharing in collaboration. I would like to acknowledge that the James Foundation Board has made a very generous commitment to helping fund the cancer immunotherapy effort going forward. So, it’s been a busy couple of months, but I’m deeply enjoying the opportunity. I very much enjoy reporting to Bruce [McPheron] as my boss and Dr. Drake at the next level up and this has actually been a lot of fun. Thank you very much for the opportunity.

Dr. Wadsworth:

Just as a question of curiosity. You know that digital image processing, image recognition, automated counting has been around quite a while. I was wondering what the particular challenges are with the molecular study that you’re researching — is it irregular-shaped statistics?

Dr. Farrar:

I’m not sure. Right now, they have gone back and copied or scanned about 500,000 slides on 39,000 patients.

Dr. Wadsworth:

It’s not a question of starting or … it’s not the process of doing the imaging, it just hasn’t been addressed up to now?

Dr. Drake:

A lot of it, Jeff [Wadsworth], has been moving from the 20th to the 21st century. The technology has been there for quite a while in different ways. But adapting it to pathology slides, getting the right slide collection, making those things available in a way that an average pathologist can use them in his or her practice on a regular basis, has really
been a change in the culture. What made you a great pathologist in the past was what you carried in your brain and how you could look at the slides faster and better than somebody else. Now what you can do is have — on digitized slide banks — the best examples in the world of what you want to look at, and compare those side-by-side with the material from which you wish to make the diagnosis. And you can have the most recent studies nearby to help you in choosing the right diagnosis and ways that you might guide the therapy going forward. So it's pulling all of the things we have together into a place where the pathologist has them right at his or her fingertips, and then it's constantly updated — like a Google Maps sort of thing — that lets you know which way you can move forward fast.

Dr. Wadsworth:

So that’s consistent with other histories, where the human ability to recognize something … it has taken a long time for the digital process to accurately repeat that.

Dr. Drake:

Right. So there is the concept of the robotic system being able to get a pretty good idea, but then layering over that the aspects of judgement and nuance, which are the aspects that the pathologist offers.

Dr. Wadsworth:

Thank you.

Dr. Farrar:

It has become a very good tool for helping other hospitals, not only around this area, but also across the country and internationally. It used to be if a pathologist in China couldn’t identify something, and there’s an expert in the United States, they'd have to mail the slides over. Now, in a matter of minutes, the pathologist can look at the slides on the computer, call that person back, and have a conversation to make a diagnosis a lot quicker.

Mr. Schottenstein:

I have a question for Dr. Pollock. First of all, both reports were great reports. Your leadership is very much appreciated on all fronts. This is a governance question about this external advisory board you mentioned that’s in place for the comprehensive cancer center. Briefly, could you explain to us, did we have that before? And if not, why not, and what will be the role of this board? How do you see them functioning going forward? What sort of a big picture will they play in the journey of our cancer center?

Dr. Pollock:

We did have such a board before, but there’s always turnover in the membership. About two-thirds of the members of the board needed to be replaced. They function as a peer group, if you will, to give us very specific advice, particularly about the Core Grant and how we should position programs within the Core Grant. But also, it’s an informal network. We have many questions that will come up where we want input from other cancer center directors about some of the day-to-day operational issues, strategic
issues and interfacing inside the beltway. Those types of questions become very important. So having a ready group of peer experts who you can turn to for advice, and who turn to you for advice, positions us as an institution with a cancer program that has very high national visibility.

Mr. Wexner:

Everyone, I think, communicates the appreciation of the university and the medical center board. Both of you came into a very tense situation, and the fact that you both understood the university hospital system and the cancer hospital, and in such a short period of time had grabbed it by the horns and are leading so effectively, is very appreciated. The quality of your leadership is most appreciated, the quality of your report is appreciated, and anything that we can do to help you be more effective, speaking for the board, we are at your disposal. So, Bill and Raph, thank you very much.

Dr. Pollock:

Thank you.

Dr. Drake:

Thanks very much, appreciate it. College of Medicine, Dr. Kent?

Dr. Kent:

I'll begin by expressing my enjoyment and appreciation in working with both Bill and Raph. It has been tremendous. We have these Thursday afternoon meetings and we get so much accomplished, it’s incredible. I get great advice about the college and I’m able to provide insight to the cancer center, and it has been a really collaborative relationship, so thank you both for allowing that to happen.

For the College of Medicine report, I have a couple of things. The first is that you remember, probably several board meetings ago, Dr. Fujita asked, "What do you do well at the Wexner Medical Center?" He asked us to come up with a list of our research programs that were nationally known, visible and in our top group. At our last board meeting, we handed out that list, and I hope you’ve had a chance to review and see that we’re excelling in a number of really fantastic areas. For this board meeting, we created a separate list, which is of our top differentiated clinical programs, or what we’ll call clinical programs of distinction. I think you all have this list in your board books. There’s 14 programs, and I’m sure I’m in trouble with someone because you know there’s one that I didn’t include, so consider this a work in progress. As some of our other programs continue to grow and become nationally recognizable, we will certainly add to the list.

It was an enjoyable process to create this list. The first thing we had to do was create a definition of what we would think of as a clinical program of distinction, so we used a number of different criteria. The first is volume. One of the things that’s very clear is the more you do of something, the better you are at it, and there are quite a number of different diseases and treatments that we have incredibly high volume. A second area that differentiates a program is one where you have a certain technical expertise. For example, our electrophysiology program, we do over 5,000 procedures a year, and our EP interventionists are extraordinarily talented and have better outcomes than the average interventionist just because of the high volume and the skill that they’ve created.
A third area that differentiates the program is the ability to integrate research, or clinical innovation, along with clinical care, and we do that very well and it's really a center point to many of the programs that we've included in the list. So, please have a chance to review the list, you know I'm available to have conversation about any of these programs, but we're very proud of all of these programs and the leadership that's been able to create this for the Wexner Medical Center.

Now I'm going to move on and tell you about one of those programs. At each of our board meetings, I like to feature one of our research or clinical programs. This time, I want to talk about our Robotic Surgery program. Innovation is a key part of our strategic plan, and robotic surgery is a very innovative technique that's being used at a number of centers around the country to provide a level of very differentiated care. There is no doubt that our robotic program at Ohio State is a national leader. You may or may not know much about robotic surgery, so we will play the video that will give you a sense of what it's all about.

Video Plays

It's somewhat of an alien concept that the surgeon is not next to the patient, right? There's almost a Star Wars sort of element, moving the levers and the operation is going on maybe five or six feet away. As you can see, though, our surgeons do it very well. So why has robotic surgery been an advance? There are a number of different reasons. One is that with many types of procedures that the robotic surgeons perform, there are fewer complications, and the death rate is actually reduced in these kinds of minimally invasive interventions. A second reason is because it's less traumatic. The length of stay is reduced, the number of long-term complications is diminished and people can return to work at a faster rate and be able to resume their normal lives.

The other point that was alluded to in the video is that you can get into smaller spaces. If you could imagine operating on the larynx — that's the place right between the mouth and the trachea — and if you wanted to approach that from the mouth, it's pretty hard to get at, unless you have very, very fine instruments, which a robot provides. So our ENT surgeons, one is sitting next to me now, have become experts at laryngeal surgery using a robot, which really differentiates us nationally in terms of what we can perform.

If you look at our specific program at the Wexner Medical Center, we have a total of 40 surgeons that represent 11 different specialties that are involved in the robotic program. Two-hundred residents or fellows each year are trained by our robotic surgeons, so these people come from all over the country to learn these techniques. Over the last 10 years, the robotic surgery program has expanded into one of the highest volume programs in the country. In 2012, we did over 1,600 cases a year, which put us second worldwide. Over the past five years, that number has continued to expand, and now we do 1,900 robotic procedures at the Wexner Medical Center each year. Our current volume puts us in the top five of all academic medical centers in the country. Our surgical training program is best in class. In fact, every year we have several institutions, this past year it was Dartmouth and UCLA, that come to visit us and see how we train our surgeons.

We have research efforts that are ongoing. We're constantly trying to expand robotic surgery so that we can use it in other spaces and techniques and in different diseases. We're also in the process of developing new instruments and techniques for the existing procedures. In February of last year, OSU hosted a symposium called the Integration of...
Robotic Surgery in Academic Medical Centers, and over 200 surgeons and administrators from various parts of the country came to Ohio State to learn how to be successful in robotic surgery. We are fortunate today to have the program’s leader, Jeff Fowler. He is a professor in the Department of Obstetrics and Gynecology, and it’s really Jeff’s innovation and his 40 surgeons that have made this program tremendous. So Jeff, would you please stand and be recognized by the board?

That concludes my report, and I’m happy to take any questions.

Dr. Reid:

Robotic surgery is just amazing. You know, pretty soon, hips, shoulders and all that will be done through robotic surgery. But I know one of the research areas has been to try to get tactile sensation, so that when you’re operating and moving those tools around, you can actually feel if a tumor is firm or soft. Are we doing that kind of research?

Dr. Kent:

Jeff, do you want to take that question?

Dr. Fowler:

Thank you, I appreciate that Dr. Kent. It’s really a team effort. This type of complicated surgery requires a lot of support. The reason we are successful is a lot of experienced surgeons that are homegrown here and the teams that support them, and so that’s what the program supports.

To answer your question, which is excellent, the visual enhancement in high-definition 3D really overcomes a lot of that lack of haptic feedback, which is the ability to feel. So you can see what you’re doing and with experience, you can tell how hard you’re pulling on things and whatnot. To your point about consistency of a tumor, and feeling that that still needs further development — each few years, there are progressive advancements in the technology, so we have increasingly better ability to perform more complicated procedures and have the tools that you’re mentioning.

Dr. Reid:

Thank you.

Dr. Wadsworth:

I’m familiar with the da Vinci Surgical System. Do you have other machines? Are other machines starting to compete with the da Vinci, which has dominated the field, I think, for many years? Just curious about the competition space for developing new tools.

Dr. Fowler:

The only vendor for the procedures that Dr. Kent mentioned is Intuitive Surgical, which makes the da Vinci Surgical System, and they’ve been out since the late 1990s and the early 2000s. There’s a lot of chatter or discussion about other big companies being out there, but we really haven’t seen even their beta products yet. One of the big problems is that the individual robotic system that you saw is, it’s not one patent, it’s hundreds of
patents within it, so it’s very complicated. So we don’t have a competitor yet. It’d be nice as far as cost; it’s a very expensive system. There are other robotic technologies used in medicine and orthopedic surgery for separate types of procedures or robotic-automated technology, you mentioned digital pathology. As far as the procedures that Dr. Kent was speaking to, it’s Intuitive Surgical only.

Dr. Wadsworth:

I know they survived a class-action lawsuit last year through the claim that there were tiny metal particles that were moving around. That was a big case, but it’s a wonderful machine and congratulations on having so many people involved in it.

Dr. Kent:

I do think it’s a matter of time, though. There will be other technologies that come along.

Dr. Wadsworth:

I thought the Canadians were developing a competitor.

Dr. Kent:

Oh, I think there’s a number of different innovations that are underway. I suspect within the next three or four years, it is Intuitive Surgical that we will see competition, which will be great because it will lower the cost. The machine we currently have, though, is tremendous as you can see from the results.

Dr. Wadsworth:

Yeah, and we were involved in the software development of the early machines at the Oakridge Lab, by the way.

Dr. Porter:

What we know with robotic surgery, too, is that it’s not the robot. It’s really the skill of the surgeon doing the procedure, and that volume matters in terms of outcome, right? So tell me about the credentialing process you have to assure that your 40 surgeons are doing a minimum number of procedures and becoming facile so that outcomes really do improve.

Dr. Fowler:

That’s an excellent question. Nationally, that’s a big issue and has been an issue of litigation either against the company or individual surgeons. So it is a big issue and a tough health system responsibility. Here at Ohio State we have specific credentialing criteria, even for the students that come into the room. We have credentialing criteria for the surgical trainees, the residents or fellows. They have to pass computer simulation tests, online tests, and sit in didactic live and dry labs. For the attending surgeons, they have to be credentialed to perform the analogous surgical procedures, open or laparoscopic. In other words, via some other technique other than robotic. The attending surgeons also have to go through prescribed online and on-site live training course on
animals or cadavers. And then, we have to go through at least five proctored procedures where a surgeon with experience is watching them do the case.

Dr. Kent:

It is a very sophisticated process, but we’re the place where people come to train. I would say we are probably one of the top centers in the country in terms of training, where people will come to learn robotic techniques. So I think your surgeons are pretty well credentialed.

Dr. Fowler:

Yes, fortunately, we have great staff at Ohio State and that helps a lot in those regards.

Dr. Kent:

Well, thank you. Another round of applause for Jeff, and that concludes my report.

Mr. Wexner:

David?

Mr. McQuaid:

Yes, good morning, everyone. I want to spend my time this morning in the operations report to continue on the theme of teaching and learning, and to spend some time in the graduate medical education space. Across the country, 120,000 residents and fellows train in our medical centers and health systems. Here at Ohio State, we have 886 residents across 142 programs. I’ve asked Dr. Scott Holliday to join me this talk about what’s referred to as the Main Residency Match, and how we recruit residents into our programs and talk about that big day in March every year. That’s exciting for graduating medical students and we have some great and interesting statistics on that. Importantly for the health system, these residents are on the front lines of patient care. In their learning through our teaching and training, they have to be able to cite quality and safety issues, and they need to intervene as appropriate. They need to be able to work on interdisciplinary teams and, for example, learn transitions of care. So we take deep pride in the training that we give our residents and that clinical learning environment is really, really important.

I’ve asked Dr. Holliday to spend a little bit of time talking about how, through the Accreditation Council for Graduate Medical Education, we just went through a clinical learning environment review. Dr. Holliday is the associate dean for Graduate Medical Education and he’s also a clinical associate professor of both internal medicine and pediatrics. Scott?

Dr. Holliday:

Thank you for the time to chat with you today. For those of you who are not familiar with the match process, it is a pretty exciting time when everyone across the country learns their fate when it comes to residency and fellowship training programs. Our medical students receive letters, and they all open them at the same time across the country,
and everyone finds out where they’re going and where the computer has matched them based on their interviews and their preferences through the process.

We are excited to share that we had an outstanding match this year. We had set some metrics around match this year and the quality of applicants that we’re attracting here. As we look at attracting applicants, we are competing with all of the other institutions to get the best and the brightest across the country. We set a goal of getting at least 27 percent of our new residents and fellows across the institution who were either from a top 30 US News & World Report top research institution or Alpha Omega Alpha, which is the national honors society for medical schools across the country. We met and exceeded that goal. We had 29.3 percent of our new incoming residents and fellows who met those metrics.

In addition to that, we also had a lot of other great qualities in some of our other applicants. From members of the Gold Humanism Honor Society and folks who have demonstrated great interpersonal and communication skills. We have attracted many people from Ohio who will likely stay in Ohio and take care of our patients and our communities here in the state. And then, lastly, we reached out more broadly across the country. Each year for the past several years, we’ve actually increased our reach of residents from outside of the Midwest, so we are starting to show a lot more penetration of our residents coming from outside of the Midwest. So we are really starting to show our national presence in graduate medical education.

As Mr. McQuaid mentioned, I’ll also talk about the clinical learning environment. We had a review from the ACGME, which is the Accreditation Council for Graduate Medical Education, just a few weeks ago, March 13th through the 15th. What they do is they come here and they look at our institution — and they do that with all of the institutions — to show how we can put a mirror up to us and let us see what we’re doing well, but it also pushes us to do a little bit better. The goal of the program is to encourage six focus areas. First, patient safety, so how well we’re keeping our patients safe while they’re here getting excellent care from all of those potential pitfalls that could happen, whether it’s medication errors or communication errors, or other things that may impact the care of the patient and safety. The second metric is health care quality and health care disparities. They look at how we’re teaching the next generation of physicians to understand that data is important when you’re managing patients, and the importance of applying that data and improving based on what you know.

Supervision of residents and fellows, what is our landscape around supervision? Transitions of care, so when patients are traveling from different areas of our hospital, from the ICU to a medical-surgical floor, or from the OR to the PACU. How is that communication made so that we’re ensuring our patients are kept safe, and that the high quality of care continues as the patient moves throughout our system? But also, how do we ensure that we’re providing excellent communication as providers change at end of duty shifts, etc.

The fifth category is wellbeing, and that’s a new category for the ACGME and not something that had been stressed in the past. This was brought on by a lot of literature that shows burnout rates among physicians, residents and fellows, as well as other health care professionals, has continued to increase. We’ve sadly seen institutions who have lost multiple residents and fellows in the span of a year to suicide, so it’s not a light issue. We want to make sure that we’re paying attention to wellbeing. And finally, the last issue that they look at is professionalism. When they come and do these site visits,
they’re designed to be formative, so they come in very frequent cycles. So, every 18 to 24 months, the ACGME comes in with a team to give us a very thorough, kind of quick biopsy of our environment and the learning environment and how we’re meeting expectations in those six areas. It’s not really a site visit that anyone ever aces. It’s designed to push us to not sit on our laurels and continue to be the best that we can.

We had had our last site visit back in July of 2016, and we focused on a few areas in response to some of the feedback we received then. We focused on how we onboard our new residents and fellows, indoctrinating them into quality and safety and cultural changes and expectations for our trainees. We spent time on quality improvement education, making sure that they understand the importance of data to their regular, daily clinical habits, and providing some resources around support and wellbeing.

We had our site visit a few weeks ago, and I’ll quickly go through those six focus areas and what they identified as some of our successes. On patient safety, they commented a lot about how our priorities were very aligned. They met with residents, they met with fellows, they met with faculty members, they met with nurses and they really talked about how people were on the same page and aligned around the corporate enterprise scorecard around areas that we want to improve in patient safety. They saw that our residents had a strong working knowledge of safety science and were able to really have in-depth conversations when it came to things like root-cause analyses and things that really allow them to demonstrate firm knowledge and working knowledge in health care or in patient safety. And they saw that we’ve increased in our resident and fellow reporting of safety issues and concerns, and good catches to prevent issues across the institution. Certainly, as they identify successes, they also identify opportunities that we have to improve. One of the things they mentioned in the area of patient safety was looking at how we share local fixes. We’re an institution where folks are very busy and when they have a problem, they want to find a local solution that fixes the problem, and they do a great job of that. But how do we help share that knowledge from that local fix so that others in other units who might be experiencing the same issues learn to improve as well? And how do we increase opportunities for experiential learning for our residents and fellows, getting them involved in projects and committees or activities while they’re busy with other clinical activities?

In health care quality, some of the successes they identified were residents and fellows again had a great working knowledge of quality improvement and had some good exposure to the quality improvement process. They saw where some of our programs were providing great data on health care quality and the care they’re providing, and really, we got the opportunity to highlight some of our healthy communities work around health care disparities and areas we’re trying to improve within the community. They identified some opportunities we have for better integrating residents and all of our front line staff into some of those quality improvement initiatives. When you think about a lot of the work that’s done in our quality improvement area, it is done in committee work and in meetings during the day when folks are taking care of patients. So it’s important to try to find ways to pull all those front line care providers, like the residents, fellows, nurses and busy young clinicians, into those discussions and share their expertise and their experiences to help things improve.

When they talked about care transitions, they saw that we very effectively communicated around patient transitions from place to place when patients were going from the OR to the PACU, or other areas within our institution. And they commented on our crew resource management and our simulation training around team-based communication,
and saw that as a way to continue to push forward effective team communication. They also saw that we had some opportunities where some of our folks demonstrated expertise when it comes to communication at the time of handout between providers. We could share some of those best practices across other areas to improve some of that communication.

Around supervision, they saw that residents felt adequately supervised. In fact, in some situations, they felt over-supervised — not surprisingly there — and they felt the faculty was very accessible to the needs of the residents and fellows. Some of the opportunities we saw in that area, from the information they provided, was that we need to look at mitigating some of the supervising challenges, when faculty members are providing care in clinical settings away from the medical center. So at some of our distance sites, how do we coordinate that so we have better oversight over the residents? And then, as we look at a busy institution with high acuity and high volume of patients, we also want to look at how we better counterbalance work intensity with wellbeing, and how do we monitor that for our trainees moving forward, to set them up for their future?

Moving to wellbeing, the next area, they saw that we have been doing small pilots to improve resiliency amongst residents. We have reduced burnout in those small groups by about 22 percent in some of the earlier inventions that we have been involved with. They saw some of our resources from our GME Ombuds Program, and our stress, trauma and resilience program in our employee assistance program to help support folks that are having challenges in the workplace. And then planning around our medical center-wide health and wellness program. We're able to talk with Dr. Gabbe as well as some of our other members of the team that's working on how we roll out a better support system for our entire medical center.

So, for opportunities, they saw that we need to continue to work on that program and really bring that to the institution, and also provide some screening tools for identifying early at-risk individuals. And finally, the last piece was on professionalism, and they saw that we had done a lot of work around professional behavior in the onboarding of our residents and fellows. They felt we were doing a great job when it came to mitigating and intervening when unprofessional behavior relapses did occur, in rare situations. In other opportunities, they felt that increasing some of our inter-professional activities would be beneficial for community and teamwork across teams.

Mr. McQuaid:

Great. Any questions for Dr. Holliday?

Dr. Drake:

In looking at things like average length of stay and operations in the hospital, one of the places where the residents are particularly critical is in things like timely submission of orders to keep the whole flow going. So it’s an important addition to their education and their patient care for them to understand operations, so that it doesn’t gum up the works. It’s good to see that we’re working on it.

Mr. McQuaid:

Yeah, I just want to thank Dr. Holliday and the entire faculty that has spent so much time in the area of teaching and learning for this next generation of clinicians. Their deep
commitment to their success is palpable, and their energy and their thought and the time they put in is critically important to us. So I’m very grateful to you, Dr. Clinchot, and the team in the educational space. Thank you very much.

Dr. Drake:

Great, and now we’re on to Mr. Larmore.

Mr. Larmore:

Good morning, everyone. I’m pleased to report our financial results as of the end of February, eight months through our year. My first slide has four statistics. As you can see, our admissions and surgeries continue to track ahead of our budget and prior year. To highlight on the surgeries, you can see almost 30,000 surgeries through eight months. About 40 percent of that is on the inpatient side and 60 percent on the outpatient. The good news is our inpatient surgery, year-over-year, has grown 5 percent and our outpatient is up about 0.5 percent. So the focus on bringing more elective surgeries in-house is turning out well.

Our outpatient visits are growing year-over-year, just slightly behind our budgeted number. On the bottom right, our worked hours per adjusted admission is actually up three hours over the prior year, and one over our budget. The main driver here is we have been struggling this year with length of stay. But I am happy to report, although we’ve not closed the books for March, that our length of stay in March was the best that it has been all year, so there has been a lot of focus on that.

On the next slide, operating revenue is running 2.8 percent above budget and 10 percent above prior year. The good news is that our controllable costs year-over-year are growing at 8.5 percent, which yield our margin. You can see that we’re actually running 12.8 percent ahead of budget and 43 percent ahead of prior year. So, we did anticipate most of that in the budget, but we’re actually tracking ahead of that. And then, as we continue to plan for the major capital program that we have coming on board, you can see that days cash on hand year-over-year has grown from 120 days to 144 days, or an increase of about $225 million in cash, so good results there.

The next slide is for the health system. There is a $155 million bottom line compared to the budget of $137 million, so we are $17 million ahead of budget. We were at $108 million last year, so we are $46 million ahead. You can see some variances went to our budget, which is good news actually. Our revenue is running $54 million ahead and our volume is ahead, so we’re spending a little bit more on salary costs. As we’re bringing new beds online, the challenge of how fast we can hire always exists. So, there’s a little more spend on agency nurses than we had anticipated. The big number below that is the drug spend, and clearly as the cancer program continues to grow on the ambulatory side, the last two to three years we’ve seen significant increase in drug pricing, especially in the cancer field, so we’re seeing that. But that expense actually yields revenue, so it’s an explainable variance. A couple of new treatments have hit the market in the last year, which have put a strain on the expense side, but we are dealing with each one of those. The cost of these therapies or drugs are so high that we’re actually having to negotiate case-by-case with the insurance companies to make sure we get paid for them. So there’s an administrative burden for that, but so far, it’s going well.
The next slide is the combination of all three enterprises. Each one of the business units is showing a financial improvement year-over-year. The margin rate in the business unit varies, but it varies in all medical centers. My challenge to each one of the operating officers is to improve their bottom line each year and we’re seeing that this year, so that’s great news.

The physician practice is running about $8 million ahead of target, a little soft on the revenue side but the expenses are running below target. The College of Medicine is running about $4.6 million ahead of where we had expected. Net at the medical center combined is about $30 million ahead of where we had expected to be. The last slide is the balance sheet, and again this is the medical center, so all three entities together. All good news. I spoke about the growth in cash; we continue to pay down debt. Since the beginning of the year, we’ve paid down $39 million of debt and our net assets have grown about $185 million. So, all in all, positive results on the balance sheet.

I’ll take any questions that you have on the financials.

Mr. Steinour:

A great job, obviously, on this. I know there have been a number of initiatives and the entire team has been involved in delivering those initiatives. There have also been some payer challenges, which periodically we’ve had conversations around. I don’t know if, either on the initiatives side or on the challenge side, there’s some information in this session that you’d want to share.

Mr. Larmore:

Most of our commercial contracts we try to do in three-year increments. We are in negotiations with two of our large payers currently. Each payer always feel that they pay us too much money, and we always feel like we need increases from them. We talked a lot earlier in the meaning about data, and who has data, and how much data is out there. The large insurance companies have data now and with all the coordination of benefits, it’s hard to keep a secret what your rates are between your payers. So, part of our challenge is making sure that we keep all of our commercial carriers in line, because they actually feel it. As they lose a contract with a large employer, they feel that it’s because they’re paying too much and the health systems are giving other payers better rates. So, it’s a challenge we deal with every year, but it’s all good. A work in progress.

Mr. Steinour:

You’ve just done a terrific job, Mark [Larmore] and the finance team. The coordination and collaboration that’s going on across the enterprise now is very much appreciated. Obviously, these are outstanding results and that’s coming off a record year. To see a plus 10 off a record year is very unusual, so congratulations to the entire team.

Mr. Larmore:

Definitely a team effort.

Mr. Wexner:

Jay, you have a couple of proposals to make to the board?
Mr. Kasey:

Yes, thank you, Mr. Wexner. The next two items on the agenda support the university and the Wexner Medical Center’s strategic plans to create innovative health care delivery models. We’re requesting a recommendation to the University Board of Trustees for approval on both items, which are on the Finance and Master Planning & Facilities committee agendas this week.

The first item is a request to acquire vacant land for development of additional ambulatory care facilities in Franklin County. The proposed property is located on the southeast corner of State Route 161 and Hamilton Road in Columbus. The total land area is about 31.5 acres. The site is zoned commercial planned development and the university has filed a rezoning application to obtain entitlements allowing construction of medical facilities. The acquisition price is $11 million and is consistent with being below two appraisals, which the university received for the same property.

**APPROVAL FOR ACQUISITION OF UNIMPROVED REAL PROPERTY**

Resolution No. 2018-78

LOCATED AT STATE ROUTE 161 AND HAMILTON ROAD
IN FRANKLIN COUNTY, OHIO

Synopsis: Authorization to purchase approximately 31.59 acres of unimproved real property located at the southeast corner of State Route 161 and Hamilton Road in Columbus, Franklin County, Ohio, is proposed.

WHEREAS the property is located at the southeast corner of State Route 161 and Hamilton Road in Columbus, Ohio; and

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

WHEREAS the acquisition will be contingent upon the university obtaining entitlements allowing construction of medical facilities; and

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

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

NOW THEREFORE

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

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

(See Attachment XVII for background information, page 875)
Dr. Drake:

I would like to make a comment. We appreciate the support that we receive broadly throughout the community and, in this particular case, we really appreciate the contribution that the Wexners are making of real property to make it possible for the university to move forward. That gift is a very important part of this and we appreciate that support so much, so thank you.

Mr. Kasey:

The second request is a recommendation to the University Board of Trustees for professional services to begin the actual design of the facilities anticipated for the regional ambulatory site that we just described. This is a $4 million request, which will allow for design through design development of a community-based ambulatory center. The program is approximately 200,000 gross square feet consisting of ambulatory surgery, endoscopy, primary care, specialty medical and surgical clinics, and related support services. The design, with adjustments, may also be deployed on future ambulatory sites as the medical center moves forward with its strategic plans. Those are the two requests at this time.

APPROVAL TO ENTER INTO PROFESSIONAL SERVICES CONTRACTS

Resolution No. 2018-79

WEXNER MEDICAL CENTER REGIONAL AMBULATORY FACILITIES

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

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

<table>
<thead>
<tr>
<th>Prof. Serv. Approval</th>
<th>Total Project Cost</th>
<th>Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMC Regional Ambulatory Facilities</td>
<td>$4.0M</td>
<td>TBD</td>
</tr>
</tbody>
</table>

NOW THEREFORE

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

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

(See Attachment XVIII for background information, page 877)
Dr. Thompson:

I'll entertain a motion to recommend both of these resolutions to the University Board of Trustees. And I will now call the roll.

Upon the motion of Mr. Schottenstein, seconded by Mr. Shumate, the Wexner Medical Center Board members adopted the foregoing motion by voice vote. Mr. and Mrs. Wexner abstained.

Dr. Thompson:

The motion carries. The next item on the agenda, Ms. Krueger.

Ms. Krueger:

Thank you. Last week, the Quality and Professional Affairs Committee met, which is also known as QPAC, to discuss a variety of items. Beth Bolyard walked us through a detailed look at the amendments to the bylaws and rules and regulations of the medical staff at the UH and the James. Members of QPAC voted to approve these amendments. To give you a little more detail, I've asked Dr. Thomas if he would give us a brief overview.

Dr. Thomas:

Thanks, Ms. Krueger. There are two separate medical staffs within the medical center, due to the need for the James PPS exemption, so we have two different sets of bylaws and rules and regulations. However, we have one joint bylaws committee, so a lot of those items are parallel in both sets of bylaws. We try to move forward and group the changes together when we do this. These amendments have been reviewed by the bylaws committee as well as the individual medical staff administrative committees for the James and University Hospitals, and then as Ms. Krueger mentioned, this resolution was approved at a meeting of the Quality and Professional Affairs Committee.

Many of the changes, which you have in your packet — it’s a document that’s 43 pages long — many of the changes are really housekeeping items, changes in titles, changes in structure. There are a couple of key items. One relates to the retention of medical records. You could imagine, in the olden days when we did not have electronic medical records, we needed to keep paper charts for an extended period of time. We used to keep those for 21 years, and what had become the industry standard is we rent a large warehouse to store them in. What has become a national standard is to have a 10-year retention policy. This change will allow us to move to a 10-year retention policy. For minors, however, we do retain them for the full 21 years, age of majority, plus a couple of years just for legal purposes. Obviously, with electronic medical records, each year then we’re able to get rid of one year’s worth of medical records, since they’re now stored digitally for that 10-year period.

Obviously, we are not purging things out of our digital electronic medical records, but there are advances like that that allow these changes in our bylaws to move forward. I’d be happy to take any questions. Since this has been reviewed by many committees, I wasn't going to go through much more detail.
AMENDMENTS TO THE BYLAWS AND RULES AND REGULATIONS OF THE MEDICAL STAFF OF UNIVERSITY HOSPITALS

Resolution No. 2018-80

Synopsis: The amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals are recommended for approval.

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals were approved by a joint University Hospitals and James Bylaws Committee on October 9, 2017; and

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals were approved by the University Hospitals Medical Staff Administrative Committee on December 13, 2017; and

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals were approved by the University Hospitals Medical Staff on January 5, 2018; and

WHEREAS the proposed amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals were approved by the Quality and Professional Affairs Committee of the Wexner Medical Center Board on March 27, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Board hereby approves and proposes that the attached amendments to the Bylaws and Rules and Regulations of the Medical Staff of The Ohio State University Hospitals be recommended to the University Board of Trustees for approval.

(See Attachment XIX for background information, page 878)

AMENDMENTS TO THE BYLAWS AND RULES AND REGULATIONS OF THE MEDICAL STAFF OF THE ARTHUR G. JAMES CANCER HOSPITAL AND RICHARD J. SOLOVE RESEARCH INSTITUTE

Resolution No. 2018-81

Synopsis: The amendments to the Bylaws and Rules and Regulations of the Medical Staff of the Arthur G. James Cancer Hospital and Richard J. Solove Research Institute are recommended for approval.

WHEREAS the proposed amendments to the Bylaws and the Rules and Regulations of the Medical Staff of The James Cancer Hospital were approved by a joint University Hospitals and James Bylaws Committee on October 9, 2017, and the James Bylaws Committee on December 1, 2017; and

WHEREAS the proposed amendments to the Bylaws and the Rules and Regulations of the Medical Staff of The James Cancer Hospital were approved by the James Medical Staff Administrative Committee on December 8, 2017; and

WHEREAS the proposed amendments to the Bylaws and the Rules and Regulations of the Medical Staff of The James Cancer Hospital were approved by the James Medical Staff on December 22, 2017; and
WHEREAS the proposed amendments to the *Bylaws and the Rules and Regulations of the Medical Staff* of The James Cancer Hospital were approved by the Quality and Professional Affairs Committee of the Wexner Medical Center Board on March 27, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board hereby approves and proposes that the attached amendments to the *Bylaws and Rules and Regulations of the Medical Staff* of the Arthur G. James Cancer Hospital and Richard J. Solove Research Institute be recommended to the University Board of Trustees for approval.

(See Attachment XX for background information, page 891)

Mr. Wexner:

Andy, thank you.

Dr. Thompson:

All I need is a motion to recommend these resolutions to the University Board of Trustees. This can be done by voice vote.

Upon the motion of Ms. Krueger, seconded by Mrs. Wexner, the Wexner Medical Center Board members adopted the foregoing motion by unanimous voice vote.

Dr. Thompson:

The motion carries.

Ms. Krueger:

Great, thank you. QPAC also voted to approve this resolution with regard to the trauma program verification that resides with the Wexner Medical Center Board, which is required by both the University Hospitals as well as University Hospital East. Andy, do you want to tell us a little bit more about this as well?

Dr. Thomas:

Yes, thank you, Ms. Krueger. Every three years, the American College of Surgeons Committee on Trauma does a site visit for every designated trauma center around the country. This is one of many re-designated programs for us. The burn program goes through a similar review. One of the requirements in that accreditation process is that the governing body of the organization provide an endorsement of that application.

One new item this year, you’ll notice in the resolution it mentions a Level 3 trauma program at University Hospital East. That is a new change for us to have a trauma program there. You could imagine there are a number of patients who may have a trauma in the vicinity of East Hospital and currently those folks are being taken to Grant Hospital or to another facility because, by state law, if there is a trauma involved EMS has to take the patient to an actual trauma center. Or, if a patient were to walk in and have a trauma, they have to be transferred to another hospital. Just to give you a sense of the scale of our current trauma program, this is before even the addition of the Level 3 program at East, in calendar year 2017, we had 2,738 total trauma patients. Just under 1,000 of those actually came from the scene of the trauma; 1,250 of those came as a
referral from another hospital. We get patients from all over the state that are sent here either by air or by ground ambulance. We obviously get local patients that are brought to us by ground ambulance, but the opening of a Level 3 trauma center at East will substantially change the nature of that hospital, because EMS drives by it for certain things. We've already seen the change with the opening of a program for heart attacks and a stroke program there. EMS is finding we have more and more resources there that will help the hospital over time in a great way.

Mary Howard and Elizabeth Seely, in her time prior at East, have been really wonderful to work with. The medical staff has really been engaged in this as well as our trauma program leadership. I think it will be a terrific project to change the trajectory of East Hospital over time.

UNIVERSITY HOSPITALS TRAUMA CERTIFICATION

Resolution No. 2018-82

Synopsis: Applications for a Level 1 trauma verification for University Hospitals and a Level 3 trauma verification for University Hospitals East by the American College of Surgeons-Committee on Trauma, are proposed.

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

WHEREAS the Wexner Medical Center is committed to maintaining the high standards required to provide optimal care for all trauma patients at University Hospitals emergency departments; and

WHEREAS the Wexner Medical Center is cognizant of the resources needed to support a Level 1 Trauma Program at University Hospitals and a Level 3 Trauma Program at University Hospitals East, and the contributions of these programs to its tripartite mission; and

WHEREAS on February 12, 2018, the University Hospitals Medical Staff Administrative Committee approved the proposed applications for a Level 1 trauma verification for University Hospitals and a Level 3 trauma verification for University Hospitals East by the American College of Surgeons-Committee on Trauma; and

WHEREAS on March 27, 2018, the Quality and Professional Affairs Committee of the Wexner Medical Center Board approved the proposed applications for a Level 1 trauma verification for University Hospitals and a Level 3 trauma verification for University Hospitals East by the American College of Surgeons-Committee on Trauma:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board hereby approves the applications for a Level 1 trauma verification for University Hospitals and a Level 3 trauma verification for University Hospitals East by the American College of Surgeons-Committee on Trauma.

Mr. Wexner:

Thank you.
Dr. Thompson:

Comments? I’ll entertain a motion to approve the resolution. This requires a roll call vote because the approval resides with the Wexner Medical Center Board.

Upon the motion of Dr. Drake, seconded by Ms. Krueger, the Wexner Medical Center Board members adopted the foregoing motion by unanimous roll call vote, cast by board members Dr. McPheron, Mr. Papadakis, Dr. Drake, Mr. Schottenstein, Mr. Steinour, Mrs. Wexner, Ms. Krueger, Mr. Jurgensen, Dr. Reid, Mr. Shumate and Mr. Wexner.

Dr. Thompson:

The motion carries.

Mr. Wexner:

Before we adjourn, let’s take a couple of minutes. Our second son was a high school varsity rower, and he is now in his junior year at college and he strokes an eight-person boat. I don’t know how many of you know about rowing, but that’s about what I know. What he tells me is when the boat is in harmony, there’s all kind of great vibrations and it just feels better and they happen to go faster, too. There’s a great book called “The Boys in the Boat,” which talks about that experience. It’s focused on the experiences of all the boys in the boat, the coach, the stroke and what they did and what they accomplished. In the spirit of getting all the boys and girls in the boat rowing together, I think that’s what we’re seeing today. First of all, it took us a while to get through an agenda on time, and we’ve been practicing this for multiple years, but we actually had an agenda end on time, which is one measure of growing together.

Also, when you look at the performance, whether it’s improvement in reputation, NIH grants, clearly the financial performance, it means a lot of people are in the boat and rowing together. You saw with Dr. Farrar and Dr. Pollock that they are stroking their boat and not only how they report, but just the fact that they really know each other, shook hands afterwards. I thought you and Raph were going to kiss each other, but there’s actually real human relations and real tangible proof of working together.

When you look at the financial support, and I thought the gift that was announced today, all these gifts are significant and many people that make large gifts would prefer to make them anonymously and if not anonymously, do it very quietly. We implored our donors to be present, because if gifts are made and no one knows, then there’s no standard. It’s the tree that falls in the forest and no one hears. So I appreciate not only the gift, but the fact that they gave it publicly. In that same spirit of their $18 million gift, we had broad support in the community for the medical center, by individual gifts of time and money, the support for Pelotonia, the success of the cancer cruise. So, in terms of the community supporting us and individuals supporting us, there’s strong evidence in the broad community that the work of the medical center and the university is really appreciated. Not only are boys and girls in the boat stroking, but there is an audience that is visible and appreciates the work that we’re doing.

Another example is that a lot of time and effort went into the strategic plan, and when people reference the strategic plan as this is guiding our work, this is what we said we would do, these are the deliverables, and then you know the strategic plan is alive and well and is a functioning part of the university. It is particularly in the medical center.
We’ve all experienced strategic plans that were made, shelved and then things just went back to normal, and the work that went into the strategic plan had nothing to do with the tactics and strategy on a day-to-day basis. The board has been supportive, put an enormous amount of time into it; the staff and administration of the medical center and the university have worked towards this. There’s real evidence of the leadership and the followership, whether it’s the med students, the doctors or the community being supportive. We’re beginning to feel, at least I’d ask you to think about it, if it doesn’t feel more like we’re in rhythm and the boat is going faster. I think we’re just at the beginning of the beginning and that’s a remarkable accomplishment.

I want to shift to the support. The role of the medical center board, and I think all public boards, we have a fiduciary responsibility and we also have a responsibility not to park our brains when we come into these meetings. We actually can think things through, understand things, challenge things, be a supportive force.

I was talking to David and I was thinking back not that many years ago, when the medical center board took a pretty courageous step in supporting the development of the neighborhood facility in Kingsdale. How big should it be? Should we do it? Is it too close to the campus? Is it a good idea or bad idea? It turned out to be a spectacular idea. If that decision wasn’t supported by the board, that 100,000-square-foot facility wouldn’t have proved the ability of the medical center to operate these neighborhood facilities, which provide great services to the community, but also provide a theater here at the physical center of the medical center. That leads to the work that collectively we’ve done to build, to begin to plan, these many community hospitals or facilities around the city, which will probably be between 150,000 to 200,000 feet. Those buildings will change the trajectory of our support in the community and our support for the community. And so, by understanding and taking the time to understand, we’ve been a supportive force, and we’ve been a supportive force for other easy decisions and some of the tough ones.

When the medical center board was formed, both Janet [Reid] and Jerry [Jurgensen] were there at the first meetings and have had damn near perfect attendance and 100 percent participation. I worked with Jerry when I was on the board of The Ohio State University, and him being on the board of the medical center has been vital. Jerry and I don’t always agree, which is a good thing. I respect his opinion and his judgement and certainly the dedication that he has had to The Ohio State University. It is not his alma mater. Likewise, Janet, when recruited to the board of The Ohio State University and then asked to serve on the medical center board, she’s commuting up regularly from Cincinnati and has been tremendously influential to the university board, as has Jerry, but her experience at Mercy, her experience with HR, has been a major contributor to what we’ve done. On a personal basis, having been on the board of the university and known a number of its trustees, in the life of a trustee — which is nine years — the time put in is at a minimum 3,200 hours. If you want to divide 3,200 hours or 4,000 hours, it’s in that range by nine years, by eight hour days and it’s a couple or 2.5 days a month between phone calls and committee meetings and board meetings. You’re talking about at least a year of one’s life in working days. I appreciate those contributions and I particularly appreciate Jerry’s and Janet’s because it was more than perfect attendance, it was damn near perfect work. I know you’re about to retire from the university board and from this board, and for all of us, we appreciate your contribution and personally, I appreciate it very much and I want to thank you.

Neither of you are generally at a loss for words.
Dr. Reid:

First of all, thank you for the kind words. Health care has been something that I have been involved with for many, many, many years, and being on this board in particular was a great joy to see it start from the beginning and then to shape it into what it is now. To produce a meeting like what we had today, and to see the harmony and the boat rowing, and you know all of that from where it started is just, I mean what a great time to step away because it's in a great place. I want to thank all of you. You know, we've gone through a lot together and we're in an excellent place.

Mr. Jurgensen:

Just to echo everything Janet said, actually, the medical center board was about the first thing that I got an opportunity to do when I got to Columbus in 2000. I was recruited by Hagop Mekhjian to this board and it was very interesting for me. I grew up in a medical family. My father was a physician and my brother is an OBGYN. I wasn't smart enough to get into medical school; otherwise, there would have been three Dr. Jurgensens. But, it has been great and we've seen a lot. When I first joined the university board with Les, that was a billion dollars and a new tower was just happening and it has been terrific. As you all know, Andy [Thomas] maybe a little more than anybody else, I had the opportunity to experience what we do firsthand with what Patty [Jurgensen] went through, and I just couldn't be more thankful for how everyone treated her and the quality of care that she got here. I'll never forget that, so it's been great.

Dr. Drake:

That brings us to the close of the public session, and I wanted to echo a couple of things. First, thank you very much, Mr. Wexner, for your thoughtful comments, which really did reflect the things I'm going to echo. One is the very hard work of the people sitting to my left over this past year. There were real, actual decisions made. There were real, actual administrative changes made. There was a real, actual different direction plotted. It took hundreds of hours of work. I'm thinking of Bruce [McPherson] and the hundreds of hours of work that the provost put into this, which wouldn't have been the case normally. And the hundreds of hours of work as we go down the line and look at Craig [Kent] and David [McQuaid] and Mark [Larmore] in particular during this last year. It's important to focus on how well it's going now, and how much better this is than it was before. And that's with all of this work going on over just the past year. I want to make a real acknowledgement of the teamwork of the entire group. It has been amazing. And then the work of the board to be supportive, ask the right questions and elevate this discussion is something that brings us to this great place. And then the wonderful work of our retiring members as great exemplars of the best that we can be.

We would be exactly on time with our agenda, had we not had prolonged applause, so I'm going to count that as bonus time and say it has been great and we will call to an end this part of the meeting, thank you.

Dr. Thompson:

At this time I will entertain a motion to recess into executive session to consider business-sensitive trade secrets required to be kept confidential by federal and state statutes, to discuss quality matters required to be kept confidential under Ohio law, to
consult legal counsel regarding pending or imminent litigation, to discuss the purchase of real property and personnel matters of public officials. May I have that motion?

Upon the motion of Mrs. Wexner, seconded by Mr. Steinour, the Wexner Medical Center Board members adopted the foregoing motion by unanimous roll call vote, cast by board members Dr. McPheron, Mr. Papadakis, Dr. Drake, Mr. Schottenstein, Mr. Steinour, Mrs. Wexner, Ms. Krueger, Mr. Jurgensen, Dr. Reid, Mr. Shumate and Mr. Wexner.

Dr. Thompson:

Motion carries. You are in executive session.

Attest:

Leslie H. Wexner
Chairman

Blake Thompson
Secretary
APPROVAL FOR PURCHASE OF UNIMPROVED REAL PROPERTY
STATE ROUTE 161 AND HAMILTON ROAD
COLUMBUS, FRANKLIN COUNTY, OHIO

Background

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

Location and Description

The property is located at the southeast corner of State Route 161 and Hamilton Road. The total land area being acquired is approximately 31.59 acres. The site is zoned CPD (Commercial Planned Development) and a rezoning application has been filed by The Ohio State University to obtain entitlements allowing construction of medical facilities. The purchase contract shall contain a contingency permitting the university to terminate the contract if it does not obtain the desired entitlements and shall also obligate the seller to perform certain site balancing work to elevate portions of the site out of the floodplain and additional infrastructure work.

Property History

The +/- 31.59 acres is currently comprised of portions of four legal parcels, and title to the properties is vested in HC Office Sub 6 LLC, Stephen L. Harper, Trustee, and Target Corporation. Prior to WMC’s acquisition of the property, title will be consolidated to HC Office Sub 6 LLC, which will be the seller.

Purchase of Property

WMC recommends that the +/- 31.59 acres of unimproved real property described above be acquired on terms and conditions that are in the best interest of the university. The source of funding for the acquisition and subsequent development of the property will be the Wexner Medical Center. The acquisition price is $11,000,000, subject to appropriate adjustments and pro-rations at closing.
PURCHASE OF 31.59 ACRES OF REAL PROPERTY
SR-161 & HAMILTON RD
COLUMBUS, FRANKLIN COUNTY, OHIO 43054

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

The Ohio State University Board of Trustees
Project Data Sheet for Board of Trustees Approval

WMC Regional Ambulatory Facilities
OSU-180636
Project Location: TBD

- approval requested and amount
  professional services $4.0M

- project budget
  professional services $4.0M
  construction w/contingency TBD
  total project budget TBD

- project funding
  ☐ university debt
  ☐ development funds
  ☑ university funds
  ☑ auxiliary funds (health system)
  ☐ state funds

- project schedule
  BoT professional services approval 4/18
  design 4/18
  construction TBD

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

- planning framework
  o consistent with the strategic plans of the university and Wexner Medical Center to provide medical services within community-based ambulatory facilities
  o conceptual site plan completed March 2018
  o the FY 2018 Capital Investment Plan will be amended to include the professional services amount

- project scope
  o design approximately 200,000 square foot ambulatory building that will include ambulatory surgery, endoscopy, primary care, specialty medical and surgical clinics, and related support
  o site planning for a potential phase II is included in the scope
  o the design is intended to provide a branded identity which could be deployed to additional future sites

- approval requested
  o approval is requested to amend the FY2018 Capital Investment Plan
  o approval is requested to enter into professional services contracts

- project team
  University project manager: Paul Lenz
  AE/design architect: TBD

Office of Administration and Planning
April 2018
Bylaws of the Medical Staff
The Ohio State University Hospitals
Chapter 3335-43

3335-43-01 Medical staff name.
No change.

3335-43-02 Purpose.
The purpose of the self-governing, democratically organized medical staff, which is accountable to the Ohio state university Wexner medical center board for the quality of care provided to the patients of the Ohio state university hospitals, shall be:

(A) - (D) No change.

(E) To govern medical staff and credentialed practitioners these bylaws are not intended to and shall not create any contractual rights between the Ohio state university Wexner medical center and any practitioner. Any and all contracts of affiliation, association or employment shall control contractual and financial relationships between the Ohio state university Wexner medical center and such practitioners.


3335-43-03 Patients.
No change.

3335-43-04 Membership.

(A) Qualifications

(1) No change.

(2) All members of the medical staff of the Ohio state university hospitals shall, except as specifically provided in these bylaws, be members of the faculty of the Ohio state university college of medicine, or in the case of dentists, of the Ohio state university college of dentistry. All members, except for physician scholar medical staff, shall be duly licensed or certified to practice in the state of Ohio. Members of the limited staff shall possess a valid training certificate, or an unrestricted license from the applicable state board based on the eligibility criteria defined by that board. All members of the medical staff and limited staff and licensed health care professionals with clinical privileges shall comply with provisions of state law and the regulations of the state medical board or other state licensing board if applicable. Only those physicians, dentists, and practitioners of psychology and podiatry who can document their education, training, experience, competence, adherence to the ethics of their profession, dedication to educational and research-goals, and ability to work with others with sufficient adequacy to assure the Wexner medical center board and the board of trustees of the Ohio state university that any patient treated by them at university hospitals will be given the high quality of medical care provided at university hospitals, shall be qualified for membership on the medical staff of the Ohio state university hospitals.
All applicants for membership, clinical privileges, and members of the medical staff must provide basic health information to fully demonstrate that the applicant or member has, and maintains, the ability to perform requested clinical privileges. The chief medical officer of the medical center, medical directors, the department chairperson, the credentialing committee, the medical staff administrative committee, the quality and professional affairs committee of the Ohio state university Wexner medical center board, or the Ohio state university Wexner medical center board may initiate and request a physical or mental health evaluation of an applicant or member. Such request shall be in writing to the applicant. All members of the medical staff and licensed health care professionals will comply with medical staff and the Ohio state university policies regarding employee and medical staff health and safety; uncompensated care; and will comply with appropriate administrative directives and policies to avoid disrupting those operations of the Ohio state university hospitals which adversely impact overall patient care or which adversely impact the ability of the Ohio state university hospitals employees or staff to effectively and efficiently fulfill their responsibilities. All members of the medical staff and licensed health care professionals shall agree to comply with bylaws, rules and regulations, and policies and procedures adopted by the medical staff administrative committee and the Wexner medical center board, including but not limited to policies on professionalism, behaviors that undermine a culture of safety, annual education and training (list approved by the medical staff administrative committee and maintained in the chief medical officer's office), conflict of interest, HIPAA compliance, and access and communication guidelines. Medical staff members and licensed health care professionals with clinical privileges must also comply with the university integrity program requirements including but not limited to billing, self-referral, ethical conduct and annual education. Medical staff members and licensed health care professionals with clinical privileges must immediately disclose to the chief medical officer and the department chairperson the occurrence of any of the following events: a licensure action in any state, any malpractice claims filed in any state or an arrest by law enforcement.

(3) All members of the medical staff and credentialed providers must maintain continuous uninterrupted enrollment with all governmental health care programs.

(a) It shall be the duty of all medical staff members and credentialed providers to promptly inform the chief medical officer and the corporate credentialing office of any investigation, action taken, or the initiation of any process which could lead to an action taken by any governmental programs.

(b) Exclusion of any medical staff member or licensed health care professional/credentialed provider from participation in any federal or state government program or suspension from participation, in whole or part, in any federal or state government reimbursement program, shall result in immediate lapse of membership on the medical staff of the Ohio state university hospitals and the immediate lapse of clinical privileges at the Ohio state university hospitals as of the effective date of the exclusion or suspension. Medical staff members may submit a request to resign their medical staff membership to the Chief Medical Officer in lieu of automatic termination. The resignation in lieu of automatic termination shall be discussed at the next credentialing committee and medical staff administrative committee in order to provide recommendations to the Quality and Professional Affairs Committee of the Wexner Medical Center Board. A final determination should be decided by the Quality and Professional Affairs Committee at its next regular meeting.

(c) If the medical staff member’s or credentialed provider’s licensed health care professional’s participation in these all governmental programs is fully reinstated, the affected medical staff member or licensed health care professional/credentialed provider shall be eligible to apply for
memorization and clinical privileges at that time. It shall be the duty of all medical staff members and licensed health care professionals to promptly inform the chief medical officer of any action taken, or the initiation of any process which could lead to such action taken by any of these programs.

(4) – (7) No change.

(B) – (F) No change.

(G) Resumption of clinical privileges following leave of absence.

(1) A member of the medical staff or credentialed provider shall request a leave of absence in writing for good cause shown such as medical reasons, educational and research reasons or military service to the chief of clinical service and the chief medical officer. Such leave of absence shall be granted at the discretion of the chief of the clinical service and the chief medical officer provided, however, such leave shall not extend beyond the term of the member’s or credentialed provider’s current appointment. A member of the medical staff or credentialed provider who is experiencing health problems that may impair his or her ability to care for patients has the duty to disclose such impairment to his or her chief of clinical department and the chief medical officer and the member or credentialed provider shall be placed on immediate medical leave of absence until such time the member or credentialed provider can demonstrate to the satisfaction of the chief medical officer that the impairment has been sufficiently resolved and can request for reinstatement of clinical activities. During any leave of absence, the member or credentialed provider shall not exercise his or her clinical privileges, and medical staff responsibilities and prerogatives shall be inactive.

(2) The member or credentialed provider must submit a written request for the reinstatement of clinical privileges to the chief of the clinical service. The chief of the clinical service shall forward his recommendation to the credentialed committee which, after review and consideration of all relevant information, shall forward its recommendation to the medical staff administrative committee and quality and professional affairs committee of the Wexner medical center board. The credentials committee, the chief medical officer, the chief of the clinical service or the medical staff administrative committee shall have the authority to require any documentation, including advice and consultation from the member’s or credentialed provider’s treating physician or the committee for practitioner health that might have a bearing on the medical staff member’s or credentialed provider’s ability to carry out the clinical and educational responsibilities for which the medical staff is seeking privileges. Upon return from a leave of absence for medical reasons the medical staff member or credentialed provider must demonstrate his or her ability to exercise his or her clinical privileges upon return to clinical activity.

(3) All members of the medical staff or credentialed providers who take a leave of absence for medical or non-medical reasons must be in good standing upon resumption of clinical activities. No member shall be granted leave of absence in excess of his or her current appointment and the usual procedures for appointment and reappointment, including deadlines for submission of application as set forth in this rule, will apply irrespective of the nature of the leave. Absence extending beyond his or her current term or failure to request reinstatement of clinical privileges shall be deemed a voluntary resignation from the medical staff and of clinical privileges, and in such event, the member or credentialed provider shall not be entitled to a hearing or appeal.
3335-43-05 Peer review and corrective action.

(A) Informal peer review.

(1) All medical staff members agree to cooperate in informal peer review activities that are solely intended to improve the quality of medical care provided to patients at the Ohio state university hospitals.

(2) Information indicating a need for informal review, including patient complaints, disagreements, questions of clinical competence, inappropriate conduct and variations in clinical practice identified by the clinical departments or divisions and medical staff committees shall be referred to the chair of the practitioner evaluation committee.

The practitioner evaluation committee chair or his or her designee will consult with the affected medical staff member and obtain information or opinions from knowledgeable persons within the medical center as well as external peer review consultants pursuant to criteria outlined in these bylaws.

(3) The practitioner evaluation committee chair or his or her designee may obtain information or opinions from medical staff members or credentialed providers as well as external peer review consultants pursuant to criteria outlined in these bylaws. The information or opinions from the informal peer review may be presented to the practitioner evaluation committee or another designated peer review committee.

(4) Following the assessment by the practitioner evaluation committee chair or his or her designee, the practitioner evaluation committee may make recommendations for educational actions of additional training, sharing of comparative data or monitoring or provide other forms of guidance to the medical staff member to assist him or her in improving the quality of patient care. Such actions are not regarded as adverse, do not require reporting to any governmental or other agency, and do not invoke a right to any hearing.

(5) At the conclusion of the evaluation, the practitioner evaluation committee chair or his or her designee submits a report to the applicable clinical department chief and the chief medical officer. The chief of the clinical department and the chief medical officer shall evaluate the matter to determine the appropriate course of action. They shall make an initial written determination on whether:

- (a) The matter warrants no further action;
- (b) Informal resolution under this paragraph is appropriate. The chief of the clinical department and the chief medical officer shall determine whether to include documentation of the informal resolution in the medical staff member’s file. If documentation is included in the member’s file, the affected member shall have an opportunity to review it and may make a written response which shall also be placed in the file. Informal review under this paragraph is not a procedural prerequisite to the initiation of formal peer review under paragraph (B) of this rule; or
- (c) Formal peer review under paragraph (B) of this rule is warranted.

(6) In cases where the chief of the clinical department and chief medical officer cannot agree on the need for formal peer review, the matter shall be submitted for formal peer review and determined as set forth in paragraph (B) of this rule.

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Formal peer review.

(1) – (4) No change.

(5) The formal peer review committee may recommend a reduction, suspension or revocation of the medical staff member’s clinical privileges or other action as it deems appropriate. In making its recommendation the formal peer review committee may consider, relevant literature and clinical practice guidelines, the opinions and views expressed throughout the review process, information or explanations provided by the member under review, and other relevant information. Prior to making its report, the committee shall afford the medical staff member against whom the action has been requested an opportunity for an interview. At such interview, the medical staff member shall be informed of the specific actions or omissions alleged to constitute grounds for formal peer review and shall be given copies of any statements, reports, opinions or other information compiled at prior stages of the proceedings. The medical staff member may furnish written or oral information to the formal peer review committee at this time and shall be given an opportunity to discuss, explain, or refute the allegations and to respond to any statements, reports or opinions previously compiled in the proceedings. However, such interview shall not constitute a hearing, but shall be investigative in nature. The medical staff member shall not be represented by an attorney at this interview. A written findings and recommendations for action are expected to be submitted within 90 days, unless an extension is deemed necessary by the committee.

(6) Upon receipt of the written report and recommendation from the formal peer review committee, the chief of the clinical department shall make his or her own written recommendation for corrective action and forward that recommendation along with the findings and recommendations of the formal peer review committee to the chief medical officer.

(7) The chief medical officer shall decide whether to accept, reject or modify the recommendation of the chief of the clinical department. If the chief medical officer decides the grounds are not substantiated, the chief medical officer will notify the formal peer review committee, the chief of the clinical department, the person(s) who filed the complaint and the affected medical staff member, in writing, that no further action will be taken. If the chief medical officer finds the grounds for the requested corrective action are substantiated, the chief medical officer shall promptly notify the affected medical staff member of that decision and the corrective action that will be taken. This notice shall advise the affected medical staff member of his or her right to request a hearing before the medical staff administrative committee pursuant to rule 3335-43-06 of the Administrative Code and shall also include a statement that failure to request a hearing in the timeframe prescribed in this rule shall constitute a waiver of rights to a hearing and to an appeal on the matter and the affected medical staff member shall also be given a copy of the rule 3335-43-06 of the Administrative Code. This notification and an opportunity to exhaust the administrative hearing and appeal process shall occur prior to the imposition of the proposed corrective action unless the emergency provisions outlined in paragraph (D) of this rule apply. This written notice by the chief medical officer shall be sent certified return receipt mail to the affected medical staff member’s last known address as determined by university records.
(8) – (9) No change.

(C) – (D) No change.

(E) Automatic suspension and termination.

(1) – (2) No change.

(3) Failure to maintain the minimum required type and amount of professional liability insurance with an approved insurer, shall result in immediate and automatic suspension of a medical staff member's appointment and privileges until such time as proof of appropriate insurance coverage is furnished. In the event such proof is not provided within ten days of notice of such suspension, the medical staff member or credentialed provider shall be deemed to no longer comply with medical staff requirements under 3335-43-04 and automatically relinquish voluntarily terminated his or her appointment and privileges.

(4) Upon exclusion, debarment, or other prohibition from participation in any state or federal health care reimbursement program, or a federal procurement or non-procurement program, the medical staff member's appointment and privileges shall be immediately and automatically terminate, unless resignation in lieu of automatic terminations is permitted to rule 3335-43-04(A)(3), suspended until such time as the exclusion, debarment, or prohibition is lifted.

(5) – (9) No change.

(F) No change.

3335-43-06 Hearing and appeal process.

(A) Right to hearing and to an appeal.

(1) When a member of the medical staff who has exhausted all remedies under paragraphs (E) and (F) of rule 3335-43-04 of the Administrative Code on appointment or reappointments; or under rule 3335-43-05 of the Administrative Code for corrective action; or who has been summarily suspended under paragraph (D) of rule 3335-43-05 of the Administrative Code, or who receives notice of proposed action that will adversely affect membership on the medical staff or the exercise of clinical privileges (see paragraph (A)(6) of rule 3335-73-04 of the Administrative Code), the staff member shall be entitled to an adjudicatory hearing.

(2) A medical staff member shall not be entitled to a hearing under the following circumstances:

(a) Denial by the Wexner medical center board to grant a waiver of board certification for a medical staff member.

(b) Termination of a medical staff member because of exclusion from participation in any government reimbursement program.

(c) Voluntary withdrawal of a medical staff application.

(d) Failure to submit a reappointment application.
(e) A leave of absence extending beyond current appointment or failure to request reinstatement of clinical privileges following a leave of absence.

(f) Actions or recommendations resulting from an informal peer review.

(g) Termination of courtesy B medical staff appointments upon approval by the Wexner medical center board.

(3) No change.

(B) - (E) No change.

3335-43-07 Categories of the medical staff.

The medical staff of the Ohio state university hospitals shall be divided into seven categories: physician scholar medical staff; attending medical staff; courtesy A medical staff; courtesy B medical staff; community affiliate medical staff; consulting medical staff; and limited staff. Medical staff members who do not wish to obtain any clinical privileges shall be exempt from the requirements of medical malpractice liability insurance, DEA registration, demonstration of recent active clinical practice during the last two years and specific annual education requirements as outlined in the list maintained in the chief medical officer’s office, but are otherwise subject to the provisions of these bylaws.

(A) Physician scholar medical staff.

(1) Qualifications: The physician scholar medical staff shall be composed of those faculty members of the colleges of medicine and dentistry who are recognized for outstanding reputation, notable scientific and professional contributions, and high professional stature. This medical staff category includes but is not limited to emeritus faculty members. Nominations may be made to the chair of the credentialing committee who shall present the candidate to the medical staff administrative committee for approval.

(2) Prerogatives: Members of the physician scholar medical staff have access to the Ohio state university hospitals and shall be given notice of all medical staff activities and meetings. Members of the physician scholar medical staff shall enjoy all rights of an attending medical staff member except physician scholar members shall not possess clinical privileges.

(3) Physician scholar medical staff must have either a full license or an emeritus registration by the state medical board of Ohio.

(B) – (D) No change.

(E) Limited staff.

Limited staff are not considered full members of the medical staff, do not have delineated clinical privileges and do not have the right to vote in general medical staff elections. Except where expressly stated, members of the limited staff are bound by the terms of these bylaws, the rules and regulations of the medical staff, and the limited staff agreement.

(1) Qualifications

No change.
(2) Responsibilities:

(a) - (d) No change.

(f) Appeal by a member of the limited staff of probation, lack of reappointment promotion, suspension or termination for failure to meet expectations for professional growth or failure to display appropriate humanistic qualities or failure to successfully complete any other competency as required by the accreditation standards of an approved training program will be conducted and limited in accordance with written guidelines established by the respective department or training program and approved by the medical program director and the Ohio state university hospitals graduate medical education committee as delineated in the limited staff agreement and by the graduate medical education policies.

Alleged misconduct by a member of the limited staff, for reasons other than failure to meet expectations of professional growth as outlined above, shall be handled in accordance with rules 3335-43-05 and 3335-43-06 of the Administrative Code.

(3) Failure to meet reasonable expectations.

Failure to meet reasonable expectations may result in sanctions including but not limited to probation, lack of reappointment, suspension or termination. Termination of employment from the limited staff member's residency or fellowship training program limited staff member status shall result in automatic termination of the limited staff member's residency or fellowship appointment pursuant to these bylaws.

(4) Temporary appointments. No change.

(5) Supervision.
Limited staff members shall be under the supervision of an attending or courtesy A medical staff member. Limited staff members shall have no privileges as such but shall be able to care for patients under the supervision and responsibility of their attending or courtesy A medical staff member. The care they extend will be governed by these bylaws and the general rules and regulations of each clinical department. The practice of care shall be limited by the scope of privileges of their attending or courtesy A medical staff member. Any concerns or problems that arise in the limited staff member's performance should be directed to the attending or courtesy A medical staff member or the director of the training program.

(a) Limited staff members may admit and write admission, discharge and other orders for the care of patients under the supervision of the attending or courtesy A medical staff member.

(b) All records of limited staff member cases must document involvement of the attending or courtesy A medical staff member in the supervision of the patient's care to include co-signature of the admission order, history and physical, operative report, and discharge summary.

(F) - (H) No change.

(I) Clinical privileges.

(1) Delineation of clinical privileges. No change.
(2) Temporary privileges:

(a) Temporary privileges may be extended to a doctor of medicine, osteopathic medicine, dental surgery, psychologist, podiatry or to a licensed health care professional upon completion of an application prescribed by the medical staff administrative committee, upon recommendation of the chief of the clinical department, and approval by the chief medical officer. The chief medical officer acting as a member and on behalf of the Wexner Medical Center board, has been delegated responsibility by the Wexner medical center board to grant approval of temporary privileges. The temporary privileges granted shall be consistent with the applicant's training and experience and with clinical department guidelines. Prior to granting temporary privileges, primary source verification of licensure and current competence shall be required. Temporary privileges shall be limited to situations which fulfill an important patient-care need, and shall be granted for a period not to exceed one hundred twenty days.

(3) No change.

3335-43-08 Organization of the medical staff.

No change.

3335-43-09 Elected officers of the medical staff of the Ohio state university hospitals.

(A) – (D) No change.

(E) Election of officers.

(1) No change.

(4) The committee's nominees shall be submitted to all voting members of the attending staff no later than March May first of the election year.

(5) – (6) No change.

(F) – (G) No change.

3335-43-10 Administration of the medical staff of the Ohio state university hospitals

(A) Chief medical officer.

The chief clinical officer functions as the chief medical officer as referred to herein these bylaws. The chief medical officer is the senior medical officer for the medical center with the responsibility and authority for all health and medical care delivered at the medical center. The chief medical officer is responsible for overall quality improvement and clinical leadership throughout the medical center, physician alignment, patient safety and medical staff development. The appointment, scope of authority, and responsibilities of the chief medical officer shall be as outlined in the Ohio state university Wexner medical center board bylaws.

(B) Chief quality and patient safety officer.
The chief quality and patient safety officer of the Ohio state university Wexner medical center is referred to herein these bylaws as the chief quality officer. The chief quality officer reports to the chief medical officer for administrative and operational issues and has an independent reporting relationship to the executive vice president for health sciences regarding quality data and patient safety events. The chief quality officer works collaboratively with clinical leadership of the medical center, including the director of medical affairs for the James cancer hospital, nursing leadership and hospital administration. The chief quality officer provides leadership in the development and measurement of the medical center’s approach to quality, patient safety and reduction of adverse events. The chief quality officer communicates and implements strategic, operational and programmatic plans and policies to promote a culture where patient safety is an important priority for medical and hospital staff.

(C) – (E) No change.

(F) Credentialing committee of the hospitals of the Ohio state university:

(1) Composition:

The credentialing responsibilities of medical staff are delegated to the credentialing committee of the hospitals of the Ohio state university, the composition of which shall include representation from the medical staff of each health system hospital.

The credentialing committee of the hospitals of the Ohio state university shall be appointed by the chief medical officer. The chief of staff, director of medical affairs or and medical directors of each health system hospital shall make recommendations to the chief medical officer for representation on the credentialing committee of the hospitals of the Ohio state university.

The credentialing committee of the hospitals of the Ohio state university shall meet at the call of its chair, who shall be appointed by the chief medical officer of the health system.

(2) Duties:

(a) – (d) No change.

(e) To make recommendations to the medical staff administrative committee through the chairperson of the credentialing committee regarding appointment applications and initial requests for clinical privileges. Such recommendations shall include the name, status, department (division), medical school and year of graduation, residency and fellowships, medical-related employment since graduation, board certification and recertification, licensure status as well as all other relevant information concerning the applicant's current competence, experience, qualifications, and ability to perform the clinical privileges requested;

(f) – (m) No change.

(3) No change.

(G) – (M) No change.
3335-43-11 History and physical.

No change.

3335-43-12 Meetings and dues.

(A) Meetings.

The medical staff of the Ohio state university hospitals shall conduct scheduled meetings twice yearly. Notice of the meeting shall be sent to all medical staff at least two weeks prior to the meeting. Attendance is encouraged, but shall not be a requirement for continued medical staff membership and clinical privileges. Special and/or electronic meetings of the medical staff may be called at the option of the medical staff administrative committee.

3335-43-13 Amendments and adoption.

No change.

3335-43-14 Rules of construction.

No change.

APPENDIX I

No change.

APPENDIX II

No change.
MEDICAL STAFF RULES AND REGULATIONS
The Ohio State University Hospitals

Updated September 2, 2016

84-01 Ethical pledge.
   No change.

84-02 Admission procedures.
   No change.

84-03 Attending assignment.
   No change.

84-04 Consultations.
   No change.

84-05 Privileges for giving orders.
   No change.

84-06 Death and autopsy procedures.
   No change.

84-07 Disaster plan.
   No change.

84-08 Emergency care.
   No change.

84-09 Surgical case review.
   No change.

84-10 Tissue disposition.
   No change.

84-11 Committees and policy groups.
   No change.
84-12 Medical records.

(A)(1) – (5) No change.

(6) Records storage and security.

In general, medical records shall be maintained by the hospital. Records on microfilms, paper, electronic tape recordings, magnetic media, optical disks, and such other acceptable storage techniques shall be used to maintain patient records for twenty-one years for minors and ten years for adults. In the case of readmission of the patient, all records or copies thereof from the past ten/twenty-one years shall be available for the use of the attending medical staff member or other health care providers.

(7) – (10) No change.

84-13 Operating room committee.

No change.

84-14 Pharmacy and therapeutics committee.

No change.

84-15 Transfusion and isoimmunization committee.

No change.

84-16 Standards of practice.

No change.

84-17 Mechanism for changing rules and regulations.

No change.

84-18 Adoption of the rules and regulations.

No change.

84-19 Sanctions.

No change.
3335-111-01 Medical staff name.
No changes.

3335-111-02 Purpose.

To govern medical staff credentialed practitioners and these Bylaws are not intended to and shall not create any contractual rights between the Ohio state university Wexner medical center and any practitioner. Any and all contracts of affiliation, association or employment shall control contractual and financial relationships between the Ohio state university Wexner medical center and such practitioners.

3335-111-03 Patients.
No changes.

3335-111-04 Membership.

(A) Qualifications.

(1) Membership on the medical staff of the CHRI is a privilege extended to doctors of medicine, osteopathic medicine, dentistry, and to practitioners of psychology and podiatry who consistently meet the qualifications, standards, and requirements set forth in the bylaws, rules and regulations of the medical staff, and the board of trustees of the Ohio state university. Membership on the medical staff is available on an equal opportunity basis without regard to race, color, creed, religion, sexual orientation, national origin, gender, age, handicap, genetic information or veteran/military status. Doctors of medicine, osteopathic medicine, dentistry, and practitioners of psychology and podiatry in faculty and administrative positions who desire medical staff membership shall be subject to the same policies and procedures as all other applicants for the medical staff.

(2) All members of the medical staff of the CHRI, except community associate attending staff, physician scholar medical staff, shall be members of the faculty of the Ohio state university college of medicine, or in the case of dentists, of the Ohio state university college of dentistry, and shall be duly licensed or certified to practice in the state of Ohio. Members of the limited staff shall possess a valid training certificate, or an unrestricted license from the applicable state board based on the eligibility criteria defined by that board. All members of the medical staff and limited staff and licensed health care professionals with clinical privileges shall comply with provisions of state law and the regulations of the respective state medical board or other state licensing board if applicable. Only those physicians, dentists, and practitioners of psychology and podiatry who can document their education, training, experience, competence, adherence to the ethics of their profession, dedication to educational and research goals and ability to work with others with sufficient adequacy to assure the Wexner medical center board and the board of trustees of the Ohio state university that any patient treated by them at the CHRI will be given high quality medical care provided at CHRI, shall be qualified for...
eligibility for membership on the medical staff of the CHRI. Except for community associate staff, CHRI medical staff members shall also hold appointments to the medical staff of the Ohio state university hospitals for consulting purposes. Loss of such appointment shall result in immediate termination of membership on the CHRI medical staff and immediate termination of clinical privileges as of the effective date of the Ohio state university hospitals appointment termination. This consequence does not apply to an individual’s suspension for completion of medical records. If the medical staff member regains an appointment to the Ohio state university hospitals medical staff, the affected medical staff member shall be eligible to apply for CHRI medical staff membership at that time. All applicants for membership, clinical privileges, and members of the medical staff must provide basic health information to fully demonstrate that the applicant or member has, and maintains, the ability to perform requested clinical privileges. The director of medical affairs of the CHRI, the medical director of credentialing, the department chairperson, the credentialing committee, the medical staff administrative committee, the quality and professional affairs committee of the Ohio state university Wexner medical center board, or the Ohio state university Wexner medical center board may initiate and request a physical or mental health evaluation of an applicant or member. Such request shall be in writing to the applicant.

(3) All members of the medical staff and licensed health care professionals will comply with medical staff and the CHRI policies regarding employee and medical staff health and safety, provision of uncompensated care, and will comply with appropriate administrative directives and policies which, if not followed, could adversely impact overall patient care or may adversely impact the ability of the CHRI employees or staff to effectively and efficiently fulfill their responsibilities. All members of the medical staff and licensed health care professionals shall agree to comply with bylaws, rules and regulations, and policies and procedures adopted by the medical staff administrative committee and the Wexner medical center board, including but not limited to policies on professionalism, behaviors that undermine a culture of safety, annual education and training (list approved by the medical staff administrative committee and maintained in the chief medical officer’s office), conflict of interest, HIPAA compliance and access and communication guidelines. Medical staff members and licensed health care professionals with clinical privileges must also comply with the university integrity program requirements including but not limited to billing, self referral, ethical conduct and annual education.

(4) All members of the medical staff and credentialed providers must maintain continuous uninterrupted enrollment with all governmental healthcare programs. This includes any federal and state government programs.

(a) It shall be the duty of all medical staff members and credentialed providers to promptly inform the chief medical officer and the corporate credentialing office of any investigation, action taken, or the initiation of any process which could lead to an action taken by any governmental program.

(b) Exclusion of any medical staff member or allied health professional credentialed provider from participation in any federal or state government program or suspension from participation, in whole or in part, in any federal or state government reimbursement program, shall result in immediate lapse of membership on the medical staff of the CHRI and the immediate lapse of clinical privileges at the CHRI as of the effective date of the exclusion or suspension. Medical staff members may submit a request to resign their medical

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staff membership to the Chief Medical Officer in lieu of automatic termination. The resignation in lieu of automatic termination shall be discussed at the next credentialing committee and medical staff administrative committee in order to provide recommendations to the Quality and Professional Affairs Committee of the Wexner Medical Center Board. A final determination should be decided by the Quality and Professional Affairs Committee at its next regular meeting.

\((a)(c)\) If the medical staff member’s or allied health professional’s credentialed provider’s participation in governmental programs is fully reinstated, the affected medical staff member or allied health professional credentialed provider shall be eligible to apply for membership and clinical privileges at that time. It shall be the duty of all medical staff members and allied health professionals to promptly inform the director of medical affairs or medical director of credentialing of any action taken, or the initiation of any process, which could lead to such action taken by any of these programs.

(5) - (6) No Changes.

(7) Applicants for community associate attending medical staff category, practicing in a CHRI unit at another hospital, must have and maintain clinical privileges and active medical staff membership at that hospital.

(8) - (10) No Changes.

(B) Application for membership.

No Changes.

(C) Terms of appointment.

Initial appointment to the medical staff, except for the honorary category, shall be for a period not to exceed twenty-four months. An appointment or grant of privileges for a period of less than twenty-four months shall not be deemed an adverse action. During the first six months of the initial appointment, except medical staff appointments without clinical privileges, appointees shall be subject to focused professional practice evaluation (FPPE) in order to evaluate the privilege-specific competence of the practitioner who does not have documented evidence of competently performing the requested privilege at the organization pursuant to these bylaws. FPPE requires the evaluation by the clinical department chief with oversight by the credentials committee and the medical staff administrative committee. In the case of community associate attendings, receipt of the positive evaluation provided by the clinical department chief in the primary hospital in which they hold privileges is required.

The provisional appointee identifies the primary hospital. Following the six month FPPE period, the clinical department chief may: (1) recommend the initial appointee to transition to ongoing professional practice evaluation (OPPE), which is described later in these bylaws to the medical staff administrative committee; (2) extend the FPPE period, which is not considered an adverse action, for an additional six months not to exceed a
total of twelve months for purposes of further monitoring and evaluation; or (3) terminate the initial appointee’s medical staff membership and clinical privileges. In the event that the medical staff administrative committee recommends that an adverse action be taken against an initial appointee, the initial appointee shall be entitled to the provisions of due process as outlined in these bylaws.

(D) Professional ethics.
No Changes.

(E) Procedure for appointment.

(1) - (3) No Changes.

(4) The clinical department chief shall be responsible for investigating and verifying the character, qualifications and professional standing of the applicants by making inquiry of the primary source of such information and shall within thirty days of receipt of the completed application, submit a report of those findings along with a recommendation on medical staff membership and clinical privileges to the applicant’s respective CHRI department chairperson and/or division director section chief. Licensed allied health professional applicants will have their clinical department chief’s report submitted to the subcommittee of the credentials committee charged with review of applications for associates to the medical staff.

(5) The department chairperson and/or division director section chiefs shall receive all initial signed and verified applications from the appropriate clinical department chief and shall make a recommendation to the medical director of credentialing on each application. The medical director of credentialing shall make an initial determination as to whether the application is complete. The credentials committee, the medical staff administrative committee, the quality and professional affairs committee, and the Wexner medical center board have the right to render an application incomplete, and therefore not able to be processed, if the need arises for additional or clarifying information. The medical director of credentialing shall forward all completed applications to the credentials committee.

(6) - (11) No Changes.

(12) The recommendation of the medical staff administrative committee regarding an appointment decision shall be made within thirty days of receipt of the credentials committee recommendation and shall be communicated by the medical director of credentialing, along with the recommendation of the director of medical affairs, to the quality and professional affairs committee of the Wexner medical center board, and thereafter to the Wexner medical center board. When the Wexner medical center board has acted, the chair of the Wexner medical center board shall instruct the director of medical affairs to transmit the final decision to the clinical department chief, the applicant, and the respective department chairperson and/or division director section chief.

(13) No Changes.
The James

THE OHIO STATE UNIVERSITY
COMPREHENSIVE CANCER CENTER

UH and James Bylaws Committee: 10.09.17
James Bylaws Committee: 12.01.17
MSAC: 12.08.17
Medical Staff Vote: 12.22.17
Quality and Professional Affairs: 03.27.18
MC Board: 04.04.18
UBOT: 04.06.18

(14) The director of medical affairs, who may make a separate recommendation to the Wexner medical center board, shall directly communicate the final recommendation of the medical staff administrative committee to the Wexner medical center board. When the Wexner medical center board has acted, the director of medical affairs will transmit the final decision to the clinical department chief, the applicant, the respective department chairperson and/or division director section chief, and the Ohio state university board of trustees.

(F) Procedure for reappointment.

(1) No Changes.

(2) The reappointment application shall include all information necessary to update and evaluate the qualification of the applicant. The clinical department chief shall review the information available on each applicant for reappointment and shall make recommendations regarding reappointment to the medical staff and for granting of privileges for the ensuing appointment period. The clinical department chief’s recommendation shall be transmitted in writing along with the signed and completed reappointment forms to the appropriate department chairperson and/or division director section chief at least forty-five days prior to the end of the individual’s appointment. The terms of paragraphs (A), (B), (C), (D), (E)(1), and (E)(2) of this rule shall apply to all applicants for reappointment. Only completed applications for reappointment shall be considered by the credentials committee.

(3) - (4) No Changes.

(5) The clinical department chief shall submit a report of those findings along with a recommendation on reappointment to the applicant’s respective CHRI department chairperson and/or division director section chief. Licensed allied health professional applicants will have their clinical department chief’s report submitted to the subcommittee of the credentials committee charged with review of application for associates to the medical staff. The department chairperson and/or division director section chief shall review the reappointment application and forward to the medical director of credentialing with a recommendation for reappointment. The medical director of credentialing shall forward the reappointment forms and the recommendations of the clinical department chief and department chairperson and/or division director section chief to the credentials committee. The credentials committee shall review the request for reappointment in the same manner, and with the same authority, as an original application for medical staff membership. The credentials committee shall review all aspects of the reappointment application including source verification of the member’s quality assurance record for continuing membership qualifications and for continuing clinical privileges. The credentials committee shall review each member’s performance-based profile to ensure that all medical staff members deliver the same level of quality of care with similar delineated clinical privileges across all clinical departments and across all categories of medical staff membership.

(6) - (8) No Changes.

(9) The medical staff administrative committee shall review each request for reappointment in the same manner and with the same authority as an original application for appointment to the medical staff and shall accept, reject, or modify the request for reappointment in the same manner and with the same...
authority as an original application. The recommendation of the medical staff administrative committee regarding reappointment shall be communicated by the medical director of credentialing, along with the recommendation of the director of medical affairs, to the quality and professional affairs committee of the Wexner medical center board, and thereafter to the Wexner medical center board. When the Wexner medical center board has acted, the chair of the Wexner medical center board shall instruct the director of medical affairs to transmit the final decision to the clinical department chief, the applicant, and the department chairperson and/or division director section chief.

(10) - (11) No Changes.

(G) Resumption of clinical activities following a leave of absence:

(1) A member of the medical staff or credentialed provider shall request a leave of absence in writing for good cause shown such as medical reasons, educational and research reasons or military service to the chief of clinical service and the director of medical affairs. Such leave of absence shall be granted at the discretion of the chief of the clinical service and the director of medical affairs provided, however, such leave shall not extend beyond the term of the member’s or credentialed provider’s current appointment. A member of the medical staff or credentialed provider who is experiencing health problems that may impair his or her ability to care for patients has the duty to disclose such impairment to his or her chief of clinical department and the director of medical affairs and the member or credentialed provider shall be placed on immediate medical leave of absence until such time the member or credentialed provider can demonstrate to the satisfaction of the director of medical affairs that the impairment has been sufficiently resolved and can request for reinstatement of clinical activities. During any leave of absence, the member or credentialed provider shall not exercise his or her clinical privileges, and medical staff responsibilities and prerogatives shall be inactive.

(2) The member or credentialed provider must submit a written request for the reinstatement of clinical privileges to the chief of the clinical service. The chief of the clinical service shall forward his recommendation to the credentialing committee which, after review and consideration of all relevant information, shall forward its recommendation to the medical staff administrative committee and the quality and professional affairs committee of the Wexner medical center board. The credentials committee, the director of medical affairs, the medical director of credentialing, the chief of the clinical service or the medical staff administrative committee shall have the authority to require any documentation, including advice and consultation from the member’s or credentialed provider’s treating physician or the committee for practitioner health that might have a bearing on the medical staff member’s or credentialed provider’s ability to carry out the clinical and educational responsibilities for which the medical staff is seeking privileges. Upon return from a leave of absence for medical reasons the medical staff member or credentialed provider must demonstrate his or her ability to exercise his or her clinical privileges upon return to clinical activity.

(3) All members or credentialed providers of the medical staff who take a leave of absence for medical or non-medical reasons must be in good standing on the medical staff upon resumption of clinical activities. No member shall be granted leave of absence in excess of his or her current appointment and the usual procedure for appointment and reappointment, including deadlines for submission of application as set forth in this rule will apply irrespective of the nature of the leave. Absence extending beyond his or her current term of failure to request reinstatement of clinical privileges shall be deemed a voluntary...
resignation from the medical staff and of clinical privileges, and in such event, the member or credentialed provider shall not be entitled to a hearing or appeal.


3335-111-05 Peer review and corrective action.

(A) Informal peer review.

(1) All medical staff members agree to cooperate in informal peer review activities that are solely intended to improve the quality of medical care provided to patients at the CHRI.

(2) Information indicating a need for informal review, including patient complaints, disagreements, questions of clinical competence, inappropriate conduct and variations in clinical practice identified by the clinical sections, departments or divisions and medical staff committees shall be referred to the chair of the practitioner evaluation committee.

(3) The practitioner evaluation committee chair or his or her designee may obtain information or opinions from medical staff members or credentialed providers as well as external peer review consultants pursuant to criteria outlined in these bylaws. The information or opinions from the informal peer review may be presented to the practitioner evaluation committee or another designated peer review committee.

The practitioner evaluation committee chair, or his or her designee, will consult with the affected medical staff member and obtain information or opinions from knowledgeable persons within the medical center as well as external peer review consultants, pursuant to criteria outlined in these bylaws.

(4) Following the assessment by the practitioner evaluation committee chair or his or her designee, the practitioner evaluation committee may make recommendations for educational actions of additional training, sharing of comparative data or monitoring or provide other forms of guidance to the medical staff member to assist him or her in improving the quality of patient care. Such actions are not regarded as adverse, do not require reporting to any governmental or other agency, and do not invoke a right to any hearing.

(5) At the conclusion of the evaluation, the practitioner evaluation committee chair or his or her designee submits a report to the applicable clinical department chief and the director of medical affairs. The clinical department chief and the director of medical affairs shall evaluate the matter to determine the appropriate course of action. They shall make an initial written determination on whether:

(1) (a) The matter warrants no further action;

(2) (b) Informal resolution under this paragraph is appropriate. The clinical department chief and the director of medical affairs shall determine whether to include documentation of the informal resolution in the medical staff member’s file. If documentation is included in the member’s file, the affected member shall have an opportunity to review it and may make a written response which shall also be placed in the
file. Informal review under this paragraph is not a procedural prerequisite to the initiation of formal peer review under paragraph (B) of this rule; or

(3)(c) Formal peer review under paragraph (B) of this rule is warranted. In cases where the clinical department chief and director of medical affairs cannot agree, the matter shall be submitted and determined as set forth in paragraph (B) of this rule.

(B) Formal peer review.

(1) No Changes.

(2) Formal peer review may be initiated by the clinical department chief, the department chairperson and/or division director, section chief, the director of medical affairs, any member of the medical staff, the chief executive officer of the CHRI, the dean of the college of medicine, any member of the Wexner medical center board, or the vice president for health services. All requests for formal peer review shall be in writing, shall be submitted to the director of medical affairs, and shall be supported by reference to the specific activities or conduct which constitute grounds for the requested action.

(3) - (4) No Changes.

(5) The formal peer review committee shall investigate every request and shall report in writing within thirty days its findings and recommendations for action to the appropriate clinical department chief and notice given to the section chief/division director. In making its recommendation the formal peer review committee may consider as appropriate, relevant literature and clinical practice guidelines, all the opinions and views expressed throughout the review process, and any information or explanations provided by the member under review. Prior to making its report, the medical staff member against whom the action has been requested shall be afforded an opportunity for an interview with the formal peer review committee. At such interview, the medical staff member shall be informed of the specific activities alleged to constitute grounds for formal peer review, and shall be afforded the opportunity to discuss, explain or refute the allegations against the medical staff member. The medical staff member may furnish written or oral information to the formal peer review committee at this time. However, such interview shall not constitute a hearing, but shall be investigative in nature. The medical staff member shall not be represented by an attorney at this interview. The written findings and recommendations for action is expected to be submitted within 90 days, unless an extension is deemed necessary by the committee.

(6) Upon receipt of the written report from the formal peer review committee, the appropriate clinical department chief shall, within seven days, make his or her own written determination and forward that determination along with the findings and recommendations of the formal peer review committee to the director of medical affairs, or if required by paragraph (B)(3) of this rule, to the executive vice president for health sciences or designee.

(7) Following receipt of the recommendation from the clinical department chief and the report from the formal peer review committee, the director of medical affairs, or the executive vice president for health sciences or designee, shall have ten days to approve or to modify the determination of the clinical department chief. Following receipt of the report of the clinical department chief, the director of medical affairs, or the executive vice president for health sciences or designee, shall have ten days to approve or to modify the determination of the clinical department chief.
affairs or executive vice president for health sciences or designee shall decide whether the grounds for the requested corrective action are such as should result in a reduction, suspension or revocation of clinical privileges. If the director of medical affairs, or executive vice president for health sciences or designee, decides the grounds are not substantiated, the director of medical affairs will notify the formal peer review committee; clinical department chief and if applicable, the academic department chairperson; division director; section chief; person(s) who filed the complaint and the affected medical staff member, in writing, that no further action will be taken.

In the event the director of medical affairs or executive vice president for health sciences or designee finds the grounds for the requested corrective action are substantiated, the director of medical affairs shall promptly notify the affected medical staff member of that decision and of the affected medical staff member’s right to request a hearing before the medical staff administrative committee pursuant to rule 3335-111-06 of the Administrative Code. The written notice shall also include a statement that the medical staff member’s failure to request a hearing in the timeframe prescribed in rule 3335-111-06 of the Administrative Code shall constitute a waiver of rights to a hearing and to an appeal on the matter; a statement that the affected medical staff member shall have the procedural rights found in rule 3335-111-06 of the Administrative Code; and a copy of the rule 3335-111-06 of the Administrative Code. This notification and an opportunity to exhaust the administrative hearing and appeal process shall occur prior to the imposition of the proposed corrective action unless the emergency provisions outlined in paragraph (D) of this rule apply. This written notice by the director of medical affairs shall be sent certified return receipt mail to the affected medical staff member's last known address as determined by university records.

(8) - (9) No Changes.

(C) Composition of the formal peer review committee.

No Changes.

(D) Summary suspension.

(1) Notwithstanding the provisions of this rule, a member of the medical staff shall have all or any portion of clinical privileges immediately suspended or appointment terminated by the chief executive officer or section chief, department chairperson and/or division director, whenever such action must be taken when there is imminent danger to patients or to the patient care operations. Such summary suspension shall become effective immediately upon imposition and the chief executive officer will subsequently notify the medical staff member in writing of the suspension. Such notice shall be by certified return receipt mail to the affected medical staff member’s last known address as determined by university records.

(2) No Changes.

(3) Immediately upon the imposition of a summary suspension, the chief executive officer in consultation with the appropriate section chief, department chairperson and/or division director, shall have the authority to provide for alternative medical coverage for the patients of the suspended medical staff member who remain in the hospital at the time of suspension. The wishes of the patient shall be considered in the selection of such alternative medical coverage. While a summary suspension is in effect,
the member of the medical staff is ineligible for reappointment to the medical staff. Medical staff and hospital administrative duties and prerogatives are suspended during the summary suspension.

(E) Automatic suspension and termination.

(1) - (2) No Changes.

(3) Failure to maintain the minimum required type and amount of professional liability insurance with an approved insurer, shall result in immediate and automatic suspension of a medical staff member’s appointment and privileges until such time as proof of appropriate insurance coverage is furnished. In the event such proof is not provided within ten days of notice of such suspension, the medical staff member or credentialed provider shall be deemed to no longer comply with medical staff requirements under 3335-111-04 and automatically relinquish his or her appointment and privileges.

(4) Upon exclusion, debarment, or other prohibition from participation in any state or federal health care reimbursement program, or a federal procurement or non-procurement program, the medical staff member’s appointment and privileges shall be immediately and automatically terminated, unless resignation in lieu of automatic termination is permitted pursuant to rule 3335-43-04(A)(4), suspended until such time as the exclusion, debarment, or prohibition is lifted.

(5) - (8) No Changes.


3335-111-06 Hearing and appellate review procedure

(A) Right to hearing before the medical staff administrative committee and to appellate review.

(1) When a member of the medical staff has exhausted remedies under paragraph (F) of rule 3335-111-04 of the Administrative Code on reappointments; or under rule 3335-111-05 of the Administrative Code for corrective action; or who has been summarily suspended under paragraph (D) of rule 3335-111-05 of the Administrative Code receives notice of a proposed action by the chief executive officer or the director of medical affairs that will adversely affect reappointment as a member of the medical staff or the exercise of clinical privileges, the staff member shall be entitled to an adjudicatory hearing.

(2) A medical staff member shall not be entitled to a hearing under the following circumstances:

   (a) Denial of the Wexner medical center board to grant a waiver of board certification for a medical staff member.

   (b) Termination of a medical staff member because of exclusion from participation in any government reimbursement program.
(c) Voluntary withdrawal of a medical staff application.

(d) Failure to submit a reappointment application.

(e) A leave of absences extending beyond current appointment or failure to request reinstatement of clinical privileges following a leave of absence.

(f) Actions or recommendations resulting from an informal peer review.

(g) Termination of courtesy B medical staff appointments upon approval by the Wexner medical center board.

All hearings and appellate reviews shall be in accordance with the procedural safeguards set forth in this rule to assure that the affected medical staff member is accorded all rights to which the member is entitled.

(B) Request for hearing.

No Changes.

(D) Conduct of hearing.

No Changes.

(E) Appeal process.

(1) - (6) No Changes.

(7) Any final decision by the Wexner medical center board shall be communicated by the chief executive officer by certified return receipt mail to the affected medical staff member at the member’s last known address as determined by university records. The chief executive officer shall also notify in writing the executive vice president for health sciences, the dean of the college of medicine, the chief medical officer of OSU medical center, the vice president for health services, the director of medical affairs, chief of staff, the section chief, department chairperson and/or division director, clinical department chief and the academic department chairperson and the person(s) who initiated the request for formal peer review. The chief executive officer shall take immediate steps to implement the final decision.


3335-111-07 Categories of the medical staff.

The medical staff of the CHRI shall be divided into honorary, physician scholar, attending, associate attending, clinical attending, community associate attending, consulting medical staff and limited designations. All medical staff members with admitting privileges may admit patients in accordance with state law and criteria for standards...
of care established by the medical staff. Medical staff members who do not wish to obtain any clinical privileges shall be exempt from the requirements of medical malpractice liability insurance, DEA registration, demonstration of recent active clinical practice during the last two years and specific annual education requirements as outlined in the list maintained in the chief medical officer’s office, but are otherwise subject to the provisions of these bylaws.

(A) Honorary staff.

The honorary staff will be composed of those individuals who are recognized for outstanding reputation, notable scientific and professional contributions, and high professional stature in an oncology field of interest. The honorary staff designation is awarded by the Wexner medical center board on the recommendation of the chief executive officer of the CHRI, executive vice president for health sciences, section chief department chairperson and/or division director, or the credentials committee after approval by the medical staff administrative committee. This is a lifetime appointment. Honorary staff are not entitled to patient care privileges.

(B) Physician scholar medical staff.

(1) Qualifications: The physician scholar medical staff shall be composed of those faculty members of the colleges of medicine and dentistry who are recognized for outstanding reputation, notable scientific and professional contributions, and high professional stature. This medical staff category includes but is not limited to emeritus faculty members. Nominations may be made to the chair of the credentialing committee who shall present the candidate to the medical staff administrative committee for approval.

(2) Prerogatives: Members of the physician scholar medical staff shall have access to the CHRI and shall be given notice of all medical staff activities and meetings. Members of the physician scholar medical staff shall enjoy all rights of an attending medical staff member except physician scholar members shall not possess clinical privileges.

(3) Physician scholar medical staff must have either a full license or an emeritus registration by the State Medical Board of Ohio.

(C) Attending medical staff.

(1) Qualifications: The attending staff shall consist of those regular faculty members of the colleges of medicine and dentistry who are licensed or certified in the state of Ohio, whose practice is at least seventy-five percent oncology and with a proven career commitment to oncology as demonstrated by the majority of the following:

Training, current board certification (as specified in paragraph (A)(5) of rule 3335-111-04 of the Administrative Code), publications, grant funding, other funding and experience (as deemed appropriate by the chief executive officer and the section chief department chairperson and/or division director); and who satisfy the requirements and qualifications for membership set forth in rule 3335-111-04 of the Administrative Code.

(2) Prerogatives:

No Changes.
(3) Responsibilities:

No Changes.

(D) Associate attending staff.

No Changes.

(E) Clinical attending staff.

(1) Qualifications:

The clinical attending staff shall consist of those clinical faculty members of the colleges of medicine and dentistry who have training, expertise, and experience in oncology, as determined by the chief executive officer in consultation with the section chief department chairperson or division director and who satisfy the requirements and qualifications for membership set forth in rule 3335-111-04 of the Administrative Code.

(2) Prerogatives:

No Changes.

(3) Responsibilities:

No Changes.

(E) Community associate attending staff.

(1) Qualifications:

The community associate attending staff shall consist of those applicants who do not have faculty appointments in any of the academic units of the Ohio state university and who are licensed in the state of Ohio and who satisfy the requirements and qualifications for membership set forth in rule 3335-111-04 of the Administrative Code. All applications for appointment and reappointment to the community associate attending staff shall be made to the chief executive officer for initial evaluation. The chief executive officer shall consult with the clinical department chief and the chairperson of the appropriate academic department and when appropriate may refer each application for completion of the appointment procedure in accordance with pertinent requirements of paragraph (E) or (F) of rule 3335-111-04 of the Administrative Code. The approval of the clinical department chief and the academic department chairperson or section chief shall not be required.

(2) Prerogatives:

The community associate attending staff members may:

(a) Provide consulting services to James patients.

(b) Admit patients when the primary diagnosis is cancer or cancer-related.

(c) Be free to exercise such clinical privileges as are granted pursuant to these bylaws.

(d) Attend all meetings of the medical staff as non-voting members and attend any and all medical staff or hospital education programs. The community associate attending staff member may not hold elected office in the medical
staff organization except to serve as a non-voting, ex-officio member of medical staff committees if appointed pursuant to these rules.

(3) Responsibilities:

The community associate attending staff members shall:

(a) Meet the basic responsibilities set forth in rules 3335-111-02 and 3335-111-03 of the Administrative Code.

(b) Retain responsibility within their care area of professional competence for the continuous care and supervision of each patient for whom the member is providing care, or arrange a suitable alternative for such care and supervision.

(c) Actively participate in such quality evaluation and monitoring activities as required by the staff and discharge such staff functions as may be required from time to time.

(d) Satisfy the requirements set forth in rule 3335-111-13 of the Administrative Code for attendance at staff meetings and meetings of those committees of which they are a member.

(e) Supervise members of the limited staff in the provision of patient care in accordance with accreditation standards and policies and procedures of approved clinical training programs.

(Gr) Consulting medical staff.

No Other Changes.

(LS) Limited staff.

Limited staff are not considered members of the medical staff, do not have delineated clinical privileges, and do not have the right to vote in general medical staff elections. Except where expressly stated, limited staff are bound by the terms of these bylaws, rules and regulations of the medical staff and the limited staff agreement.

(1) Qualifications:

No Changes.

(2) Responsibilities:

The limited staff shall:

(a) No Changes.

(b) No Changes.

(c) Participate in the care of all patients assigned to the limited staff member under the appropriate supervision of a designated member of the attending medical staff in accordance with accreditation standards and policies and procedures of the clinical training programs. The clinical activities of the limited staff shall be determined by the program director appropriate for the level of education and training. Limited staff shall be permitted to perform only those services that they are authorized to perform by the member of the attending medical staff based

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on the competence of the limited staff to perform such services. The limited staff may admit or discharge patients only when acting on behalf of the attending, associate attending, or, clinical attending or community associate attending medical staff. The limited staff member shall follow all rules and regulations of the service to which he or she is assigned, as well as the general rules of the CHRI pertaining to limited staff.

(d) No Changes.

(e) No Changes.

(f) Appeal by a member of the limited staff of probation, lack of reappointment, promotion, suspension or termination for failure to meet expectations for professional growth or failure to display appropriate humanistic qualities or failure to successfully complete any other competency as required by the accreditation standards of an approved training program will be conducted and limited in accordance with written guidelines established by the respective academic department or training program and approved by the program director of medical affairs and the Ohio state university’s graduate medical education committee as delineated in the limited staff agreement and by the graduate medical education policies.

Alleged misconduct by a member of the limited staff, for reasons other than failure to meet expectations of professional growth as outlined above, shall be handled in accordance with rules 3335-111-05 and 3335-111-06 of the Administrative Code.

(3) Failure to meet reasonable expectations:

Failure to meet reasonable expectations may result in sanctions including but not limited to probation, lack of reappointment, suspension or termination. Termination of employment from the limited staff member’s residency or fellowship training program limited staff member status shall result in automatic termination of the limited staff member’s residency or fellowship appointment pursuant to these bylaws.

(4) Temporary appointments:

(a) No Changes.

(b) No Changes.

(5) Supervision:

Limited staff members shall be under the supervision of an attending, associate attending, or clinical attending or community associate attending medical staff member. Limited staff members shall have no privileges as such but shall be able to care for patients under the supervision and responsibility of their attending, associate attending, or, clinical attending or community associate attending medical staff member. The care they extend will be governed by these bylaws and the general rules and regulations of each clinical department. The practice of care shall be limited by the scope of privileges of their attending, associate attending, or clinical attending or community associate attending medical staff member. Any
concerns or problems that arise in the limited staff member’s performance should be directed to the attending, associate attending, or clinical attending or community associate attending medical staff member or the director of the training program.

(a) Limited staff members may write admission, discharge and other orders for the care of patients under the supervision of the attending, associate attending or clinical attending or community associate attending medical staff member.

(b) All records of limited staff member cases must document involvement of the attending, associate attending, or clinical attending or community associate attending medical staff member in the supervision of the patient’s care to include co-signature of the admission order history and physical, operative report, and discharge summary.

(HI) Associates to the medical staff.
No Other Changes.

(U) Temporary medical staff appointment.
No Other Changes.

(JK) Clinical privileges.

(1) Delineation of clinical privileges:

(a) No Changes.

(b) Each clinical department and CHRI section, department and/or division shall develop specific clinical criteria and standards for the evaluation of privileges with emphasis on invasive or therapeutic procedures or treatment which represent significant risk to the patient or for which specific professional training or experience is required. Such criteria and standards are subject to the approval of the medical staff administrative committee and the Wexner medical center board.

(c) - (l) No Changes.

(2) Temporary and special privileges:

(a) Temporary privileges may be extended to a doctor of medicine, osteopathic medicine, dental surgery, psychologist, podiatry or to a licensed allied health professional upon completion of an application prescribed by the medical staff administrative committee, upon recommendation of
the chief of the clinical department, and approval by the director of medical affairs. The director of medical affairs, acting as a member and on behalf of the Wexner medical center board, has been delegated responsibility by the Wexner medical center board to grant approval of temporary privileges. The temporary privileges granted shall be consistent with the applicant’s training and experience and with clinical department guidelines. Prior to granting temporary privileges, primary source verification of licensure and current competence shall be required. Temporary privileges shall be limited to situations which fulfill an important patient care need and shall not be granted for a period not to exceed one hundred twenty days.

(b) - (g) No Changes.

(3) Expedited privileges:
No Changes.

(4) Podiatric privileges:
No Changes.

(5) Psychology privileges:
No Changes.

(6) Dental privileges:
No Changes.

(7) Oral and maxillofacial surgical privileges:
No Changes.

(8) Licensed allied health professionals:
No Changes.

(9) Emergency privileges:
No Changes.
(10) Disaster privileges:
No Changes.

(11) Telemedicine:
No Changes.


3335-111-08 Organization of the CHRI medical staff.

(A) The chief executive officer.
No Changes.

(B) The director of medical affairs (physician-in-chief/Chief medical officer of the James cancer hospital).

(1) Method of appointment:
The director of medical affairs shall be appointed by the executive vice president for health sciences upon recommendation by the chief executive officer of the James Cancer Hospital. The director of medical affairs is the physician-in-chief and shall be the chief medical officer of the CHRI and must be a member of the attending medical staff of the CHRI.

(2) Responsibilities:
The director of medical affairs shall report to the chief executive officer, the executive vice president for health sciences, the CHRI hospital board, and the Wexner Medical Center Board for the quality of patient care provided in the CHRI. The director of medical affairs shall assist the chief executive officer in the administration of medical affairs including quality assurance and credentialing. In addition, the director of medical affairs will decide the initial attending status, medical staff category appointments, and reappointments and any changes in categories of the medical staff, ongoing categorization of CHRI faculty.

(C) The chief medical officer of the Ohio state university medical center.
The chief medical officer of the Ohio state university medical center is the senior medical officer for the medical center with the responsibility and authority for all health and medical care delivered at the medical center. The chief medical officer is responsible for overall quality improvement and clinical leadership throughout the medical center, physician alignment, patient safety and medical staff development. The appointment, scope of authority,
and responsibilities of the chief medical officer shall be as outlined in the Ohio state medical center board bylaws. The director of medical affairs will work collaboratively with the chief medical officer and medical directors of each hospital of the medical center for the: coordination and supervision of patient care and clinical activities, responsibility for the clinical organization of his or her respective hospital, and to establish priorities, jointly with the chief executive officer or executive director of his or her respective hospital, for capital medical equipment, clinical space, and the establishment of new clinical programs, or the revision of existing clinical programs.

(D) The chief quality officer of the Ohio state university medical center.

The chief quality and patient safety officer of the Ohio state university medical center is referred to herein these bylaws as the chief quality officer. The chief quality officer reports to the chief medical officer for administrative and operational issues and has an independent reporting relationship to the executive vice president for health sciences regarding quality data and patient safety events. The chief quality officer works collaboratively with clinical leadership of the medical center, including medical director of quality for the CHRI, director of medical affairs for the CHRI, nursing leadership and hospital administration. The chief quality officer provides leadership in the development and measurement of the medical center’s approach to quality, patient safety and reduction of adverse events. The chief quality officer communicates and implements strategic, operational and programmatic plans and policies to promote a culture where patient safety is an important priority for medical and hospital staff.

(E) Medical director of credentialing.

No Changes.

(F) Associate physician-in-chief.

The associate to the physician-in-chief oversees the alignment of clinical service lines within the cancer program. The associate serves at the direction of the physician-in-chief to further the global cancer mission at OSU. The role functions as a key strategic liaison between the physician-in-chief, chief of staff and the medical staff to strategically grow the footprint of the cancer program. The associate physician-in-chief reports to the physician-in-chief of the James.

(GF) Medical director of surgical services, James surgical services.

The chief of surgical services, medical director, James surgical services has oversight of all James designated perioperative services and procedural suites. Working collaboratively with the administrator of perioperative services, the chief of surgical services, medical director, James surgical services facilitates the timely sharing of OR resources (including personnel and equipment) across the medical center in order to maximize the efficiency of OR services. The chief of surgical services, medical director, James surgical services works with clinical service lines and clinical leadership to coordinate OR services in a manner that enhances the quality of care and safety of services for patients. The chief of surgical services, medical director, James surgical services reports to the physician-in-chief, director of medical affairs of the James.
The sections: Professional assignments

Each member of the attending, associate attending, clinical, limited, physician scholar and honorary staff shall be assigned to a CHRI section, division and/or department by the chief executive officer upon the recommendation of the appropriate academic department chairperson and the credentials committee.

There are four clinical sections: medical oncology, surgical oncology, radiation oncology and pathology. Appointment to a specific section, department and/or division is based on the clinical specialty of the applicant for medical staff membership. Each section, department and/or division is headed by a section chief, department chairperson or division director who has the responsibility to oversee all research and clinical activities conducted by members of the section, department and/or division. Specifically, the section chief, department chairperson or division director shall be responsible for the following: the development and implementation of policies and procedures that guide and support the provision of service; recommendations re: staffing needs and clinical privileges for all members appointed to the section, department and/or division; the orientation and continuing surveillance of the professional performance of all section, department and/or division members; recommendation for space and other resources needed. The section chiefs appointed by the chief executive officer.

(i) Clinical department chief.

No Changes.


3335-111-09 Elected officers of the medical staff of the CHRI.

(A) Chief of staff.

The chief of staff shall:

(1) - (3) No Changes.

(4) Make medical staff committee appointments jointly with the physician-in-chief, director of medical affairs and chief of staff-elect for approval by the CHRI medical staff administrative committee.

(5) - (6) No Changes.
(B) Chief of staff-elect.

No Changes.

(C) Delegates at-large.

Up to two additional at-large member(s) may be appointed to the medical staff administrative committee at the recommendation of the chief executive officer of the CHRI, subject to the approval of the medical staff administrative committee and subject to review and renewal on a yearly basis every two years. There shall be two delegates at-large that are members of the medical staff. Each delegate at-large shall be a member of the medical staff administrative committee and shall serve on those committees of the medical center board as appointed by the chairperson of the medical center board.

(D) Qualifications of officers.

(1) Officers must be members of the attending or associate attending staff at the time of their nomination and election and must remain members in good standing during their term of office. Failure to maintain such status shall immediately create a vacancy in the office involved.

(2) The chief executive officer and director of medical affairs, chiefs of the clinical departments, department chairpersons or division directors, section chiefs, medical directors, associate and/or assistant medical directors are not eligible to serve as chief of staff or chief of staff-elect unless they are replaced in their CHRI administrative role during the period of their term of office.

(E) Election of officers.

(1) - (3) No Changes.

(4) The committee's nominees will be submitted by electronic or written ballot to all voting members of the medical staff no later than April/May.

(5) Candidates for the office of chief of staff-elect will be listed and each attending or associate attending staff member may vote for one. Candidates for the at-large positions will be voted upon as a group. Each voting member of the medical staff may vote for two at-large candidates. The two candidates with the highest number of votes will be elected. A majority of the votes is not necessary.

(6) No Changes.

(F) Term of office.

{00269459-1}21
No Changes.

(G) Vacancies in office.

(1) - (2) No Changes.

(3) Vacancies in the at-large representatives’ positions will be filled by appointment by the chief of staff.

See the attachment for a list of Board approval dates.

3335-11-10 Administration of the medical staff of the CHRI

Medical staff committees.

(A) - (B) No Changes.

(C) Medical staff administrative committee:

(1) Composition:

(a) Voting membership includes: chief of staff, chief of staff-elect, immediate past chief of staff, section chiefs, clinical department chairperson or division director of medical oncology, radiation oncology, surgical oncology, and anatomic pathology and molecular pathology; division chiefs of department chairperson or division director of hematology, gynecologic oncology, otolaryngology/head and neck, hospital medicine, human genetics, infectious diseases, surgical oncology, thoracic surgery, neurological oncology, orthopaedic oncology/sarcoma, pulmonary, critical care and sleep medicine and urology; medical director of James emergency services; clinical department chiefs of anesthesia, physical medicine and rehabilitation, plastic surgery, psychiatry, and radiology; CHRI medical director of quality, CHRI medical director of credentialing, CHRI chief executive officer, CHRI director of medical affairs, director of the division of palliative medicine, chairperson of the cancer subcommittee, CCC director for clinical research, and CCC director for cancer control, and medical director of the James surgical services and associate director of James surgical services. Up to two additional at-large member(s) may be appointed to the MSAC at the recommendation of the chief executive officer of the CHRI, subject to the approval of the medical staff administrative committee and subject to review and renewal on a yearly basis. If a division or section head, chairperson, or director is a member by...
leadership position, he or she will also fulfill the role of division director appointment. The director of medical affairs shall be the chairperson and the chief of staff shall be the vice-chairperson.

(b) Ex-officio non-voting membership includes: the CHRI executive director, the CHRI associate director for professional education, the CHRI chief nursing officer, CHRI executive director of patient services, the medical director of university hospital and/or the chief medical officer of the medical center, the dean of the Ohio state university college of medicine and, the executive vice president for health sciences, and the associate director for medical staff affairs.

(c) - (e) No Changes.

(2) - (4) No Changes.

(D) Credentialing committee of the hospitals of the Ohio state university:

(1) Composition:

The credentialing responsibilities of the medical staff are delegated to the credentialing committee of the hospitals of the Ohio state university, the composition of which shall include representation from the medical staff of each hospital.

The chief medical officer of the medical center shall appoint the credentialing committee of the hospitals of the Ohio state university. The chief of staff, director of medical affairs and medical director of credentialing shall make recommendation to the chief medical officer for representation on the credentialing committee of the hospitals of the Ohio state university.

The credentialing committee of the hospitals of the Ohio state university shall meet at the call of its chair, whom shall be appointed by the chief medical officer of the medical center.

(2) Duties:

(a) - (d) No Changes.

(e) To make recommendations to the medical staff administrative committee through the medical director of credentialing regarding appointment applications and initial requests for clinical privileges. Such recommendations shall include the name, status, department (division and/or department/division/section), medical school and year of graduation, residency and fellowships, medical-related employment since graduation, board certification and recertification, licensure status as well as all other relevant information concerning the applicant's current competence, experience, qualifications, and ability to perform the clinical privileges requested;

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The James

UH and James Bylaws Committee: 10.09.17
James Bylaws Committee: 12.01.17
MSAC: 12.08.17
Medical Staff Vote: 12.22.17
Quality and Professional Affairs: 03.27.18
MC Board: 04.04.18
UBOT: 04.06.18

(f) - (l) No Changes.

(3) Licensed health care professionals subcommittee:
No Changes.

(E) Medical staff bylaws committee:

(1) Composition.

(F) Committee for practitioner health.
No Changes.

(G) Cancer subcommittee:

(1) Composition:
Required to be included as members of the cancer subcommittee are physician representatives from surgery, medical oncology, diagnostic radiology, radiation oncology, anesthesia, plastic surgery, urology, otolaryngology/head and neck, hematology, gynecologic oncology, thoracic surgery, orthopaedic oncology, neurological oncology, emergency medicine, palliative medicine and pathology, the cancer liaison physician and nonphysician representatives from the cancer registry, administration, nursing, social services, and quality assurance. Other disciplines should be included as appropriate for the institution. The chairperson is appointed at the recommendation of the chief executive officer of the CHRI and the director of medical affairs, subject to the approval of the medical staff administrative committee and subject to review and renewal on a yearly basis.

(2) - (3) No Changes.

(H) Ethics committee.
No Changes.

(I) Practitioner evaluation committee.
No Changes.
(J) Professionalism consultation committee.
No Changes.

3335-111-11 History and physical.
No changes.

3335-111-12 Amendments and Adoption
No changes.

3335-111-13 Meetings and dues.

(A) Meetings.
The medical staff of the CHRI shall conduct scheduled meetings semi-annually. Notice of the meetings will be sent to all medical staff at least two weeks prior to the meeting. Attendance is encouraged, but shall not be a requirement for continued medical staff membership and clinical privileges. Special or electronic meetings may be called at the option of the medical staff administrative committee.

(B) No Changes.

3335-111-14 Rules of construction.
No Changes.
01 Ethical pledge.
   No Change

02 Admission procedures.
   No Change

03 Attending assignment.
   No Change

04 Consultations.
   No Change

05 Order writing privileges.
   No Change

06 Death procedures.
   No Change

07 Emergency preparedness.
   No Change

08 Surgical case review (tissue committees).
   No Change

09 Tissue disposition.
   No Change

{00269460-1}
Medical Staff Rules and Regulations –
Arthur G. James Cancer Hospital and Richard J. Solove Research Institute

10 Medical records.

(A) (1)-(5) No Change

(6) Records storage, security, and accessibility.

All patient's records, pathological examinations, slides, radiological films, photographic records, cardiographic records, laboratory reports, statistical evaluations, etc., are the property of the CHRI and shall not be taken from the CHRI except on court order, subpoena or statute duly filed with the medical record administrator or the hospital administration. The hospital administration may, under certain conditions, arrange for copies or reproductions of the above records to be made. Such copies may be removed from the hospital after the medical record administrator or the proper administrative authority has received a written receipt thereof. In the case of readmission of the patient, all previous records or copies thereof shall be available for the use of the attending medical staff member.

In general, medical records shall be maintained by the hospital. Records on microfilms, paper, electronic tape recordings, magnetic media, optical disks, and such other acceptable storage techniques shall be used to maintain patient records for twenty-one years for minors and ten years for adults. In the case of readmission of the patient, all records or copies thereof from the past ten/twenty-one years shall be available for the use of the attending medical staff member or other health care providers.

(7) – (11) No Change

11 Committees.

No Change

12 Standards of practice.

No Change

13 Mechanism for changing rules and regulations.

No Change

{00269460-1}
Medical Staff Rules and Regulations –
Arthur G. James Cancer Hospital and Richard J. Solove Research Institute

14 Adoption of the rules and regulations.
   No Change

15 Sanctions.
   No Change
Bylaws of the Medical Staff
The Ohio State University Hospitals
Chapter 3335-43

3335-43-01 Medical staff name.
No change.

3335-43-02 Purpose.
The purpose of the self-governing, democratically organized medical staff, which is accountable to the Ohio state university Wexner medical center board for the quality of care provided to the patients of the Ohio state university hospitals, shall be:

(A) - (D) No change.

(E) To govern medical staff and credentialed practitioners these bylaws are not intended to and shall not create any contractual rights between the Ohio state university Wexner medical center and any practitioner. Any and all contracts of affiliation, association or employment shall control contractual and financial relationships between the Ohio state university Wexner medical center and such practitioners.


3335-43-03 Patients.
No change.

3335-43-04 Membership.

(A) Qualifications

(1) No change.

(2) All members of the medical staff of the Ohio state university hospitals shall, except as specifically provided in these bylaws, be members of the faculty of the Ohio state university college of medicine, or in the case of dentists, of the Ohio state university college of dentistry. All members, except for physician scholar medical staff, shall be duly licensed or certified to practice in the state of Ohio. Members of the limited staff shall possess a valid training certificate, or an unrestricted license from the applicable state board based on the eligibility criteria defined by that board. All members of the medical staff and limited staff and licensed health care professionals with clinical privileges shall comply with provisions of state law and the regulations of the state medical board or other state licensing board if applicable. Only those physicians, dentists, and practitioners of psychology and podiatry who can document their education, training, experience, competence, adherence to the ethics of their profession, dedication to educational and research-goals, and ability to work with others with sufficient adequacy to assure the Wexner medical center board and the board of trustees of the Ohio state university that any patient treated by them at university hospitals will be given the high quality of medical care provided at university hospitals, shall be qualified for membership on the medical staff of the Ohio state university hospitals.

{00269471-1}
All applicants for membership, clinical privileges, and members of the medical staff must provide basic health information to fully demonstrate that the applicant or member has, and maintains, the ability to perform requested clinical privileges. The chief medical officer of the medical center, medical directors, the department chairperson, the credentialing committee, the medical staff administrative committee, the quality and professional affairs committee of the Ohio state university Wexner medical center board, or the Ohio state university Wexner medical center board may initiate and request a physical or mental health evaluation of an applicant or member. Such request shall be in writing to the applicant. All members of the medical staff and licensed health care professionals will comply with medical staff and the Ohio state university policies regarding employee and medical staff health and safety; uncompensated care; and will comply with appropriate administrative directives and policies to avoid disrupting those operations of the Ohio state university hospitals which adversely impact overall patient care or which adversely impact the ability of the Ohio state university hospitals employees or staff to effectively and efficiently fulfill their responsibilities. All members of the medical staff and licensed health care professionals shall agree to comply with bylaws, rules and regulations, and policies and procedures adopted by the medical staff administrative committee and the Wexner medical center board, including but not limited to policies on professionalism, behaviors that undermine a culture of safety, annual education and training (list approved by the medical staff administrative committee and maintained in the chief medical officer's office), conflict of interest, HIPAA compliance, and access and communication guidelines. Medical staff members and licensed health care professionals with clinical privileges must also comply with the university integrity program requirements including but not limited to billing, self-referral, ethical conduct and annual education. Medical staff members and licensed health care professionals with clinical privileges must immediately disclose to the chief medical officer and the department chairperson the occurrence of any of the following events: a licensure action in any state, any malpractice claims filed in any state or an arrest by law enforcement.

All members of the medical staff and credentialed providers must maintain continuous uninterrupted enrollment with all governmental health care programs.

(a) It shall be the duty of all medical staff members and credentialed providers to promptly inform the chief medical officer and the corporate credentialing office of any investigation, action taken, or the initiation of any process which could lead to an action taken by any governmental programs.

(b) Exclusion of any medical staff member or licensed health care professional/credentialed provider from participation in any federal or state government program or suspension from participation, in whole or part, in any federal or state government reimbursement program, shall result in immediate lapse of membership on the medical staff of the Ohio state university hospitals and the immediate lapse of clinical privileges at the Ohio state university hospitals as of the effective date of the exclusion or suspension. Medical staff members may submit a request to resign their medical staff membership to the Chief Medical Officer in lieu of automatic termination. The resignation in lieu of automatic termination shall be discussed at the next credentialing committee and medical staff administrative committee in order to provide recommendations to the Quality and Professional Affairs Committee of the Wexner Medical Center Board. A final determination should be decided by the Quality and Professional Affairs Committee at its next regular meeting.

(c) If the medical staff member's or credentialed provider's licensed health care professional's participation in these all governmental programs is fully reinstated, the affected medical staff member or licensed health care professional/credentialed provider shall be eligible to apply for
membership and clinical privileges at that time. It shall be the duty of all medical staff members and licensed health care professionals to promptly inform the chief medical officer of any action taken, or the initiation of any process which could lead to such action taken by any of these programs.

(4) – (7) No change.

(B) – (F) No change.

(G) Resumption of clinical privileges following leave of absence.

(1) A member of the medical staff or credentialed provider shall request a leave of absence in writing for good cause shown such as medical reasons, educational and research reasons or military service to the chief of clinical service and the chief medical officer. Such leave of absence shall be granted at the discretion of the chief of the clinical service and the chief medical officer provided, however, such leave shall not extend beyond the term of the member’s or credentialed provider’s current appointment. A member of the medical staff or credentialed provider who is experiencing health problems that may impair his or her ability to care for patients has the duty to disclose such impairment to his or her chief of clinical department and the chief medical officer and the member or credentialed provider shall be placed on immediate medical leave of absence until such time the member or credentialed provider can demonstrate to the satisfaction of the chief medical officer that the impairment has been sufficiently resolved and can request for reinstatement of clinical activities. During any leave of absence, the member or credentialed provider shall not exercise his or her clinical privileges, and medical staff responsibilities and prerogatives shall be inactive.

(2) The member or credentialed provider must submit a written request for the reinstatement of clinical privileges to the chief of the clinical service. The chief of the clinical service shall forward his recommendation to the credentialing committee which, after review and consideration of all relevant information, shall forward its recommendation to the medical staff administrative committee and quality and professional affairs committee of the Wexner medical center board. The credentials committee, the chief medical officer, the chief of the clinical service or the medical staff administrative committee shall have the authority to require any documentation, including advice and consultation from the member’s or credentialed provider’s treating physician or the committee for practitioner health that might have a bearing on the medical staff member’s or credentialed provider’s ability to carry out the clinical and educational responsibilities for which the medical staff is seeking privileges. Upon return from a leave of absence for medical reasons the medical staff member or credentialed provider must demonstrate his or her ability to exercise his or her clinical privileges upon return to clinical activity.

(3) All members of the medical staff or credentialed providers who take a leave of absence for medical or non-medical reasons must be in good standing upon resumption of clinical activities. No member shall be granted leave of absence in excess or his or her current appointment and the usual procedures for appointment and reapportionment, including deadlines for submission of application as set forth in this rule, will apply irrespective of the nature of the leave. Absence extending beyond his or her current term or failure to request reinstatement of clinical privileges shall be deemed a voluntary resignation from the medical staff and of clinical privileges, and in such event, the member or credentialed provider shall not be entitled to a hearing or appeal.
3335-43-05 Peer review and corrective action.

(A) Informal peer review.

(1) All medical staff members agree to cooperate in informal peer review activities that are solely intended to improve the quality of medical care provided to patients at the Ohio state university hospitals.

(2) Information indicating a need for informal review, including patient complaints, disagreements, questions of clinical competence, inappropriate conduct and variations in clinical practice identified by the clinical departments or divisions and medical staff committees shall be referred to the chair of the practitioner evaluation committee.

The practitioner evaluation committee chair or his or her designee will consult with the affected medical staff member and obtain information or opinions from knowledgeable persons within the medical center as well as external peer review consultants pursuant to criteria outlined in these bylaws.

(3) The practitioner evaluation committee chair or his or her designee may obtain information or opinions from medical staff members or credentialed providers as well as external peer review consultants pursuant to criteria outlined in these bylaws. The information or opinions from the informal peer review may be presented to the practitioner evaluation committee or another designated peer review committee.

(4) Following the assessment by the practitioner evaluation committee chair or his or her designee, the practitioner evaluation committee may make recommendations for educational actions of additional training, sharing of comparative data or monitoring or provide other forms of guidance to the medical staff member to assist him or her in improving the quality of patient care. Such actions are not regarded as adverse, do not require reporting to any governmental or other agency, and do not invoke a right to any hearing.

(5) At the conclusion of the evaluation, the practitioner evaluation committee chair or his or her designee submits a report to the applicable clinical department chief and the chief medical officer. The chief of the clinical department and the chief medical officer shall evaluate the matter to determine the appropriate course of action. They shall make an initial written determination on whether:

(1) The matter warrants no further action;

(2) Informal resolution under this paragraph is appropriate. The chief of the clinical department and the chief medical officer shall determine whether to include documentation of the informal resolution in the medical staff member’s file. If documentation is included in the member’s file, the affected member shall have an opportunity to review it and may make a written response which shall also be placed in the file. Informal review under this paragraph is not a procedural prerequisite to the initiation of formal peer review under paragraph (B) of this rule; or

(3) Formal peer review under paragraph (B) of this rule is warranted.

(6) In cases where the chief of the clinical department and chief medical officer cannot agree on the need for formal peer review, the matter shall be submitted for formal peer review and determined as set forth in paragraph (B) of this rule.
(B) Formal peer review.

(1) – (4) No change.

(5) The formal peer review committee shall investigate every request and shall deliver written findings and recommendations for action to the chief of the clinical department within 30 days. The formal peer review committee may recommend a reduction, suspension or revocation of the medical staff member’s clinical privileges or other action as it deems appropriate. In making its recommendation the formal peer review committee may consider, relevant literature and clinical practice guidelines, the opinions and views expressed throughout the review process, information or explanations provided by the member under review, and other relevant information. Prior to making its report, the committee shall afford the medical staff member against whom the action has been requested an opportunity for an interview. At such interview, the medical staff member shall be informed of the specific actions or omissions alleged to constitute grounds for formal peer review and shall be given copies of any statements, reports, opinions or other information compiled at prior stages of the proceedings. The medical staff member may furnish written or oral information to the formal peer review committee at this time and shall be given an opportunity to discuss, explain, or refute the allegations and to respond to any statements, reports or opinions previously compiled in the proceedings. However, such interview shall not constitute a hearing, but shall be investigative in nature. The medical staff member shall not be represented by an attorney at this interview. The written findings and recommendations for action are expected to be submitted within 90 days, unless an extension is deemed necessary by the committee.

(6) Upon receipt of the written report and recommendation from the formal peer review committee, the chief of the clinical department shall within seven days make his or her own written recommendation for corrective action and forward that recommendation along with the findings and recommendations of the formal peer review committee to the chief medical officer.

(7) The chief medical officer shall have ten days to decide whether to accept, reject or modify the recommendation of the chief of the clinical department. If the chief medical officer decides the grounds are not substantiated, the chief medical officer will notify the formal peer review committee, the chief of the clinical department, the person(s) who filed the complaint and the affected medical staff member, in writing, that no further action will be taken. If the chief medical officer finds the grounds for the requested corrective action are substantiated, the chief medical officer shall promptly notify the affected medical staff member of that decision and the corrective action that will be taken. This notice shall advise the affected medical staff member of his or her right to request a hearing before the medical staff administrative committee pursuant to rule 3335-43-06 of the Administrative Code and shall also include a statement that failure to request a hearing in the timeframe prescribed in this rule shall constitute a waiver of rights to a hearing and to an appeal on the matter and the affected medical staff member shall also be given a copy of the rule 3335-43-06 of the Administrative Code. This notification and an opportunity to exhaust the administrative hearing and appeal process shall occur prior to the imposition of the proposed corrective action unless the emergency provisions outlined in paragraph (D) of this rule apply. This written notice by the chief medical officer shall be sent certified return receipt mail to the affected medical staff member’s last known address as determined by university records.
(8) – (9) No change.

(C) – (D) No change.

(E) Automatic suspension and termination.

(1) – (2) No change.

(3) Failure to maintain the minimum required type and amount of professional liability insurance with an approved insurer, shall result in immediate and automatic suspension of a medical staff member’s appointment and privileges until such time as proof of appropriate insurance coverage is furnished. In the event such proof is not provided within ten days of notice of such suspension, the medical staff member or credentialed provider shall be deemed to no longer comply with medical staff requirements under 3335-43-04 and automatically relinquish voluntarily terminated his or her appointment and privileges.

(4) Upon exclusion, debarment, or other prohibition from participation in any state or federal health care reimbursement program, or a federal procurement or non-procurement program, the medical staff member’s appointment and privileges shall be immediately and automatically terminate, unless resignation in lieu of automatic terminations is permitted to rule 3335-43-04(A)(3). suspended until such time as the exclusion, debarment, or prohibition is lifted.

(5) – (9) No change.

(F) No change.

3335-43-06 Hearing and appeal process.

(A) Right to hearing and to an appeal.

(1) When a member of the medical staff who has exhausted all remedies under paragraphs (E) and (F) of rule 3335-43-04 of the Administrative Code on appointment or reappointments; or under rule 3335-43-05 of the Administrative Code for corrective action; or who has been summarily suspended under paragraph (D) of rule 3335-43-05 of the Administrative Code, or who receives notice of proposed action that will adversely affect membership on the medical staff or the exercise of clinical privileges (see paragraph (A)(6) of rule 3335-73-04 of the Administrative Code), the staff member shall be entitled to an adjudicatory hearing.

(2) A medical staff member shall not be entitled to a hearing under the following circumstances:

(a) Denial by the Wexner medical center board to grant a waiver of board certification for a medical staff member.

(b) Termination of a medical staff member because of exclusion from participation in any government reimbursement program.

(c) Voluntary withdrawal of a medical staff application.

(d) Failure to submit a reappointment application.
(e) A leave of absence extending beyond current appointment or failure to request reinstatement of clinical privileges following a leave of absence.

(f) Actions or recommendations resulting from an informal peer review.

(g) Termination of courtesy B medical staff appointments upon approval by the Wexner medical center board.

(3) No change.

(B) - (E) No change.

3335-43-07 Categories of the medical staff.

The medical staff of the Ohio state university hospitals shall be divided into seven categories: physician scholar medical staff; attending medical staff; courtesy A medical staff; courtesy B medical staff; community affiliate medical staff; consulting medical staff; and limited staff. Medical staff members who do not wish to obtain any clinical privileges shall be exempt from the requirements of medical malpractice liability insurance, DEA registration, demonstration of recent active clinical practice during the last two years and specific annual education requirements as outlined in the list maintained in the chief medical officer’s office, but are otherwise subject to the provisions of these bylaws.

(A) Physician scholar medical staff.

(1) Qualifications: The physician scholar medical staff shall be composed of those faculty members of the colleges of medicine and dentistry who are recognized for outstanding reputation, notable scientific and professional contributions, and high professional stature. This medical staff category includes but is not limited to emeritus faculty members. Nominations may be made to the chair of the credentialing committee who shall present the candidate to the medical staff administrative committee for approval.

(2) Prerogatives: Members of the physician scholar medical staff have access to the Ohio state university hospitals and shall be given notice of all medical staff activities and meetings. Members of the physician scholar medical staff shall enjoy all rights of an attending medical staff member except physician scholar members shall not possess clinical privileges.

(3) Physician scholar medical staff must have either a full license or an emeritus registration by the state medical board of Ohio.

(B) – (D) No change.

(E) Limited staff.

Limited staff are not considered full members of the medical staff, do not have delineated clinical privileges and do not have the right to vote in general medical staff elections. Except where expressly stated, members of the limited staff are bound by the terms of these bylaws, the rules and regulations of the medical staff, and the limited staff agreement.

(1) Qualifications

No change.
(2) Responsibilities:

(a) - (d) No change.

(f) Appeal by a member of the limited staff of probation, lack of reappointment promotion, suspension or termination for failure to meet expectations for professional growth or failure to display appropriate humanistic qualities or failure to successfully complete any other competency as required by the accreditation standards of an approved training program will be conducted and limited in accordance with written guidelines established by the respective department or training program and approved by the medical program director and the Ohio state university hospitals graduate medical education committee as delineated in the limited staff agreement and by the graduate medical education policies.

Alleged misconduct by a member of the limited staff, for reasons other than failure to meet expectations of professional growth as outlined above, shall be handled in accordance with rules 3335-43-05 and 3335-43-06 of the Administrative Code.

(3) Failure to meet reasonable expectations.

Failure to meet reasonable expectations may result in sanctions including but not limited to probation, lack of reappointment, suspension or termination. Termination of employment from the limited staff member’s residency or fellowship training program limited staff member status shall result in automatic termination of the limited staff member’s residency or fellowship appointment pursuant to these bylaws.

(4) Temporary appointments. No change.

(5) Supervision.

Limited staff members shall be under the supervision of an attending or courtesy A medical staff member. Limited staff members shall have no privileges as such but shall be able to care for patients under the supervision and responsibility of their attending or courtesy A medical staff member. The care they extend will be governed by these bylaws and the general rules and regulations of each clinical department. The practice of care shall be limited by the scope of privileges of their attending or courtesy A medical staff member. Any concerns or problems that arise in the limited staff member’s performance should be directed to the attending or courtesy A medical staff member or the director of the training program.

(a) Limited staff members may admit and write admission, discharge and other orders for the care of patients under the supervision of the attending or courtesy A medical staff member.

(b) All records of limited staff member cases must document involvement of the attending or courtesy A medical staff member in the supervision of the patient’s care to include co-signature of the admission order, history and physical, operative report, and discharge summary.

(F) - (H) No change.

(I) Clinical privileges.

(1) Delineation of clinical privileges. No change.
(2) Temporary privileges:

(a) Temporary privileges may be extended to a doctor of medicine, osteopathic medicine, dental surgery, psychologist, podiatry or to a licensed health care professional upon completion of an application prescribed by the medical staff administrative committee, upon recommendation of the chief of the clinical department, and approval by the chief medical officer. The chief medical officer acting as a member and on behalf of the Wexner Medical Center board, has been delegated responsibility by the Wexner medical center board to grant approval of temporary privileges. The temporary privileges granted shall be consistent with the applicant's training and experience and with clinical department guidelines. Prior to granting temporary privileges, primary source verification of licensure and current competence shall be required. Temporary privileges shall be limited to situations which fulfill an important patient-care need, and shall be granted for a period not to exceed one hundred twenty days.

(3) – (11) No change.

3335-43-08 Organization of the medical staff.

No change.

3335-43-09 Elected officers of the medical staff of the Ohio state university hospitals.

(A) – (D) No change.

(E) Election of officers.

(1) – (3) No change.

(4) The committee’s nominees shall be submitted to all voting members of the attending staff no later than March-May first of the election year.

(5) – (6) No change.

(F) – (G) No change.

3335-43-10 Administration of the medical staff of the Ohio state university hospitals

(A) Chief medical officer.

The chief clinical officer functions as the chief medical officer as referred to herein these bylaws. The chief medical officer is the senior medical officer for the medical center with the responsibility and authority for all health and medical care delivered at the medical center. The chief medical officer is responsible for overall quality improvement and clinical leadership throughout the medical center, physician alignment, patient safety and medical staff development. The appointment, scope of authority, and responsibilities of the chief medical officer shall be as outlined in the Ohio state university Wexner medical center board bylaws.

(B) Chief quality and patient safety officer.
The chief quality and patient safety officer of the Ohio state university Wexner medical center is referred to herein these bylaws as the chief quality officer. The chief quality officer reports to the chief medical officer for administrative and operational issues and has an independent reporting relationship to the executive vice president for health sciences regarding quality data and patient safety events. The chief quality officer works collaboratively with clinical leadership of the medical center, including the director of medical affairs for the James cancer hospital, nursing leadership and hospital administration. The chief quality officer provides leadership in the development and measurement of the medical center’s approach to quality, patient safety and reduction of adverse events. The chief quality officer communicates and implements strategic, operational and programmatic plans and policies to promote a culture where patient safety is an important priority for medical and hospital staff.

(C) – (E) No change.

(F) Credentialing committee of the hospitals of the Ohio state university:

(1) Composition:

The credentialing responsibilities of medical staff are delegated to the credentialing committee of the hospitals of the Ohio state university, the composition of which shall include representation from the medical staff of each health system hospital.

The credentialing committee of the hospitals of the Ohio state university shall be appointed by the chief medical officer. The chief of staff, director of medical affairs or and medical directors of each health system hospital shall make recommendations to the chief medical officer for representation on the credentialing committee of the hospitals of the Ohio state university.

The credentialing committee of the hospitals of the Ohio state university shall meet at the call of its chair, who shall be appointed by the chief medical officer of the health system.

(2) Duties:

(a) – (d) No change.

(e) To make recommendations to the medical staff administrative committee through the chief medical officer chairperson of the credentialing committee regarding appointment applications and initial requests for clinical privileges. Such recommendations shall include the name, status, department (division), medical school and year of graduation, residency and fellowships, medical-related employment since graduation, board certification and recertification, licensure status as well as all other relevant information concerning the applicant’s current competence, experience, qualifications, and ability to perform the clinical privileges requested;

(f) – (m) No change.

(3) No change.

(G) – (M) No change.
3335-43-11 History and physical.

No change.

3335-43-12 Meetings and dues.

(A) Meetings.

The medical staff of the Ohio state university hospitals shall conduct scheduled meetings twice yearly. Notice of the meeting shall be sent to all medical staff at least two weeks prior to the meeting. Attendance is encouraged, but shall not be a requirement for continued medical staff membership and clinical privileges. Special and/or electronic meetings of the medical staff may be called at the option of the medical staff administrative committee.

3335-43-13 Amendments and adoption.

No change.

3335-43-14 Rules of construction.

No change.

APPENDIX I

No change.

APPENDIX II

No change.
84-01 Ethical pledge.
   No change.

84-02 Admission procedures.
   No change.

84-03 Attending assignment.
   No change.

84-04 Consultations.
   No change.

84-05 Privileges for giving orders.
   No change.

84-06 Death and autopsy procedures.
   No change.

84-07 Disaster plan.
   No change.

84-08 Emergency care.
   No change.

84-09 Surgical case review.
   No change.

84-10 Tissue disposition.
   No change.

84-11 Committees and policy groups.
   No change.
MEDICAL STAFF RULES AND REGULATIONS
The Ohio State University Hospitals

Updated September 2, 2016

84-12 Medical records.

(A)(1) – (5) No change.

(6) Records storage and security.

In general, medical records shall be maintained by the hospital. Records on microfilms, paper, electronic tape recordings, magnetic media, optical disks, and such other acceptable storage techniques shall be used to maintain patient records for twenty-one years for minors and ten years for adults. In the case of readmission of the patient, all records or copies thereof from the past ten/twenty-one years shall be available for the use of the attending medical staff member or other health care providers.

(7) – (10) No change.

84-13 Operating room committee.

No change.

84-14 Pharmacy and therapeutics committee.

No change.

84-15 Transfusion and isoimmunization committee.

No change.

84-16 Standards of practice.

No change.

84-17 Mechanism for changing rules and regulations.

No change.

84-18 Adoption of the rules and regulations.

No change.

84-19 Sanctions.

No change.
3335-111-01 Medical staff name.
No changes.

3335-111-02 Purpose.
(E) To govern medical staff credentialed practitioners and these Bylaws are not intended to and shall not create any contractual rights between the Ohio state university Wexner medical center and any practitioner. Any and all contracts of affiliation, association or employment shall control contractual and financial relationships between the Ohio state university Wexner medical center and such practitioners.

3335-111-03 Patients.
No changes.

3335-111-04 Membership.
(A) Qualifications.

(1) Membership on the medical staff of the CHRI is a privilege extended to doctors of medicine, osteopathic medicine, dentistry, and to practitioners of psychology and podiatry who consistently meet the qualifications, standards, and requirements set forth in the bylaws, rules and regulations of the medical staff, and the board of trustees of the Ohio state university. Membership on the medical staff is available on an equal opportunity basis without regard to race, color, creed, religion, sexual orientation, national origin, gender, age, handicap, genetic information or veteran/military status. Doctors of medicine, osteopathic medicine, dentistry, and practitioners of psychology and podiatry in faculty and administrative positions who desire medical staff membership shall be subject to the same policies and procedures as all other applicants for the medical staff.

(2) All members of the medical staff of the CHRI, except community associate attending staff, physician scholar medical staff, shall be members of the faculty of the Ohio state university college of medicine, or in the case of dentists, of the Ohio state university college of dentistry, and shall be duly licensed or certified to practice in the state of Ohio. Members of the limited staff shall possess a valid training certificate, or an unrestricted license from the applicable state board based on the eligibility criteria defined by that board. All members of the medical staff and limited staff and licensed health care professionals with clinical privileges shall comply with provisions of state law and the regulations of the respective state medical board or other state licensing board if applicable. Only those physicians, dentists, and practitioners of psychology and podiatry who can document their education, training, experience, competence, adherence to the ethics of their profession, dedication to educational and research goals and ability to work with others with sufficient adequacy to assure the Wexner medical center board and the board of trustees of the Ohio state university that any patient treated by them at the CHRI will be given high quality medical care provided at CHRI, shall be qualified for...

April 6, 2018, Board of Trustees meeting

(APPENDIX XLVIII)
eligibility for membership on the medical staff of the CHRI. Except for community associate staff, CHRI medical staff members shall also hold appointments to the medical staff of the Ohio state university hospitals for consulting purposes. Loss of such appointment shall result in immediate termination of membership on the CHRI medical staff and immediate termination of clinical privileges as of the effective date of the Ohio state university hospitals appointment termination. This consequence does not apply to an individual’s suspension for completion of medical records. If the medical staff member regains an appointment to the Ohio state university hospitals medical staff, the affected medical staff member shall be eligible to apply for CHRI medical staff membership at that time. All applicants for membership, clinical privileges, and members of the medical staff must provide basic health information to fully demonstrate that the applicant or member has, and maintains, the ability to perform requested clinical privileges. The director of medical affairs of the CHRI, the medical director of credentialing, the department chairperson, the credentialing committee, the medical staff administrative committee, the quality and professional affairs committee of the Ohio state university Wexner medical center board, or the Ohio state university Wexner medical center board may initiate and request a physical or mental health evaluation of an applicant or member. Such request shall be in writing to the applicant.

(3) All members of the medical staff and licensed health care professionals will comply with medical staff and the CHRI policies regarding employee and medical staff health and safety, provision of uncompensated care, and will comply with appropriate administrative directives and policies which, if not followed, could adversely impact overall patient care or may adversely impact the ability of the CHRI employees or staff to effectively and efficiently fulfill their responsibilities. All members of the medical staff and licensed health care professionals shall agree to comply with bylaws, rules and regulations, and policies and procedures adopted by the medical staff administrative committee and the Wexner medical center board, including but not limited to policies on professionalism, behaviors that undermine a culture of safety, annual education and training (list approved by the medical staff administrative committee and maintained in the chief medical officer’s office), conflict of interest, HIPAA compliance and access and communication guidelines. Medical staff members and licensed health care professionals with clinical privileges must also comply with the university integrity program requirements including but not limited to billing, self referral, ethical conduct and annual education.

(4) All members of the medical staff and credentialed providers must maintain continuous uninterrupted enrollment with all governmental healthcare programs. This includes any federal and state government programs.

(a) It shall be the duty of all medical staff members and credentialed providers to promptly inform the chief medical officer and the corporate credentialing office of any investigation, action taken, or the initiation of any process which could lead to an action taken by any governmental program.

(b) Exclusion of any medical staff member or allied health professional credentialed provider from participation in any federal or state government program or suspension from participation, in whole or in part, in any federal or state government reimbursement program, shall result in immediate lapse of membership on the medical staff of the CHRI and the immediate lapse of clinical privileges at the CHRI as of the effective date of the exclusion or suspension. Medical staff members may submit a request to resign their medical...
staff membership to the Chief Medical Officer in lieu of automatic termination. The resignation in lieu of automatic termination shall be discussed at the next credentialing committee and medical staff administrative committee in order to provide recommendations to the Quality and Professional Affairs Committee of the Wexner Medical Center Board. A final determination should be decided by the Quality and Professional Affairs Committee at its next regular meeting.

If the medical staff member’s or allied health professional’s participation in these all governmental programs is fully reinstated, the affected medical staff member or allied health professional shall be eligible to apply for membership and clinical privileges at that time. It shall be the duty of all medical staff members and allied health professionals to promptly inform the director of medical affairs or medical director of credentialing of any action taken, or the initiation of any process, which could lead to such action taken by any of these programs.

(5) - (6) No Changes.

(7) Applicants for community associate attending medical staff category, practicing in a CHRI unit at another hospital, must have and maintain clinical privileges and active medical staff membership at that hospital.

(8) - (10) No Changes.

(B) Application for membership.

No Changes.

(C) Terms of appointment.

Initial appointment to the medical staff, except for the honorary category, shall be for a period not to exceed twenty-four months. An appointment or grant of privileges for a period of less than twenty-four months shall not be deemed an adverse action. During the first six months of the initial appointment, except medical staff appointments without clinical privileges, appointees shall be subject to focused professional practice evaluation (FPPE) in order to evaluate the privilege-specific competence of the practitioner who does not have documented evidence of competently performing the requested privilege at the organization pursuant to these bylaws. FPPE requires the evaluation by the clinical department chief with oversight by the credentials committee and the medical staff administrative committee. In the case of community associate attendings, receipt of the positive evaluation provided by the clinical department chief in the primary hospital in which they hold privileges is required.

The provisional appointee identifies the primary hospital. Following the six month FPPE period, the clinical department chief may: (1) recommend the initial appointee to transition to ongoing professional practice evaluation (OPPE), which is described later in these bylaws to the medical staff administrative committee; (2) extend the FPPE period, which is not considered an adverse action, for an additional six months not to exceed a
total of twelve months for purposes of further monitoring and evaluation; or (3) terminate the initial appointee’s medical staff membership and clinical privileges. In the event that the medical staff administrative committee recommends that an adverse action be taken against an initial appointee, the initial appointee shall be entitled to the provisions of due process as outlined in these bylaws.

(D) Professional ethics.
No Changes.

(E) Procedure for appointment.

(1) - (3) No Changes.

(4) The clinical department chief shall be responsible for investigating and verifying the character, qualifications and professional standing of the applicants by making inquiry of the primary source of such information and shall within thirty days of receipt of the completed application, submit a report of those findings along with a recommendation on medical staff membership and clinical privileges to the applicant’s respective CHRI department chairperson and/or division director or section chief. Licensed allied health professional applicants will have their clinical department chief’s report submitted to the subcommittee of the credentials committee charged with review of applications for associates to the medical staff.

(5) The department chairperson and/or division director section chiefs shall receive all initial signed and verified applications from the appropriate clinical department chief and shall make a recommendation to the medical director of credentialing on each application. The medical director of credentialing shall make an initial determination as to whether the application is complete. The credentials committee, the medical staff administrative committee, the quality and professional affairs committee, and the Wexner medical center board have the right to render an application incomplete, and therefore not able to be processed, if the need arises for additional or clarifying information. The medical director of credentialing shall forward all completed applications to the credentials committee.

(6) - (11) No Changes.

(12) The recommendation of the medical staff administrative committee regarding an appointment decision shall be made within thirty days of receipt of the credentials committee recommendation and shall be communicated by the medical director of credentialing, along with the recommendation of the director of medical affairs, to the quality and professional affairs committee of the Wexner medical center board, and thereafter to the Wexner medical center board. When the Wexner medical center board has acted, the chair of the Wexner medical center board shall instruct the director of medical affairs to transmit the final decision to the clinical department chief, the applicant, and the respective department chairperson and/or division director or section chief.

(13) No Changes.
The director of medical affairs, who may make a separate recommendation to the Wexner medical center board, shall directly communicate the final recommendation of the medical staff administrative committee to the Wexner medical center board. When the Wexner medical center board has acted, the director of medical affairs will transmit the final decision to the clinical department chief, the applicant, the respective department chairperson and/or division director section chief, and the Ohio state university board of trustees.

(F) Procedure for reappointment.

(1) No Changes.

(2) The reappointment application shall include all information necessary to update and evaluate the qualification of the applicant. The clinical department chief shall review the information available on each applicant for reappointment and shall make recommendations regarding reappointment to the medical staff and for granting of privileges for the ensuing appointment period. The clinical department chief’s recommendation shall be transmitted in writing along with the signed and completed reappointment forms to the appropriate department chairperson and/or division director section chief at least forty-five days prior to the end of the individual’s appointment. The terms of paragraphs (A), (B), (C), (D), (E)(1), and (E)(2) of this rule shall apply to all applicants for reappointment. Only completed applications for reappointment shall be considered by the credentials committee.

(3) - (4) No Changes.

(5) The clinical department chief shall submit a report of those findings along with a recommendation on reappointment to the applicant’s respective CHRI department chairperson and/or division director section chief. Licensed allied health professional applicants will have their clinical department chief’s report submitted to the subcommittee of the credentials committee charged with review of application for associates to the medical staff. The department chairperson and/or division director section chief shall review the reappointment application and forward to the medical director of credentialing with a recommendation for reappointment. The medical director of credentialing shall forward the reappointment forms and the recommendations of the clinical department chief and department chairperson and/or division director section chief to the credentials committee. The credentials committee shall review the request for reappointment in the same manner, and with the same authority, as an original application for medical staff membership. The credentials committee shall review all aspects of the reappointment application including source verification of the member’s quality assurance record for continuing membership qualifications and for continuing clinical privileges. The credentials committee shall review each member’s performance-based profile to ensure that all medical staff members deliver the same level of quality of care with similar delineated clinical privileges across all clinical departments and across all categories of medical staff membership.

(6) - (8) No Changes.

(9) The medical staff administrative committee shall review each request for reappointment in the same manner and with the same authority as an original application for appointment to the medical staff and shall accept, reject, or modify the request for reappointment in the same manner and with the same
authority as an original application. The recommendation of the medical staff administrative committee regarding reappointment shall be communicated by the medical director of credentialing, along with the recommendation of the director of medical affairs, to the quality and professional affairs committee of the Wexner medical center board, and thereafter to the Wexner medical center board. When the Wexner medical center board has acted, the chair of the Wexner medical center board shall instruct the director of medical affairs to transmit the final decision to the clinical department chief, the applicant, and the department chairperson and/or division director.

(10) - (11) No Changes.

(G) Resumption of clinical activities following a leave of absence:

(1) A member of the medical staff or credentialed provider shall request a leave of absence in writing for good cause shown such as medical reasons, educational and research reasons or military service to the chief of clinical service and the director of medical affairs. Such leave of absence shall be granted at the discretion of the chief of the clinical service and the director of medical affairs provided, however, such leave shall not extend beyond the term of the member’s or credentialed provider’s current appointment. A member of the medical staff or credentialed provider who is experiencing health problems that may impair his or her ability to care for patients has the duty to disclose such impairment to his or her chief of clinical department and the director of medical affairs and the member or credentialed provider shall be placed on immediate medical leave of absence until such time the member or credentialed provider can demonstrate to the satisfaction of the director of medical affairs that the impairment has been sufficiently resolved and can request for reinstatement of clinical activities. During any leave of absence, the member or credentialed provider shall not exercise his or her clinical privileges, and medical staff responsibilities and prerogatives shall be inactive.

(2) The member or credentialed provider must submit a written request for the reinstatement of clinical privileges to the chief of the clinical service. The chief of the clinical service shall forward his recommendation to the credentialing committee which, after review and consideration of all relevant information, shall forward its recommendation to the medical staff administrative committee and the quality and professional affairs committee of the Wexner medical center board. The credentials committee, the director of medical affairs, the medical director of credentialing, the chief of the clinical service or the medical staff administrative committee shall have the authority to require any documentation, including advice and consultation from the member’s or credentialed provider’s treating physician or the committee for practitioner health that might have a bearing on the medical staff member’s or credentialed provider’s ability to carry out the clinical and educational responsibilities for which the medical staff is seeking privileges. Upon return from a leave of absence for medical reasons the medical staff member or credentialed provider must demonstrate his or her ability to exercise his or her clinical privileges upon return to clinical activity.

(3) All members or credentialed providers of the medical staff who take a leave of absence for medical or non-medical reasons must be in good standing on the medical staff upon resumption of clinical activities. No member shall be granted leave of absence in excess of his or her current appointment and the usual procedure for appointment and reappointment, including deadlines for submission of application as set forth in this rule will apply irrespective of the nature of the leave. Absence extending beyond his or her current term of failure to request reinstatement of clinical privileges shall be deemed a voluntary
resignation from the medical staff and of clinical privileges, and in such event, the member or credentialed provider shall not be entitled to a hearing or appeal.


3335-111-05 Peer review and corrective action.

(A) Informal peer review.

(1) All medical staff members agree to cooperate in informal peer review activities that are solely intended to improve the quality of medical care provided to patients at the CHRI.

(2) Information indicating a need for informal review, including patient complaints, disagreements, questions of clinical competence, inappropriate conduct and variations in clinical practice identified by the clinical sections, departments or divisions and medical staff committees shall be referred to the chair of the practitioner evaluation committee.

(3) The practitioner evaluation committee chair or his or her designee may obtain information or opinions from medical staff members or credentialed providers as well as external peer review consultants pursuant to criteria outlined in these bylaws. The information or opinions from the informal peer review may be presented to the practitioner evaluation committee or another designated peer review committee.

(4) Following the assessment by the practitioner evaluation committee chair or his or her designee, the practitioner evaluation committee may make recommendations for educational actions of additional training, sharing of comparative data or monitoring or provide other forms of guidance to the medical staff member to assist him or her in improving the quality of patient care. Such actions are not regarded as adverse, do not require reporting to any governmental or other agency, and do not invoke a right to any hearing.

(5) At the conclusion of the evaluation, the practitioner evaluation committee chair or his or her designee submits a report to the applicable clinical department chief and the director of medical affairs. The clinical department chief and the director of medical affairs shall evaluate the matter to determine the appropriate course of action. They shall make an initial written determination on whether:

1. The matter warrants no further action;

2. Informal resolution under this paragraph is appropriate. The clinical department chief and the director of medical affairs shall determine whether to include documentation of the informal resolution in the medical staff member’s file. If documentation is included in the member’s file, the affected member shall have an opportunity to review it and may make a written response which shall also be placed in the
file. Informal review under this paragraph is not a procedural prerequisite to the initiation of formal peer review under paragraph (B) of this rule; or

(3) (c) Formal peer review under paragraph (B) of this rule is warranted. In cases where the clinical department chief and director of medical affairs cannot agree, the matter shall be submitted and determined as set forth in paragraph (B) of this rule.

(B) Formal peer review.

(1) No Changes.

(2) Formal peer review may be initiated by the clinical department chief, the department chairperson and/or division director section chief, the director of medical affairs, any member of the medical staff, the chief executive officer of the CHRI, the dean of the college of medicine, any member of the Wexner medical center board, or the vice president for health services. All requests for formal peer review shall be in writing, shall be submitted to the director of medical affairs, and shall be supported by reference to the specific activities or conduct which constitute grounds for the requested action.

(3) - (4) No Changes.

(5) The formal peer review committee shall investigate every request and shall report in writing within thirty days its findings and recommendations for action to the appropriate clinical department chief and notice given to the section chief division director. In making its recommendation the formal peer review committee may consider as appropriate, relevant literature and clinical practice guidelines, all the opinions and views expressed throughout the review process, and any information or explanations provided by the member under review. Prior to making its report, the medical staff member against whom the action has been requested shall be afforded an opportunity for an interview with the formal peer review committee. At such interview, the medical staff member shall be informed of the specific activities alleged to constitute grounds for formal peer review, and shall be afforded the opportunity to discuss, explain or refute the allegations against the medical staff member. The medical staff member may furnish written or oral information to the formal peer review committee at this time. However, such interview shall not constitute a hearing, but shall be investigative in nature. The medical staff member shall not be represented by an attorney at this interview. The written findings and recommendations for action is expected to be submitted within 90 days, unless an extension is deemed necessary by the committee.

(6) Upon receipt of the written report from the formal peer review committee, the appropriate clinical department chief shall, within seven days, make his or her own written determination and forward that determination along with the findings and recommendations of the formal peer review committee to the director of medical affairs, or if required by paragraph (B)(3) of this rule, to the executive vice president for health sciences or designee.

(7) Following receipt of the recommendation from the clinical department chief and the report from the formal peer review committee, the director of medical affairs, or the executive vice president for health sciences or designee, shall have ten days to approve or to modify the determination of the clinical department chief. Following receipt of the report of the clinical department chief, the director of medical
affairs or executive vice president for health sciences or designee shall decide whether the grounds for the requested corrective action are such as should result in a reduction, suspension or revocation of clinical privileges. If the director of medical affairs, or executive vice president for health sciences or designee, decides the grounds are not substantiated, the director of medical affairs will notify the formal peer review committee; clinical department chief and if applicable, the academic department chairperson; division director; section chief; person(s) who filed the complaint and the affected medical staff member, in writing, that no further action will be taken.

In the event the director of medical affairs or executive vice president for health sciences or designee finds the grounds for the requested corrective action are substantiated, the director of medical affairs shall promptly notify the affected medical staff member of that decision and of the affected medical staff member’s right to request a hearing before the medical staff administrative committee pursuant to rule 3335-111-06 of the Administrative Code. The written notice shall also include a statement that the medical staff member’s failure to request a hearing in the timeframe prescribed in rule 3335-111-06 of the Administrative Code shall constitute a waiver of rights to a hearing and to an appeal on the matter; a statement that the affected medical staff member shall have the procedural rights found in rule 3335-111-06 of the Administrative Code; and a copy of the rule 3335-111-06 of the Administrative Code. This notification and an opportunity to exhaust the administrative hearing and appeal process shall occur prior to the imposition of the proposed corrective action unless the emergency provisions outlined in paragraph (D) of this rule apply. This written notice by the director of medical affairs shall be sent certified return receipt mail to the affected medical staff member's last known address as determined by university records.

(8) - (9) No Changes.

(C) Composition of the formal peer review committee.

No Changes.

(D) Summary suspension.

(1) Notwithstanding the provisions of this rule, a member of the medical staff shall have all or any portion of clinical privileges immediately suspended or appointment terminated by the chief executive officer or section chief; department chairperson and/or division director, whenever such action must be taken when there is imminent danger to patients or to the patient care operations. Such summary suspension shall become effective immediately upon imposition and the chief executive officer will subsequently notify the medical staff member in writing of the suspension. Such notice shall be by certified return receipt mail to the affected medical staff member's last known address as determined by university records.

(2) No Changes.

(3) Immediately upon the imposition of a summary suspension, the chief executive officer in consultation with the appropriate section chief; department chairperson and/or division director, shall have the authority to provide for alternative medical coverage for the patients of the suspended medical staff member who remain in the hospital at the time of suspension. The wishes of the patient shall be considered in the selection of such alternative medical coverage. While a summary suspension is in effect,
the member of the medical staff is ineligible for reappointment to the medical staff. Medical staff and hospital administrative duties and prerogatives are suspended during the summary suspension.

(E) Automatic suspension and termination.

(1) - (2) No Changes.

(3) Failure to maintain the minimum required type and amount of professional liability insurance with an approved insurer, shall result in immediate and automatic suspension of a medical staff member’s appointment and privileges until such time as proof of appropriate insurance coverage is furnished. In the event such proof is not provided within ten days of notice of such suspension, the medical staff member or credentialed provider shall be deemed to no longer comply with medical staff requirements under 3335-111-04 and automatically relinquish have voluntarily terminated his or her appointment and privileges.

(4) Upon exclusion, debarment, or other prohibition from participation in any state or federal health care reimbursement program, or a federal procurement or non-procurement program, the medical staff member’s appointment and privileges shall be immediately and automatically terminated, unless resignation in lieu of automatic terminations is permitted pursuant to rule 3335-43-04(A)(4). suspended until such time as the exclusion, debarment, or prohibition is lifted.

(5) - (8) No Changes.


3335-111-06 Hearing and appellate review procedure

(A) Right to hearing before the medical staff administrative committee and to appellate review.

(1) When a member of the medical staff has exhausted remedies under paragraph (F) of rule 3335-111-04 of the Administrative Code on reappointments; or under rule 3335-111-05 of the Administrative Code for corrective action; or who has been summarily suspended under paragraph (D) of rule 3335-111-05 of the Administrative Code receives notice of a proposed action by the chief executive officer or the director of medical affairs that will adversely affect reappointment as a member of the medical staff or the exercise of clinical privileges, the staff member shall be entitled to an adjudicatory hearing.

(2) A medical staff member shall not be entitled to a hearing under the following circumstances:

(a) Denial of the Wexner medical center board to grant a waiver of board certification for a medical staff member.

(b) Termination of a medical staff member because of exclusion from participation in any government reimbursement program.
(c) Voluntary withdrawal of a medical staff application.

(d) Failure to submit a reappointment application.

(e) A leave of absences extending beyond current appointment or failure to request reinstatement of clinical privileges following a leave of absence.

(f) Actions or recommendations resulting from an informal peer review.

(g) Termination of courtesy B medical staff appointments upon approval by the Wexner medical center board.

All hearings and appellate reviews shall be in accordance with the procedural safeguards set forth in this rule to assure that the affected medical staff member is accorded all rights to which the member is entitled.

(B) Request for hearing.

No Changes.

(D) Conduct of hearing.

No Changes.

(E) Appeal process.

(1) - (6) No Changes.

(7) Any final decision by the Wexner medical center board shall be communicated by the chief executive officer by certified return receipt mail to the affected medical staff member at the member's last known address as determined by university records. The chief executive officer shall also notify in writing the executive vice president for health sciences, the dean of the college of medicine, the chief medical officer of OSU medical center, the vice president for health services, the director of medical affairs, chief of staff, the section chief/department chairperson and/or division director, clinical department chief and the academic department chairperson and the person(s) who initiated the request for formal peer review. The chief executive officer shall take immediate steps to implement the final decision.

(3335-111-07) Categories of the medical staff.

The medical staff of the CHRI shall be divided into honorary, physician scholar, attending, associate attending, clinical attending, community associate attending, consulting medical staff and limited designations. All medical staff members with admitting privileges may admit patients in accordance with state law and criteria for standards
of care established by the medical staff. Medical staff members who do not wish to obtain any clinical privileges shall be exempt from the requirements of medical malpractice liability insurance, DEA registration, demonstration of recent active clinical practice during the last two years and specific annual education requirements as outlined in the list maintained in the chief medical officer’s office, but are otherwise subject to the provisions of these bylaws.

(A) Honorary staff.

The honorary staff will be composed of those individuals who are recognized for outstanding reputation, notable scientific and professional contributions, and high professional stature in an oncology field of interest. The honorary staff designation is awarded by the Wexner medical center board on the recommendation of the chief executive officer of the CHRI, executive vice president for health sciences, section chief, department chairperson and/or division director, or the credentials committee after approval by the medical staff administrative committee. This is a lifetime appointment. Honorary staff are not entitled to patient care privileges.

(B) Physician scholar medical staff.

(1) Qualifications: The physician scholar medical staff shall be composed of those faculty members of the colleges of medicine and dentistry who are recognized for outstanding reputation, notable scientific and professional contributions, and high professional stature. This medical staff category includes but is not limited to emeritus faculty members. Nominations may be made to the chair of the credentialing committee who shall present the candidate to the medical staff administrative committee for approval.

(2) Prerogatives: Members of the physician scholar medical staff shall have access to the CHRI and shall be given notice of all medical staff activities and meetings. Members of the physician scholar medical staff shall enjoy all rights of an attending medical staff member except physician scholar members shall not possess clinical privileges.

(3) Physician scholar medical staff must have either a full license or an emeritus registration by the State Medical Board of Ohio.

(C) Attending medical staff.

(1) Qualifications: The attending staff shall consist of those regular faculty members of the colleges of medicine and dentistry who are licensed or certified in the state of Ohio, whose practice is at least seventy-five percent oncology and with a proven career commitment to oncology as demonstrated by the majority of the following:

Training, current board certification (as specified in paragraph (A)(5) of rule 3335-111-04 of the Administrative Code), publications, grant funding, other funding and experience (as deemed appropriate by the chief executive officer and the section chief, department chairperson and/or division director); and who satisfy the requirements and qualifications for membership set forth in rule 3335-111-04 of the Administrative Code.

(2) Prerogatives:

No Changes.
The James

(3) Responsibilities:

No Changes.

(D) Associate attending staff.

No Changes.

(E) Clinical attending staff.

(1) Qualifications:

The clinical attending staff shall consist of those clinical faculty members of the colleges of medicine and dentistry who have training, expertise, and experience in oncology, as determined by the chief executive officer in consultation with the section chief, department chairperson or division director and who satisfy the requirements and qualifications for membership set forth in rule 3335-111-04 of the Administrative Code.

(2) Prerogatives:

No Changes.

(3) Responsibilities:

No Changes.

(F) Community associate attending staff.

(1) Qualifications:

The community associate attending staff shall consist of those applicants who do not have faculty appointments in any of the academic units of the Ohio state university and who are licensed in the state of Ohio and who satisfy the requirements and qualifications for membership set forth in rule 3335-111-04 of the Administrative Code. All applications for appointment and reappointment to the community associate attending staff shall be made to the chief executive officer for initial evaluation. The chief executive officer shall consult with the clinical department chief and the chairperson of the appropriate academic department and when appropriate may refer each application for completion of the appointment procedure in accordance with pertinent requirements of paragraph (E) or (F) of rule 3335-111-04 of the Administrative Code. The approval of the clinical department chief and the academic department chairperson or section chief shall not be required.

(2) Prerogatives:

The community associate attending staff members may:

(a) Provide consulting services to James patients.

(b) Admit patients when the primary diagnosis is cancer or cancer-related.

(c) Be free to exercise such clinical privileges as are granted pursuant to these bylaws.

(d) Attend all meetings of the medical staff as non-voting members and attend any and all medical staff or hospital education programs. The community associate attending staff member may not hold elected office in the medical
staff organization except to serve as a non-voting, ex-officio member of medical staff committees if appointed pursuant to these rules.

3. Responsibilities:

The community associate attending staff members shall:

(a) Meet the basic responsibilities set forth in rules 3335-111-02 and 3335-111-03 of the Administrative Code.

(b) Retain responsibility within their care area of professional competence for the continuous care and supervision of each patient for whom the member is providing care, or arrange a suitable alternative for such care and supervision.

(c) Actively participate in such quality evaluation and monitoring activities as required by the staff and discharge such staff functions as may be required from time to time.

(d) Satisfy the requirements set forth in rule 3335-111-13 of the Administrative Code for attendance at staff meetings and meetings of those committees of which they are a member.

(e) Supervise members of the limited staff in the provision of patient care in accordance with accreditation standards and policies and procedures of approved clinical training programs.

Limited staff.

No Other Changes.

Limited staff.

Limited staff are not considered members of the medical staff, do not have delineated clinical privileges, and do not have the right to vote in general medical staff elections. Except where expressly stated, limited staff are bound by the terms of these bylaws, rules and regulations of the medical staff and the limited staff agreement.

1. Qualifications:

No Changes.

2. Responsibilities:

The limited staff shall:

(a) No Changes.

(b) No Changes.

(c) Participate in the care of all patients assigned to the limited staff member under the appropriate supervision of a designated member of the attending medical staff in accordance with accreditation standards and policies and procedures of the clinical training programs. The clinical activities of the limited staff shall be determined by the program director appropriate for the level of education and training. Limited staff shall be permitted to perform only those services that they are authorized to perform by the member of the attending medical staff based
on the competence of the limited staff to perform such services. The limited staff may admit or discharge patients only when acting on behalf of the attending, associate attending or, clinical attending or community associate attending medical staff. The limited staff member shall follow all rules and regulations of the service to which he or she is assigned, as well as the general rules of the CHRI pertaining to limited staff.

(d) No Changes.

(e) No Changes.

(f) Appeal by a member of the limited staff of probation, lack of reappointment, or promotion, suspension or termination for failure to meet expectations for professional growth or failure to display appropriate humanistic qualities or failure to successfully complete any other competency as required by the accreditation standards of an approved training program will be conducted and limited in accordance with written guidelines established by the respective academic department or training program and approved by the program director of medical affairs and the Ohio state university’s graduate medical education committee as delineated in the limited staff agreement and by the graduate medical education policies.

Alleged misconduct by a member of the limited staff, for reasons other than failure to meet expectations of professional growth as outlined above, shall be handled in accordance with rules 3335-111-05 and 3335-111-06 of the Administrative Code.

(3) Failure to meet reasonable expectations:

Failure to meet reasonable expectations may result in sanctions including but not limited to probation, lack of reappointment, suspension or termination. Termination of employment from the limited staff member’s residency or fellowship training program limited staff member status shall result in automatic termination of the limited staff member’s residency or fellowship appointment pursuant to these bylaws.

(4) Temporary appointments:

(a) No Changes.

(b) No Changes.

(5) Supervision:

Limited staff members shall be under the supervision of an attending, associate attending, or clinical attending or community associate attending medical staff member. Limited staff members shall have no privileges as such but shall be able to care for patients under the supervision and responsibility of their attending, associate attending or, clinical attending or community associate attending medical staff member. The care they extend will be governed by these bylaws and the general rules and regulations of each clinical department. The practice of care shall be limited by the scope of privileges of their attending, associate attending, or clinical attending or community associate attending medical staff member. Any
concerns or problems that arise in the limited staff member’s performance should be directed to the attending, associate attending, or clinical attending or community associate attending medical staff member or the director of the training program.

(a) Limited staff members may write admission, discharge and other orders for the care of patients under the supervision of the attending, associate attending or clinical attending or community associate attending medical staff member.

(b) All records of limited staff member cases must document involvement of the attending, associate attending, or clinical attending or community associate attending medical staff member in the supervision of the patient’s care to include co-signature of the admission order history and physical, operative report, and discharge summary.

(HI) Associates to the medical staff.
No Other Changes.

(U) Temporary medical staff appointment.
No Other Changes.

(JK) Clinical privileges.

(1) Delineation of clinical privileges:

(a) No Changes.

(b) Each clinical department and CHRI section, department and/or division shall develop specific clinical criteria and standards for the evaluation of privileges with emphasis on invasive or therapeutic procedures or treatment which represent significant risk to the patient or for which specific professional training or experience is required. Such criteria and standards are subject to the approval of the medical staff administrative committee and the Wexner medical center board.

(c) - (i) No Changes.

(2) Temporary and special privileges:

(a) Temporary privileges may be extended to a doctor of medicine, osteopathic medicine, dental surgery, psychologist, podiatry or to a licensed allied health professional upon completion of an application prescribed by the medical staff administrative committee, upon recommendation of
the chief of the clinical department, and approval by the director of medical affairs. The director of medical affairs, acting as a member and on behalf of the Wexner medical center board, has been delegated responsibility by the Wexner medical center board to grant approval of temporary privileges. The temporary privileges granted shall be consistent with the applicant’s training and experience and with clinical department guidelines. Prior to granting temporary privileges, primary source verification of licensure and current competence shall be required. Temporary privileges shall be limited to situations which fulfill an important patient care need and shall not be granted for a period not to exceed one hundred twenty days.

(b) - (g) No Changes.

(3) Expedited privileges:
No Changes.

(4) Podiatric privileges:
No Changes.

(5) Psychology privileges:
No Changes.

(6) Dental privileges:
No Changes.

(7) Oral and maxillofacial surgical privileges:
No Changes.

(8) Licensed allied health professionals:
No Changes.

(9) Emergency privileges:
No Changes.
(10) Disaster privileges:
No Changes.

(11) Telemedicine:
No Changes.


3335-111-08 Organization of the CHRI medical staff.

(A) The chief executive officer.
No Changes.

(B) The director of medical affairs (physician-in-chief/Chief Medical Officer of the James Cancer Hospital).

(1) Method of appointment:
The director of medical affairs shall be appointed by the executive vice president for health sciences upon recommendation by the chief executive officer of the James Cancer Hospital. The director of medical affairs is the physician-in-chief and shall be the chief medical officer of the CHRI and must be a member of the attending medical staff of the CHRI.

(2) Responsibilities:
The director of medical affairs shall report to the chief executive officer, the executive vice president for health sciences, the CHRI hospital board, and the Wexner Medical Center board for the quality of patient care provided in the CHRI. The director of medical affairs shall assist the chief executive officer in the administration of medical affairs including quality assurance and credentialing. In addition, the director of medical affairs will determine the initial attending status, medical staff category appointments, and any changes in categories of the medical staff, ongoing categorization of CHRI faculty.

(C) The chief medical officer of the Ohio State University Medical Center.
The chief medical officer of the Ohio State University Medical Center is the senior medical officer for the medical center with the responsibility and authority for all health and medical care delivered at the medical center. The chief medical officer is responsible for overall quality improvement and clinical leadership throughout the medical center, physician alignment, patient safety and medical staff development. The appointment, scope of authority,
and responsibilities of the chief medical officer shall be as outlined in the Ohio state medical center board bylaws. The director of medical affairs will work collaboratively with the chief medical officer and medical directors of each hospital of the medical center for the coordination and supervision of patient care and clinical activities, responsibility for the clinical organization of his or her respective hospital, and to establish priorities, jointly with the chief executive officer or executive director of his or her respective hospital, for capital medical equipment, clinical space, and the establishment of new clinical programs, or the revision of existing clinical programs.

(D) The chief quality officer of the Ohio state university medical center.

The chief quality and patient safety officer of the Ohio state university medical center is referred to herein these bylaws as the chief quality officer. The chief quality officer reports to the chief medical officer for administrative and operational issues and has an independent reporting relationship to the executive vice president for health sciences regarding quality data and patient safety events. The chief quality officer works collaboratively with clinical leadership of the medical center, including medical director of quality for the CHRI, director of medical affairs for the CHRI, nursing leadership and hospital administration. The chief quality officer provides leadership in the development and measurement of the medical center’s approach to quality, patient safety and reduction of adverse events. The chief quality officer communicates and implements strategic, operational and programmatic plans and policies to promote a culture where patient safety is an important priority for medical and hospital staff.

(E) Medical director of credentialing.

No Changes.

(F) Associate physician-in-chief.

The associate to the physician-in-chief oversees the alignment of clinical service lines within the cancer program. The associate serves at the direction of the physician-in-chief to further the global cancer mission at OSU. The role functions as a key strategic liaison between the physician-in-chief, chief of staff and the medical staff to strategically grow the footprint of the cancer program. The associate physician-in-chief reports to the physician-in-chief of the James.

(GF) Medical director of surgical services, James surgical services.

The chief of surgical services, medical director, James surgical services has oversight of all James designated perioperative services and procedural suites. Working collaboratively with the administrator of perioperative services, the chief of surgical services, medical director, James surgical services facilitates the timely sharing of OR resources (including personnel and equipment) across the medical center in order to maximize the efficiency of OR services. The chief of surgical services, medical director, James surgical services works with clinical service lines and clinical leadership to coordinate OR services in a manner that enhances the quality of care and safety of services for patients. The chief of surgical services, medical director, James surgical services reports to the physician-in-chief, Director of medical affairs of the James.
The sections

Professional assignments

Each member of the attending, associate attending, clinical, limited, physician scholar and honorary staff shall be assigned to a CHRI section-division and/or department by the chief executive officer upon the recommendation of the appropriate academic department chairperson and the credentials committee.

There are four clinical sections: medical oncology, surgical oncology, radiation oncology and pathology. Appointment to a specific section department and/or division is based on the clinical specialty of the applicant for medical staff membership. Each section department and/or division is headed by a section chief department chairperson or division director who has the responsibility to oversee all research and clinical activities conducted by members of the section department and/or division. Specifically, the section chief department chairperson or division director shall be responsible for the following: the development and implementation of policies and procedures that guide and support the provision of service; recommendations re: staffing needs and clinical privileges for all members appointed to the section department and/or division; the orientation and continuing surveillance of the professional performance of all section department and/or division members; recommendation for space and other resources needed. The section chiefs appointed by the chief executive officer.

Clinical department chief.

No Changes.

(A) Chief of staff.

The chief of staff shall:

(1) - (3) No Changes.

(4) Make medical staff committee appointments jointly with the physician-in-chief director of medical affairs and chief of staff-elect for approval by the CHRI medical staff administrative committee.

(5) - (6) No Changes.
(B) Chief of staff-elect.

No Changes.

(C) Delegates at-large.

Up to two additional at-large member(s) may be appointed to the medical staff administrative committee at the recommendation of the chief executive officer of the CHRI, subject to the approval of the medical staff administrative committee and subject to review and renewal on a yearly basis every two years. There shall be two delegates at-large that are members of the medical staff. Each delegate at-large shall be a member of the medical staff administrative committee and shall serve on those committees of the medical center board as appointed by the chairperson of the medical center board.

(D) Qualifications of officers.

(1) Officers must be members of the attending or associate attending staff at the time of their nomination and election and must remain members in good standing during their term of office. Failure to maintain such status shall immediately create a vacancy in the office involved.

(2) The chief executive officer and director of medical affairs, chiefs of the clinical departments, department-chairperson or division director section chiefs, medical directors, associate and/or assistant medical directors are not eligible to serve as chief of staff or chief of staff-elect unless they are replaced in their CHRI administrative role during the period of their term of office.

(E) Election of officers.

(1) - (3) No Changes.

(4) The committee’s nominees will be submitted by electronic or written ballot to all voting members of the medical staff no later than April or May.

(5) Candidates for the office of chief of staff-elect will be listed and each attending or associate attending staff member may vote for one. Candidates for the at-large positions will be voted upon as a group. Each voting member of the medical staff may vote for two at-large candidates. The two candidates with the highest number of votes will be elected. A majority of the votes is not necessary.

(6) No Changes.

(F) Term of office.
No Changes.

(G) Vacancies in office.

(1) - (2) No Changes.

(3) Vacancies in the at-large representatives’ positions will be filled by appointment by the chief of staff.

Chief executive officer.


3335-11-10 Administration of the medical staff of the CHRI

Medical staff committees.

(A) - (B) No Changes.

(C) Medical staff administrative committee:

(1) Composition:

(a) Voting membership includes: chief of staff, chief of staff-elect, immediate past chief of staff, section chiefs, clinical department chief chairperson or division director of medical oncology, radiation oncology, surgical oncology, and anatomic pathology and molecular pathology; division chiefs of department chairperson or division director of hematology, gynecologic oncology, otolaryngology/head and neck, hospital medicine, human genetics, infectious diseases, surgical oncology, thoracic surgery, neurological oncology, orthopaedic oncology/sarcoma, pulmonary, critical care and sleep medicine and urology; medical director of James emergency services; clinical department chiefs of anesthesia, physical medicine and rehabilitation, plastic surgery, psychiatry, and radiology; CHRI medical director of quality, CHRI medical director of credentialing, CHRI chief executive officer, CHRI director of medical affairs, director of the division of palliative medicine, chairperson of the cancer subcommittee, CCC director for clinical research, and CCC director for cancer control, and medical director of the James surgical services and associate director of James surgical services. Up to two additional at-large member(s) may be appointed to the MSAC at the recommendation of the chief executive officer of the CHRI, subject to the approval of the medical staff administrative committee and subject to review and renewal on a yearly basis. If a division or section chief/chairperson or director is a member by
leadership position, he or she will also fulfill the role of division chief director appointment. The director of medical affairs shall be the chairperson and the chief of staff shall be the vice-chairperson.

(b) Ex-officio non-voting membership includes: the CHRI executive director, the CHRI associate director for professional education, the CHRI chief nursing officer, CHRI executive director of patient services, the medical director of university hospital and/or the chief medical officer of the medical center, the dean of the Ohio state university college of medicine and, the executive vice president for health sciences, and the associate director for medical staff affairs.

(c) - (e) No Changes.

(2) - (4) No Changes.

(D) Credentialing committee of the hospitals of the Ohio state university:

(1) Composition:

The credentialing responsibilities of the medical staff are delegated to the credentialing committee of the hospitals of the Ohio state university, the composition of which shall include representation from the medical staff of each hospital.

The chief medical officer of the medical center shall appoint the credentialing committee of the hospitals of the Ohio state university. The chief of staff, director of medical affairs and medical director of credentialing shall make recommendation to the chief medical officer for representation on the credentialing committee of the hospitals of the Ohio state university.

The credentialing committee of the hospitals of the Ohio state university shall meet at the call of its chair, whom shall be appointed by the chief medical officer of the medical center.

(2) Duties:

(a) - (d) No Changes.

(e) To make recommendations to the medical staff administrative committee through the medical director of credentialing regarding appointment applications and initial requests for clinical privileges. Such recommendations shall include the name, status, department (division and/or department/division/section), medical school and year of graduation, residency and fellowships, medical-related employment since graduation, board certification and recertification, licensure status as well as all other relevant information concerning the applicant's current competence, experience, qualifications, and ability to perform the clinical privileges requested;
(f) - (l) No Changes.

(3) Licensed health care professionals subcommittee:

No Changes.

(E) Medical staff bylaws committee:

(1) Composition.

(F) Committee for practitioner health.

No Changes.

(G) Cancer subcommittee:

(1) Composition:

Required to be included as members of the cancer subcommittee are physician representatives from surgery, medical oncology, diagnostic radiology, radiation oncology, anesthesia, plastic surgery, urology, otolaryngology/head and neck, hematology, gynecologic oncology, thoracic surgery, orthopaedic oncology, neurological oncology, emergency medicine, palliative medicine and pathology, the cancer liaison physician and nonphysician representatives from the cancer registry, administration, nursing, social services, and quality assurance. Other disciplines should be included as appropriate for the institution. The chairperson is appointed at the recommendation of the chief executive officer of the CHRI and the director of medical affairs, subject to the approval of the medical staff administrative committee and subject to review and renewal on a yearly basis.

(2) - (3) No Changes.

(H) Ethics committee.

No Changes.

(I) Practitioner evaluation committee.

No Changes.
(J) Professionalism consultation committee.
No Changes.

3335-111-11 History and physical.
No changes.

3335-111-12 Amendments and Adoption
No changes.

3335-111-13 Meetings and dues.

(A) Meetings.
The medical staff of the CHRI shall conduct scheduled meetings semi-annually. Notice of the meetings will be sent to all medical staff at least two weeks prior to the meeting. Attendance is encouraged, but shall not be a requirement for continued medical staff membership and clinical privileges. Special or electronic meetings may be called at the option of the medical staff administrative committee.

(B) No Changes.

3335-11-14 Rules of construction.
No Changes.
Medical Staff Rules and Regulations –
Arthur G. James Cancer Hospital and Richard J. Solove Research Institute

Updated September 2, 2016

01 Ethical pledge.
   No Change

02 Admission procedures.
   No Change

03 Attending assignment.
   No Change

04 Consultations.
   No Change

05 Order writing privileges.
   No Change

06 Death procedures.
   No Change

07 Emergency preparedness.
   No Change

08 Surgical case review (tissue committees).
   No Change

09 Tissue disposition.
   No Change

{00269460-1}
Medical Staff Rules and Regulations –  
Arthur G. James Cancer Hospital and Richard J. Solove Research Institute

10 Medical records.
   (A) (1)-(5) No Change
   (6) Records storage, security, and accessibility.

All patient’s records, pathological examinations, slides, radiological films, photographic records, cardiographic records, laboratory reports, statistical evaluations, etc., are the property of the CHRI and shall not be taken from the CHRI except on court order, subpoena or statute duly filed with the medical record administrator or the hospital administration. The hospital administration may, under certain conditions, arrange for copies or reproductions of the above records to be made. Such copies may be removed from the hospital after the medical record administrator or the proper administrative authority has received a written receipt thereof. In the case of readmission of the patient, all previous records or copies thereof shall be available for the use of the attending medical staff member.

In general, medical records shall be maintained by the hospital. Records on microfilms, paper, electronic tape recordings, magnetic media, optical disks, and such other acceptable storage techniques shall be used to maintain patient records for twenty-one years for minors and ten years for adults. In the case of readmission of the patient, all records or copies thereof from the past ten/twenty-one years shall be available for the use of the attending medical staff member or other health care providers.

(7) – (11) No Change

11 Committees.
   No Change

12 Standards of practice.
   No Change

13 Mechanism for changing rules and regulations.
   No Change
April 6, 2018, Board of Trustees meeting

The James

Medical Staff Rules and Regulations –
Arthur G. James Cancer Hospital and Richard J. Solove Research Institute
14 Adoption of the rules and regulations.
   No Change

15 Sanctions.
   No Change
BACKGROUND

Pursuant to the terms of the long-term lease and concession agreement for The Ohio State University utility system dated April 10, 2017, and as amended, Ohio State Energy Partners LLC (OSEP) will fund and implement capital improvements to the utility system. Capital investments made by OSEP will be tied to the variable fee component of the annual utility fee structure.

The university and OSEP evaluate proposed capital projects for alignment with applicable strategic, financial and physical plans, and to ensure continued reliability, safety and compliance of the utility system.

These projects require approval of the Board of Trustees. Approval of these projects will be pursuant to the details outlined below, any applicable university directives, as well as the applicable project requests and supporting documentation submitted pursuant to the concession agreement.

South Neil Steam Capacity Upgrade – Design Only

Scope: This project will upgrade 360 feet of steam piping in the South Neil tunnel to support the Postle Hall Expansion, renovate tunnel walls to accommodate new pipe anchors and abatement, and remove 800 feet of abandoned heating hot water pipe. The upgrade will enable steam supply to new buildings and renovations contemplated in the Health Sciences District. Without this project, the new heating demands will exceed capacities in the existing steam pipelines that would negatively impact Postle, Hamilton, Starling-Loving and the South Residence Halls.

Estimated Cost: $0.087M – Design Only

<table>
<thead>
<tr>
<th>Project Cost Breakdown</th>
<th>Cost</th>
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<tbody>
<tr>
<td>FY 2018</td>
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Postle Hall Expansion Utilities

Scope: Combines the scope of the previously approved OSEP chilled water extension project (August 2017) with electricity, natural gas and steam utilities work to support the Postle Hall project. OSEP will deliver this project in conjunction with OSEP’s direct contract with the Postle Hall project construction manager.

Estimated Cost: $3.287 M

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<tr>
<td>FY 2019</td>
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<td>FY 2020</td>
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</table>
April 6, 2018, Board of Trustees meeting

(APENDIX L)
BACKGROUND

TOPIC: Men’s Basketball Ticket Prices

CONTEXT:

The Ohio State University Department of Athletics continues to be one of only 18 self-sustaining athletic programs across the nation. Currently, the Department of Athletics funds more than 1,100 student-athletes in successful endeavors of academic achievement and athletics competitions, with a graduation success rate of 89 percent. Yearly, the Department of Athletics contributes more than $30 million back to the institution’s academic mission. Funds generated from ticket sales are used to sustain the scholarships for more than 625 student-athletes.

The Department of Athletics first began using variable ticket pricing for men’s basketball games in 2013, by designating ‘premier’ games to better align pricing to market value for high-profile/high-demand games. Beginning with the 2017-18 basketball season, the department adopted an expanded variable pricing model for all individual game tickets, comprised of three opponent categories and four price zones. It also established a 12 percent discount for public season ticket purchasers, and maintained the 20 percent discount for faculty and staff season ticket purchasers. This pricing model provides a fluid pricing structure to align to market demands, offers significantly more choice for ticket purchasers, and contributed to successfully increasing both sales and attendance for the 2017-18 season. The Athletic Council and university administrators recommend continuation of these pricing guidelines.

RECOMMENDATION:

For Men’s Basketball Tickets:

- Price the individual games according to non-conference, conference, or premier opponent categorization, with a maximum of five games categorized as premier.
- Maintain the configuration of scaling the seating into four price zones.
- Assign the individual game and season ticket pricing for the 2018-19 men’s basketball season as indicated in the attached table.

CONSIDERATIONS:

For Men’s Basketball Tickets:

- Variable ticket pricing is widely in use by other Big Ten institutions and various athletic programs across the country, provides better access and affordability for fans, and has been successful at Ohio State since first introduced for the 2013-14 season.
- The current season ticket discounts – approximately 12 percent off the aggregate total price of the individual game tickets for the public and 20 percent off the aggregate total price for faculty and staff – will remain.
- All prices remain unchanged from the 2017-18 season, with the exception of the student ticket price, which will be slightly reduced and normalized across all opponent categories, offering a very affordable option below a $10 threshold, and not subject to premier game pricing.
• Premier games for previous seasons have been designated as follows:
  o 2014-15 season: Marquette, Michigan and Wisconsin
  o 2015-16 season: Virginia, Maryland and Michigan State
  o 2016-17 season: Connecticut, Michigan State, Wisconsin and Indiana
  o 2017-18 season: Michigan, Michigan State, Maryland and Indiana
• The schedule for the 2018-19 season has not yet been determined.

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<th>Opponent Category</th>
<th>PSL &amp; Club Level</th>
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<th>Public Zone 2</th>
<th>Public Zone 3</th>
<th>Public Zone 4</th>
<th>Fac/Staff Zone 1</th>
<th>Fac/Staff Zone 2</th>
<th>Fac/Staff Zone 3</th>
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<td>$ 28</td>
<td>$ 19</td>
<td>$ 10</td>
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<td>Premier</td>
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<td>$ 341</td>
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</table>

REQUESTED OF FINANCE COMMITTEE:

Approval
BACKGROUND

Authorization of a Master Equipment Lease with Apple, Inc.

In October 2017, Ohio State announced the Digital Flagship University, a comprehensive, university-wide digital learning initiative in collaboration with Apple. In line with the strategic plan, Digital Flagship will support educational innovation for students and economic development opportunities for the community. There are three main components:

- A **student-success initiative** to integrate learning technology throughout the university experience, including the distribution of an iPad Pro learning technology suite to new first-year students at the Columbus and regional campuses, starting in fall 2018.
- An **iOS design laboratory** on the Columbus campus serving faculty, staff, students and members of the broader community.
- University-wide **opportunities to learn coding skills** to enhance students’ career readiness in the app economy.

The learning technology suite to be provided to new first-year students entering in 2018-19 will include the following bundle as well as apps that support learning and campus life:

- 10.5-inch iPad Pro Wi-Fi 256GB
- Apple Pencil for iPad Pro
- Smart Keyboard
- STM Dux Shell Case
- 3-Year AppleCare+ for iPad

Ohio State will obtain the learning technology bundle listed above through a Master Lease Agreement with Apple, Inc. This lease will cost approximately $2.8 million a year for a four-year total of $11.1 million. The university will own and service the devices during students’ undergraduate careers at Ohio State.

The Digital Flagship initiative will be distributing devices to all Columbus campus students during orientation, with opportunities to leverage this technology throughout the two-day experience. The university is working with regional campuses to determine the optimal deployment structure based on their needs.

The university has made significant progress on other elements of the Digital Flagship initiative, including:

- **Educators Cohort**: 182 faculty members applied for about 85 spots in the first cohort of Digital Flagship Educators, which will provide training on how to enrich courses with technology. Additional training will be offered for faculty members who are not part of the cohort.
- **Enterprise App Development**: An Ohio State team, including students, recently visited Cupertino to develop the outline of an app aimed at easing the transition to college and promoting student engagement. The app will be built by Ohio State developers and will be available by orientation.
- **Pilot Courses**: This spring, five additional instructors deployed iPads in their course sections. Students and instructors involved in this program are providing meaningful feedback as the university prepares for the larger iPad deployment.
- **iOS design lab**: A temporary location for fall 2018 is being finalized, with plans to locate the long-term lab in the 15th and High development.
- **Coding training**: Throughout spring semester, 14 workshops on iPad integration and swift coding in the classroom are being hosted at Columbus and all regional campuses.
Digital Flagship has never been a device initiative. From the start, Digital Flagship has been committed to the core ideas of providing access to innovative teaching and learning resources and preparing students for the modern, mobile, technology-driven workforce.

In pilot courses this Spring, the outcomes have been incredibly exciting and inspiring. Students had increased enthusiasm, creativity and ability to share their thoughts with instructors. Instructors felt new potential and creativity in the classroom and reinvested in their work.

For example, on the midterm in a pilot course, the most missed questions were about parts of the brain, but the student who took these notes got them all right. The student credits the ability to study and learn with different colors because they help her to be organized and find specific elements when studying.

The toolset of iPad Pro, keyboard, and pencil were thoughtfully selected to help students and instructors fully realize what is possible with technology-enhanced learning opportunities.

Teaching often comes with a distinct need to demonstrate how the student will utilize knowledge after college. One of the major benefits to active learning with digital tools is skill development and preparedness for workforce entry after college. We want to ensure that their four years of education at Ohio State fully equip them for future endeavors in applying to positions or graduate school, complete with easily distributed examples of their work and abilities. The 6th Generation iPad will not allow us to achieve this whereas the iPad Pro will.

**RECOMMENDATION**

After a comprehensive comparison of the iPad Pro (which was the pilot device) and the 6th Generation iPad, we know that changing to the 6th Generation will dramatically reduce what is possible with this initiative. Core functionalities like being able to read a text and take notes simultaneously will not be available and there will be increased complexity in both deployment and maintenance of the devices. More importantly, the capacity for students and instructors to advance new ideas and innovations is dramatically impaired with the 6th Generation iPad vs the iPad Pro.
<table>
<thead>
<tr>
<th>SPEC</th>
<th>6TH GEN IPAD</th>
<th>IPAD PRO</th>
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<tbody>
<tr>
<td>Display</td>
<td>9.7”</td>
<td>10.5”</td>
</tr>
<tr>
<td></td>
<td>• Reduced screen size and visibility in sunlight</td>
<td>• Improved student experience in all environments, both in and outside the classroom</td>
</tr>
<tr>
<td>Processor &amp; RAM</td>
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<td>4GB RAM, A10X</td>
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<tr>
<td></td>
<td>• Lacks ability to edit large files, reduced capabilities in the long term</td>
<td>• Enables students to complete high-quality video projects and learn twenty-first century skills</td>
</tr>
<tr>
<td></td>
<td>• Reduced multitasking functionality</td>
<td>• Ensures iPad continues to be a highly functioning resource over the 4-year college experience</td>
</tr>
<tr>
<td>Camera</td>
<td>• No Flash</td>
<td>• Enables students to record high-quality video</td>
</tr>
<tr>
<td></td>
<td>• No Image Stabilization</td>
<td>• Optical Image Stabilization</td>
</tr>
<tr>
<td>Pencil</td>
<td>• Supports pencil but is less responsive than Pro</td>
<td>• ProMotion support greatly improves pencil responsiveness for a superior student experience</td>
</tr>
<tr>
<td>Keyboard</td>
<td>Bluetooth Only</td>
<td>Apple Smart Keyboard</td>
</tr>
<tr>
<td></td>
<td>• Third-party Bluetooth keyboard poses risks for deployment and support at scale</td>
<td>• Smart Keyboard provides optimal student experience for notetaking</td>
</tr>
<tr>
<td>Storage Capacity</td>
<td>128 GB</td>
<td>256 GB</td>
</tr>
<tr>
<td></td>
<td>• Pilot students have shown that the 32 GB version of the 6th gen iPad will not be sufficient</td>
<td>• Enables download of digital textbooks and other resources over the lifetime of a student</td>
</tr>
<tr>
<td></td>
<td>• 128 GB storage may also be insufficient over four years</td>
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</table>
BACKGROUND

TOPICS: Revision of the university’s Patents and Copyrights policy, to be renamed the Intellectual Property policy.

CONTEXT: The university’s Patents and Copyrights policy was issued in 1985, and most recently revised in 1989. Both the issuance and the revision were approved by the Board of Trustees. The board also previously adopted rule 3335-13-06, which empowers the University Senate’s intellectual properties, patents and copyrights committee (IPPC) to propose changes to the existing policy. That committee — which includes members from multiple colleges, the Council of Graduate Students, the Technology Commercialization Office and the Office of Research — has been working for several years to revise the policy. The proposed revised policy has now been approved by, among others, the IPPC, the university’s Faculty Council, Senior Management Council, president’s cabinet and University Senate. The Board of Trustees’ approval is the final step in the policy approval process.

SUMMARY: For several years, the IPPC has been reviewing the existing Patents and Copyrights policy along with related policies of benchmark institutions. The IPPC and other university stakeholders have come to the conclusion that the policy should be revised to better reflect the current intellectual property landscape, encourage the creation and dissemination of knowledge and promote the commercialization of intellectual property. Specifically, the proposed revised policy clarifies the rights of faculty members with respect to their scholarship, instructional works and artistic works; addresses the rights of software creators; updates the process for the commercialization of inventions, discoveries and patents; addresses the rights of staff members with respect to their intellectual creation; adjusts the royalties-sharing mechanism; establishes a dispute resolution mechanism; aligns the policy with the university’s standard policy template; and renames it the Intellectual Property policy to better capture the breadth of the policy.

REQUESTED OF THE ACADEMIC AFFAIRS AND STUDENT LIFE COMMITTEE: Approval of the resolution.
The university encourages faculty, staff, and students to engage in the creation and dissemination of knowledge, including works of authorship, discoveries, inventions, patents, and tangible property that can serve the public through open academic exchange and commercial development. The university is committed to creating a culture and infrastructure that nurtures these activities and highlights the capacity of its faculty, staff, and students to advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge. The university recognizes the importance of intellectual freedom and autonomy of faculty, staff, and students.

**Purpose of the Policy**

To establish rules regarding the ownership, distribution, and commercialization of intellectual property created by university faculty, staff, and students.

**Definitions**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic works</td>
<td>Works created primarily for their cultural or aesthetic value. Such works may include, but are not limited to, plays, poems, novels, paintings, illustrations, sculptures, and musical compositions.</td>
</tr>
<tr>
<td>Copyrighted materials</td>
<td>Works protected by copyright that are authored by the university or its faculty, staff, and students, provided that copyrighted materials will not include inventions for the purpose of this policy.</td>
</tr>
<tr>
<td>Creator</td>
<td>A creator is a faculty member, staff member, or student who meets one or more of the following criteria: (a) With respect to copyrighted materials, creator means the author, as that term is defined under U.S. copyright law, provided that if the author is the university due to its position as the employer of the individual creator, then, for the purpose of this policy, the creator will be the individual who would have been considered the author if that individual was not performing the work within the scope of employment. (b) With respect to inventions that are eligible for patent protection, as well as know-how and any other inventions related to such inventions that are eligible for patent protection, creator means any inventor, as the term is construed under U.S. patent law. (c) With respect to tangible research property, creator means any individual who has taken part: (a) in the conception of the idea of the specific tangible research property that is to be made; and/or (b) substantially in making the tangible research property but only when making the tangible research property was not a routine or known practice. An individual will not be considered a creator of a new tangible research property solely because that individual provided materials to be used to produce the new tangible research property. (d) With respect to any other intellectual property that does not fall within the above criteria, creator means any individual who provided substantive and substantial intellectual contribution to the creation of the intellectual property.</td>
</tr>
<tr>
<td>Direct expenses</td>
<td>Costs, expenses, taxes, and losses paid or incurred by the university or on its behalf that are directly: (i) attributable to intellectual property being transferred, commercialized, or exploited; (ii) related to the commercialization, preservation, marketing, licensing, and legal protection of specific intellectual property; or (iii) associated with acquiring, managing, transferring, or liquidating equity to be used for the transference, commercialization, or exploitation of specific intellectual property.</td>
</tr>
<tr>
<td>Faculty</td>
<td>Has the meaning set forth in Faculty Rules 3335-5-19. Without limiting the foregoing, it includes those appointed by the board of trustees with tenure track, non-tenure-track (including clinical faculty, research faculty, and associated faculty), and emeritus faculty titles.</td>
</tr>
<tr>
<td>Gross proceeds</td>
<td>All cash received from the transfer, commercialization, or other exploitation of intellectual property including, but not limited to, royalties, option fees, license fees, reimbursement of expenses, and/or cash from dividends or distributions on, or the sale or liquidation of, equity. In the case of sponsored research, the cash or other consideration received by the university from the sponsor of such research to do the</td>
</tr>
</tbody>
</table>
Intellectual Property

University Policy

Applies to: Faculty, staff, and students

- research, except for royalties for intellectual property, are not part of the gross proceeds. TAF proceeds are not part of the gross proceeds. Unless an agreement pursuant to section VI under Policy Details provides otherwise, the proceeds received from the commercialization of the intellectual property created in sponsored research, except for any TAF proceeds, are part of the gross proceeds.

Instructional works
- Works created primarily for the instruction of students or for continuing education and certification programs. Such works may include, but are not limited to, slides and presentation content to be used in classes, class notes, exercises and assignments, syllabi, and examinations.

Intellectual property
- All inventions and copyrighted materials.

Inventions
- All rights to and interests in discoveries, inventions, and patents covered by Ohio Revised Code §3345.14(B), as well as tangible research property.

Net proceeds
- Gross proceeds less direct expenses.

OSIF
- Ohio State Innovation Foundation. A 501(c)(3) organization, formed in 2013 by the university to manage intellectual property developed at or created by the university and to facilitate the commercialization of such intellectual property. The university may assign to OSIF university IP to be commercialized by OSIF. In return, OSIF will transfer, according to this policy, the net proceeds generated from the university IP so assigned to the Technology Commercialization Office (TCO), to distribute according to this policy. OSIF includes any successive entity to Ohio State Innovation Foundation.

Ohio State proceeds
- The amount of net proceeds received by the university directly or as a distribution from OSIF.

Scholarly works
- Works created primarily to express and preserve scholarship as evidence of academic advancement or academic accomplishment. Such works may include, but are not limited to, scholarly publications, journal articles, research bulletins, monographs, and books (including textbooks and electronic books).

Software
- The source code and/or object code of computer applications and subroutine libraries. Software, for the purposes of this policy, does not include other works in the form of computer software including computer-generated works of art or music or the content of other forms of works, such as traditional scholarship, that is recorded in a software medium.

Sponsored research
- Research projects that are supported by funding or other consideration (received by the university) provided in response to a request or proposal to a government or industrial sponsor or supported by specific deliverables in a grant from a funding entity, including research or other activity undertaken by the university or one of its units that is subject to specific written obligations to another party.

TAF proceeds
- Any non-refundable, fixed upfront or fixed delayed fees (including related option fees), such as technology access fees, paid by a sponsor of sponsored research in addition to the research project funding that entitles the sponsor to rights in intellectual property arising under the university’s performance of such sponsored research project.

TAF Researcher
- Any university faculty, staff, or student involved in the performance of a research project for which TAF proceeds are received.

Tangible research property
- Research results that are in a tangible form as distinct from intangible property. Examples of tangible property include, but are not limited to: cell lines; data; human, animal, and plant tissue; transgenic animals; antibodies; biological organisms; and integrated circuits. Tangible mediums of expression in which copyrighted materials are fixed, including, but not limited to, books, copies of articles, and music sheets are not tangible research property.

University IP
- All intellectual property owned by the university as set forth in this policy.

Policy Details

I. This policy is subject to all applicable laws including federal and Ohio law, and in particular Ohio Revised Code §3345.14. Faculty, staff, and students are bound by this policy by accepting or continuing university employment or by using university resources or facilities and promise to irrevocably assign, and hereby irrevocably assign, all rights, title, and interests in university IP to the university.

II. With the exception of specific written agreements to the contrary (see section VI), and without limiting the general disclosure obligations (see section VII.C), nothing in this policy will be interpreted to prevent any faculty, staff, or students from sharing the results of their research and other academic activities with others, including by publishing those results. Faculty, staff, and students should however be aware that under certain circumstances disclosure can jeopardize the ability to secure a patent for an invention and they are therefore advised to consult with the Technology Commercialization Office (TCO) prior to such public disclosure.

III. Ownership of inventions. Subject to the terms of section VI:
   A. All rights, title, and interests in inventions are the sole property of the university. The university hereby assigns to the creator(s) every invention:
IV. Ownership of copyrighted materials

A. All copyrights in instructional works, scholarly works, and artistic works whose creators are faculty members, except for software, remain with their creators. The university hereby assigns any of its copyrights in such works, insofar as they exist, to their creators. Such works will not be deemed university IP under this policy. The copyright in all other copyrighted materials whose creators are faculty members that are created within the scope of the creators’ employment belong to the university.

B. The university hereby grants to every faculty member who is a creator of software that is not eligible for patent protection a perpetual, nonexclusive, worldwide, royalty-free license to use the software for any scholarly, instructional, and artistic purpose, as well as grants a perpetual, nonexclusive, worldwide, royalty-free license to allow others, for no consideration, to use the software, subject to terms and conditions determined by the creator. Without limiting the foregoing, the university may require faculty members to agree to limits on their rights under those licenses as a condition for commercialization of the software.

C. Each creator who is a faculty member grants the university the following licenses with respect to the instructional works created during employment at the university:

1. If the instructional works were created with the intention to be used for teaching by others at the university, then the creators hereby grant the university a perpetual, nonexclusive, worldwide, royalty-free license to use the instructional works for any of the university’s teaching and educational purposes as well as for administrative purposes such as accreditation.

2. If the instructional works were not created with the intention to be used for teaching by others at the university, then the creators hereby grant the university a nonexclusive, worldwide, royalty-free license to use every such instructional work that was used for the instruction of the university’s students. Such a license is limited to use for teaching in the same course or in a similar course to that for which they were developed as well as for administrative purposes such as accreditation. The license with respect to each such instructional work expires at the earliest of (i) that work reasonably and in good faith becoming available on the market or (ii) one year after the creator ceases to teach the course for which those instructional works were developed for the university.

D. Copyright of works whose creators are staff will be owned as follows:
Applies to: Faculty, staff, and students

1. Subject to the exceptions set forth below, copyrighted materials created by staff within the scope of their employment is owned by the university.

2. The university acknowledges that a limited number of staff members have certain prerogatives to set their own research, scholarly, instructional, artistic, or creative tasks and in certain circumstances personal ownership of copyright arising from these professional endeavors would be appropriate. The TCO will establish reasonable procedures, which will be reviewed and approved by the Intellectual Property, Patents, and Copyrights Committee (IPPC), to allow unit heads and deans to submit an application to the TCO to request that the university assign copyright of specific works or classes of works to their staff-creator. TCO, in consultation with the relevant unit head or dean, may grant, deny, or modify such requests. TCO will report to IPPC from time to time, but at least once a year, about the type of requests that have been approved and have been denied under these procedures.

3. Notwithstanding the foregoing, post-doctoral research employees will have the same rights and obligations in copyrighted materials they create in their capacity as post-doctoral research employees that faculty have.

4. Notwithstanding the foregoing, students who are the instructors of record for a course and author instructional works developed for that course own those instructional works whether student-employees or not. Those students grant the university the same license that the university would have received under section IV.C above if the works were developed by a faculty member.

E. Students retain copyrights in copyrighted materials that they author except that the university owns those materials when they are authored by student-employees within the scope of their employment. The university hereby assigns any of its copyrights in such works (excluding works created by a student-employee within the scope of employment), insofar as it exists, to their creators. Such works will not be deemed university IP under this policy. Every student hereby grants the university a perpetual, worldwide, nonexclusive, royalty-free license to use such copyrighted materials in any way for administrative purposes, such as assessment of the work, accreditation purpose, and to prevent and/or remediate research or academic misconduct. In addition, the university may require students to provide a single copy of their thesis or dissertation to the university for non-commercial library use.

F. Rights in co-authored copyrighted materials will be determined in the following way. First, the co-authors will be identified, pursuant to applicable law. Then, the ownership rights of each co-author will be determined separately pursuant to Sections IV.A-IV.E, as if that co-author created the entire work. The owners identified in this process will be the joint owners of the work.

V. Proceeds Distribution

A. For university IP transferred to OSIF for which OSIF receives gross proceeds, net proceeds will be distributed as follows:

1. For net proceeds up to $100,000, OSIF will distribute 50% of the net proceeds to TCO as Ohio State proceeds for distribution to creators pursuant to subsection V.B.1. OSIF will distribute a share of the remaining 50% of the net proceeds to units that have borne, in all or in part, the direct expenses in connection to the commercialization of university IP for which OSIF received the gross proceeds (if any), in proportion to the expenses borne by those units, and will retain the rest to cover its unreimbursed expenses.

2. When net proceeds exceed $100,000, the first $100,000 will be distributed in accordance with subsection V.A.1, and any portion of the net proceeds beyond the first $100,000 will be distributed as follows: 15% of these net proceeds will be retained by OSIF and 85% of these net proceeds will be distributed to TCO on behalf of the university as Ohio State proceeds pursuant to subsection V.B.2.

B. Ohio State proceeds received as a distribution from OSIF will be distributed as follows:

1. For Ohio State proceeds up to $50,000, the creator(s) will receive 100% of these Ohio State proceeds.

2. When Ohio State proceeds received as a distribution from OSIF exceed $50,000, the first $50,000 will be distributed in accordance with subsection V.B.1. and any portion of the Ohio State proceeds beyond the initial $50,000 will be distributed as follows:

   a. 40% to the creator(s);
   b. 20% to TCO on behalf of the university; and
c. 40% to the creator(s)’ colleges, departments, and centers, according to instructions and guidelines established by the provost.

C. Ohio State proceeds received by the university directly will be distributed as follows:

1. For Ohio State proceeds up to $100,000, the creator(s) will receive 50% of these Ohio State proceeds. TCO will distribute a share of the remaining 50% of the Ohio State proceeds to units that have borne, in all or in part, the direct expenses in connection to the commercialization of university IP for which the Ohio State proceeds were received (if any), in proportion to the expenses borne by those units, and will retain the rest on behalf of the university.

2. Any portion of these Ohio State proceeds beyond the initial $100,000 will be distributed as follows:
   a. 34% to the creator(s);
   b. 33% to TCO on behalf of the university; and
   c. 33% to the creators’ colleges, departments, and centers, according to instructions and guidelines established by the provost.

D. TAF proceeds will be distributed as follows:

1. For TAF proceeds up to $100,000, the TAF researchers will receive, in accordance with subsections V.D.3 and V.D.4, 50% of the TAF proceeds, and TCO on behalf of the university will receive 50% of the TAF proceeds.

2. Any portion of the TAF proceeds beyond the initial $100,000 will be distributed as follows:
   a. 34% to the TAF researchers, in accordance with subsections V.D.3 and V.D.4;
   b. 33% to TCO on behalf of the university; and
   c. 33% to the TAF researchers’ colleges, departments, and centers, according to instructions and guidelines established by the provost.

3. The principal investigator(s) of the research project for which TAF proceeds are to be received or that were received will propose to the Office of Research a distribution plan for the TAF researchers’ share of these proceeds. Such a distribution plan should be created at the commencement of the research project and communicated to the TAF researchers who are identified by it. The distribution plan may include details such as what portion of the TAF researchers’ share each TAF researcher will be granted, if any; when distributions to the TAF researchers will be made; and whether the portions may or may not be adjusted according to actual contribution of the TAF researchers. The distribution plan must be approved by the Office of Research, which may develop, in consultation with the IPPC and TCO, guidelines for the review and approval of such distribution plans.

4. The TAF researchers’ share will be distributed only after a distribution plan, pursuant to subsection V.D.3, is approved by the Office of Research and according to the approved plan. If no such distribution plan is approved before the completion of the research project, the TAF researchers’ share will be distributed according to the Office of Research guidelines among TAF researchers who provided substantive and substantial intellectual contribution to the research project as determined by the Office of Research, in consultation with TCO, unless all those TAF researchers agree in writing to a different distribution.

E. When university IP has more than one creator, the creators will equally share the creators’ share under subsections V.B and V.C, as applicable, unless all the creators agree in writing to a different distribution of the creators’ share. Further, a subset of the creators can agree in writing among themselves to have a different distribution of their own share.

F. When multiple intellectual property assets are licensed or otherwise commercialized under a single agreement, TCO, after consulting with the creator(s), will reasonably determine and designate the share of Ohio State proceeds to each intellectual property asset.

G. When there are no identifiable creators of tangible research property, the portion of the Ohio State proceeds distributable under subsections V.B and V.C to creators will be distributed instead to the colleges, departments, and centers that obtained the tangible research property, according to guidelines established, in consultation with the IPPC and TCO, by the Office of Research. When multiple colleges, departments, and/or centers are involved in obtaining the tangible research property, the Ohio State proceeds will be
divided equally among these units, unless otherwise specified by the guidelines established by the Office of Research.

H. Notwithstanding the other provisions in this policy, for licensed plant varieties, proceeds will be distributed pursuant to Special Circular 178-01 entitled “OSU-OARDC Plant Germplasm Release Guidelines and Practices.”

I. Creators and TAF researchers will be entitled to receive a share of the Ohio State proceeds and TAF proceeds as provided by this policy even if their status with the university changes, including, for example, after their employment or program of study was terminated or completed. Following a change in the university Intellectual Property policy, creators will be entitled to receive, with respect to any distribution made after such a change, the greater of (i) the share of the net proceeds as provided by the university policy in effect at the time the intellectual property was disclosed or (ii) the share of the net proceeds as provided by the university policy in effect at the time the distribution is made. Following a change in the university Intellectual Property policy, TAF researchers will be entitled to receive, with respect to any distribution made after such a change, the greater of (i) the share of the TAF proceeds as provided by the university policy in effect at the time the research project for which the TAF Proceeds were received commenced or (ii) the share of the TAF proceeds as provided by the university policy in effect at the time the distribution is made. For the avoidance of doubt, creators and TAF researchers will not be entitled to receive any additional distribution or any other compensation with respect to distributions that were made prior to such a change in the policy.

J. Nothing in this policy is intended to limit the transferability of rights of creators or TAF researchers to their heirs and assigns. Without limiting the foregoing, the distribution of proceeds to creators and TAF researchers under this section V will be made to creators and TAF researchers, their heirs and assigns, as applicable.

K. This policy will not change the ownership or any other right with respect to intellectual property that was created before its effective date. However, any Ohio State proceeds or TAF Proceeds received after the effective date of this policy will be distributed according to this policy, whether the intellectual property was developed before or after the effective date.

VI. Conflicting agreements

A. Notwithstanding any other provision in this policy to the contrary, nothing in the policy will be construed to limit the university from entering into specific written agreements with any faculty, staff, or student or with any third party (including in connection with sponsored research) that will specify different terms regarding the ownership, distribution, and commercialization of intellectual property. Such an agreement will supersede the terms of this policy if:

1. The creator is a party to such an agreement; or
2. The creator explicitly or implicitly consented to the terms of such an agreement prior to the creation of the intellectual property. Without limiting the generality of the foregoing, a decision of a creator to develop intellectual property under circumstances in which the creator knows, or should know, that such intellectual property is subject to an agreement will be considered consent to that agreement.

However, continued employment or affiliation with the university is not, by itself, sufficient to establish consent as required by this section.

B. Nothing in the policy will be construed to limit the university from entering into agreements with respect to the commercialization of university IP. Subject to subsection VI.A, those agreements would not undermine the university’s obligations under this policy, and in particular, the arrangements set forth in section V.
VII. Intellectual property  Evaluation, Protection, and Dissemination

A. The senior vice president for business and finance and the provost will implement this policy on behalf of the university. All or a portion of the administration of activities with respect to this policy, except with respect to the responsibilities to administer disputes as set forth in section VIII, may be delegated to other university officials. In consultation with the provost, the senior vice president for business and finance, the senior vice president for research, and IPPC, the vice president responsible for TCO operations will establish operational guidelines and procedures, subject to the terms of this policy, for the administration of university IP. This will include, but is not limited to, determination of ownership, assignment, protection, licensing, marketing, maintenance of records, and oversight of revenue collection.

B. In all its decisions pursuant to this policy, TCO will strive to reasonably: (i) advance the well-being of the people of Ohio and the global community by supporting the creation and dissemination of knowledge, and (ii) maximize the commercial value of university IP. Without limiting the foregoing, TCO will:

1. facilitate evaluation of university IP, including consideration of the market for such university IP and the competitive market landscape;
2. identify potential commercial partners for university IP, which may include using multiple networks of contacts, including those made available from the creator(s), alumni, and other sources;
3. negotiate agreements, licensing or otherwise, in connection to the commercialization of university IP;
4. take any other actions reasonably necessary to facilitate the commercialization of university IP; and
5. consult, as reasonably needed, with other constituencies, including university units.

C. The university trusts faculty, staff, and students to participate throughout the intellectual property creation and preservation process. Creators must promptly disclose in writing all university IP they created with commercial value and other university IP required to be disclosed pursuant to an obligation to a third party (such as obligations in connection with sponsored research arrangements), using a disclosure form.

1. The disclosure must:
   a. provide a full and complete description of the university IP;
   b. describe the funding sources used in development of such university IP; and
   c. identify all persons participating in the creation and development of the university IP.
2. Upon request from TCO, the creator(s) will furnish any additional reasonable information, including the know-how related to the invention or discovery, and will execute documents in connection with the university IP, such as assignments and declarations.
3. Faculty, staff, and students may ask the TCO to verify that pursuant to this policy a specific intellectual property is not university IP or that it is available for a certain specific use.

D. Upon receipt by TCO of a disclosure form as described in subsection VII.C, the case will be assigned to a TCO representative. The assigned representative will facilitate evaluation of the intellectual property with respect to patentability, commercial potential, and obligations to sponsors or other third parties. This process will include:

1. a discussion with the creator(s) led by the TCO representative;
2. a search of prior art, if necessary. The TCO representative may reasonably request that the creator(s) participate in such search; and
3. determination of whether intellectual property protection, and in particular patent protection, should be pursued, taking into consideration, among other things, commercial potential. Although patent protection is sometimes sought for various noncommercial reasons, such as professional status, TCO will not seek protection for university IP, including patent protection, that is not deemed to have commercial potential (even if the university IP is intellectually meritorious), unless such protection (i) is requested by the sponsor of sponsored research and such sponsor pays for such protection or (ii) is authorized by the senior vice president for business and finance or the provost, at their sole discretion. The evaluation of the
commercial potential will be based upon, among other things, patentability, scope of potential patent coverage, size of market, competition, and potential market share. The provost and/or the senior vice president for business and finance may establish guidelines regarding the role of the university’s units in the process of commercializing and/or protecting the university IP.

E. TCO will regularly update the creator(s) on the status of the university IP disclosed by such creator(s).
   1. TCO will provide the first status update within three months of receiving the disclosure form and a second status update within six months of the date of receipt of a disclosure form. Such status updates will include, but not be limited to, any filing decisions regarding intellectual property protection or transfer of the university IP.
   2. TCO will provide a detailed summary of substantive decisions regarding protection, commercialization, and/or transfer of intellectual property promptly after those decisions are made.

F. In some cases university IP will be assigned to its creator(s).
   1. Under the following circumstances, creator(s) will be allowed to require (subject to any required third party approvals, e.g., approval of a federal funding agency) assignment, free of charge, of university IP to them, and TCO will promptly effect such assignment:
      a. The creator(s) provide TCO with evidence of a concrete potential commercialization partner for the university IP, such as a potential licensee thereof, and TCO does not complete, in good faith, its review and determination of the university’s interest in such opportunity within six months.
      b. The university IP may reasonably be protected by a patent, and TCO does not complete, in good faith, its review and determination of the university’s interest in such university IP within six months of TCO becoming aware of a public disclosure of such university IP. Public disclosure under this section includes any disclosure that will make the university IP ineligible for patent protection in the United States, unless patent application is filed within one year of such disclosure.
      c. TCO does not complete, in good faith, its review and determination of the university’s interest in such university IP within twelve months of receipt of a disclosure form.
   2. The assignment of university IP under subsection VII.F.1 will be subject to the following:
      a. The TCO may reasonably delay, and in extreme cases deny, a request pursuant to subsection VII.F.1 if the creator’s disclosure pursuant to subsection VII.C lacks material details in bad faith or if the creator failed to cooperate in good faith with TCO’s reasonable requests;
      b. All creators who are assigned the university IP pursuant to subsection VII.F.1 will grant the university a perpetual, worldwide, nonexclusive, royalty-free license limited to non-commercial use of such intellectual property; and
      c. The assignment of university IP to the creator pursuant to subsection VII.F.1 will not affect any other obligations of the creator, including the obligation of disclosure and cooperation, set forth in subsection VII.C, with respect to any other university IP.
   3. TCO is encouraged to cause assignment to creators any university IP which, in TCO’s discretion, is not currently commercialized by the university or on its behalf and is not expected to be commercialized by the university or on its behalf in the foreseeable future, unless such assignment would have an adverse impact on the ability to commercialize other university IP or such assignment cannot be legally made for any reason (e.g., a required third party approval was not secured). The university and OSIF may place terms on such assignment including requiring, at TCO’s discretion, payment in consideration for such assignment.
   4. In the case of multiple creators, the university or OSIF will assign the intellectual property to all creators according to this subsection VII.F as joint owners, unless all creators agree in writing to a different arrangement. Except for assignment to the creator(s) according to this subsection VII.F (or an assignment from the university to OSIF), the university and OSIF will not assign university IP for no consideration.
   5. TCO will update the creator’s unit of any assignment of university IP to the creator pursuant to this section VII.F.

G. University employees engaged in external consulting work or business, and those charged with approving such activities, are responsible for ensuring that agreements with external entities do not violate or conflict
with this policy or any other university policy, including the Faculty Paid External Consulting policy and the Conflict of Interest and Work Outside the University policy.

VIII. Policy Interpretation and Dispute Resolution
A. University constituents (such as creators, creators’ units, employees, and TCO) should make every attempt to resolve disputes informally among themselves and, if needed, with the assistance of the Office of Academic Affairs, the university Ombudsman, and/or the Office of Legal Affairs.
B. If informal processes and consultation do not provide resolution of a dispute regarding this policy, the following actions may be taken:
1. Any person or entity directly affected by decisions or actions of any other person or entity in connection with this policy, may appeal such decisions or actions to the IPPC if such person or entity (the claimant) believes such decisions or actions are inconsistent with this policy.
2. The claimant will submit the complaint in writing to the chair of the IPPC, who will determine whether the claimant has made a reasonable effort to resolve the dispute informally and whether the substance of the dispute appears to be within the scope of the IPPC’s review authority under this policy.
3. Proceedings will be informal, but all parties will have adequate notice and an opportunity to be heard. The IPPC may establish additional procedures for resolving such disputes and may designate a sub-committee of its members for such procedures.
4. After considering all relevant information and within 30 days of receipt of the complaint, the IPPC will prepare and send to the senior vice president for business and finance and the provost a report of its findings on the issues raised by the complaint and any corrective actions it recommends, within the scope of this policy.
5. Within 30 days of receipt of the IPPC report, the senior vice president for business and finance and/or the provost will review the IPPC report and make a final decision on behalf of the university and provide this decision to all the parties involved and IPPC.
6. IPPC will publish its reports (after removing certain information, as needed, to address reasonable privacy or secrecy concerns) and the decisions of the senior vice president for business and finance and/or the provost. The publication will be reasonably accessible to the university community. Those reports and decisions will guide future actions and decisions by the TCO and IPPC.

IX. Policy Review and Revisions
A. IPPC shall maintain this policy and shall review it and its effect, from time to time, as needed. IPPC shall review all proposed changes to this policy, and shall have the power to initiate its own proposed changes to this policy. The chair of IPPC shall be a member of the policy writing group for any revisions to this policy. Revisions to this policy shall be promulgated through the university policy process and then recommended to faculty council and the university senate. All revisions to this policy must be approved by the faculty council and the university senate, in addition to the other approvals required by the university policy process.

Responsibilities

<table>
<thead>
<tr>
<th>Position or Office</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creator(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Disclose in writing to TCO all university IP with commercial value and other university IP required to be disclosed pursuant to an obligation to a third party (such as sponsored research arrangements) as set forth in the policy</td>
</tr>
<tr>
<td></td>
<td>2. Assist TCO in the commercialization process as set forth in the policy</td>
</tr>
<tr>
<td></td>
<td>3. Assign university IP to the university</td>
</tr>
<tr>
<td></td>
<td>4. Grant the university licenses as set forth in the policy</td>
</tr>
<tr>
<td>Employees engaged in external consulting and those charged with approving such activities</td>
<td>Ensure that agreements with external entities do not conflict with this policy, or other university policies, including the Faculty Paid External Consulting policy and Conflict of Interest and Work Outside the University policy</td>
</tr>
<tr>
<td>IPPC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Administer the dispute resolution process as set forth in the policy</td>
</tr>
<tr>
<td></td>
<td>2. Approve and/or consult the vice president responsible for TCO operations, TCO, and the Office of Research in connection with certain guidelines and procedures as set forth in the policy</td>
</tr>
</tbody>
</table>
# Intellectual Property

**University Policy**

Applies to: Faculty, staff, and students

<table>
<thead>
<tr>
<th>Position or Office</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPPC Chair</td>
<td>3. Review the policy and its effects from time to time and proposed and review changes thereto as set forth in the policy</td>
</tr>
<tr>
<td>Office of Research</td>
<td>1. Review <strong>TAF proceeds</strong> distribution plans submitted by principal investigators as set forth in this policy</td>
</tr>
<tr>
<td>OSIF</td>
<td>Distribute proceeds received for <strong>university IP</strong> as set forth in the policy</td>
</tr>
<tr>
<td>Principal Investigators</td>
<td>Propose to Office of Research a distribution plan for <strong>TAF proceeds</strong> as set forth in the policy</td>
</tr>
<tr>
<td>Provost</td>
<td>1. Establish instructions and guidelines with respect to the distribution of certain <strong>Ohio State proceeds</strong></td>
</tr>
<tr>
<td>Senior vice president for business and finance (SVP for B&amp;F)</td>
<td>1. Together with the provost, implement the policy as set forth herein</td>
</tr>
<tr>
<td>TCO</td>
<td>1. Consider requests from unit heads or deans to assign copyrights to staff-creators and report to IPPPC the type of such requests approved and denied</td>
</tr>
<tr>
<td>Unit heads and deans</td>
<td>May submit applications to TCO requesting that the university assign certain copyrights to staff-creator(s)</td>
</tr>
<tr>
<td>Vice president responsible for TCO</td>
<td>In consultation with the provost, SVP for B&amp;F, SVIP for research, and IPPPC, establish operational guidelines and procedures for the administration of <strong>university IP</strong> subject to the terms of the policy</td>
</tr>
<tr>
<td>University</td>
<td>1. Assigns certain <strong>intellectual property</strong> to their creators as set forth in the policy</td>
</tr>
</tbody>
</table>

## Resources

**Forms**
- Disclosure forms, tco.osu.edu

**University Policies and Rules**
- Conflict of Interest and Work Outside the University policy, hr.osu.edu/public/documents/policy/policy130.pdf
- Faculty Paid External Consulting policy, oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf
- Research Misconduct policy, orc.osu.edu/files/Misconduct_Policy.pdf

**Additional Guidance**
- Ohio Revised Code §3345.14, codes.ohio.gov/orc/3345.14
- Frequently Asked Questions (FAQs) [to be developed]
- Academic misconduct information for students, oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct
- Academic misconduct information for faculty, oaa.osu.edu/academic-integrity-and-misconduct/faculty-obligations
OSU-OARDC Plant Germplasm Release Guidelines and Practices Special Circular 178-01, Royalty Distribution Associated with Licensed Plant Varieties, kb.osu.edu/dspace/bitstream/handle/1811/71922/OARDC_special_circular_n178.pdf?sequence=1

Contacts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Office</th>
<th>Telephone</th>
<th>E-mail/URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispute resolution; policy changes</td>
<td>The committee on Intellectual Property, Patents, and Copyrights (IPPC)</td>
<td>614-292-2423</td>
<td><a href="mailto:ippc@osu.edu">ippc@osu.edu</a> senate.osu.edu</td>
</tr>
<tr>
<td>Policy administration; general inquiries</td>
<td>Technology Commercialization Office</td>
<td>614-292-1315</td>
<td><a href="mailto:innovation@osu.edu">innovation@osu.edu</a> tco.osu.edu</td>
</tr>
</tbody>
</table>

History

Issued: 05/13/1985 Approved by BOT, 05/03/1985, Resolution #85-117; Issued as Patents and Copyrights
Revised: 05/04/1989 Approved by BOT, 05/04/1989, Resolution #89-97
Revised: 04/15/2018 Approved by University Senate, 03/08/2018; Approved by BOT, xx/xx/xxxx, Resolution #xx-xx; Renamed Intellectual Property
To: University Senate

From: Bill Brantley, Chair
Rules Committee

Date: October 23, 2014

A PROPOSAL FROM THE RULES COMMITTEE TO AMEND FACULTY RULE 3335-19-03

WHEREAS Seven days are now required as advance notice of the senate agenda for all members and alternate members of the senate; and

WHEREAS Seven days advance notice is not possible because the steering committee that sets the senate agenda schedules its regular meetings fewer than seven days before every senate meeting; and

WHEREAS Five days advance notice of senate agendas is sufficient for electronic distribution;

NOW THEREFORE BE IT RESOLVED that the University Senate approve the proposed changes to the Rules of the University Faculty and respectfully request the concurrence of the Board of Trustees, said proposal to be effective upon approval by the Board of Trustees.

3335-19-03 Agenda.

(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 sevenfive days prior to the meeting.
3335-13-04 Duplication of keys or other access devices.

Except as specifically authorized by the president, his or her designee, or a university official authorized to make decisions regarding the issuance of university keys or other access devices, no person shall knowingly make or cause to be made any key or other access device for any building, laboratory, facility, or room of the university.

(Board approval date: 4/12/63)
3335-13-05 Control of dogs and other animals.

(A) No person, being the owner or keeper, or harboring or having charge of any dog or other animal, shall permit a dog or other animal under his or her ownership or control the same upon the grounds of the Ohio State University unless it be under the personal control of its owner or keeper by a leash or harness not more than six feet in length and under the owner or keeper's handler's personal control, unless otherwise permitted to do so by the university. A dog or other animal that is leashed or harnessed but unattended, is not under the personal control of its owner or keeper.

(B) No person, being the owner or keeper or harboring or having charge of any dog or other animal, shall permit a dog or other animal under his or her ownership or control to enter any university building or housing, except for seeing eye dogs, service animals, therapy animals, support animals, and/or any other type of animal approved by the University to accompany individuals in such areas provided that the person complies with any restrictions or limitations set by the University provided that such animal remains under the personal control of its owner or keeper handler in accordance with paragraph (A) of this rule. This rule shall not, however, prevent persons from bringing animals into university buildings when accompanying their masters and except for animals brought by their owner or keeper for use for approved research purposes or for observation or care by university veterinary clinic personnel.

(C) Any dog or other animal found upon the grounds of the Ohio State University or in any university building, except as permitted pursuant to the provisions of paragraphs (A) and (B) of this rule, may be taken into custody by university authorities. University authorities shall, as soon as practicable after assuming custody thereof, turn the dog or other animal over to appropriate county or municipal authorities for delivery to the custody of the humane society or other animal shelter. In such an event, the owner or keeper handler must contact the entity to which the animal was delivered to recover the animal in accordance with that entity's rules. Release from custody should be sought pursuant to the society's rules. The university may further require the owner or keeper handler of such a dog or other animal.

(CB) The owner or keeper of any dog or other animal taken into custody by university officials pursuant to this rule shall pay a fine to the university, upon presentation of a bill therefor, to reimburse the university for costs incurred in impounding the dog or other animal and turning it over to the control and custody of county or municipal authorities.

Appointments/Reappointments of Chairpersons

**LISA J. DOWNING**, Chair, Department of Philosophy, effective July 1, 2018 through June 30, 2022

**SIMONE C. DRAKE**, Chair, Department of African-American and African Studies, effective June 1, 2018 through June 30, 2022

**SAMIR N. GHADIALI**, Chair, Department of Biomedical Engineering, effective September 1, 2018 through May 31, 2022

**ANDREW H. GLASSMAN**, Chair, Department of Orthopedics, effective July 1, 2017 through June 30, 2021

**LANG LI**, Chair, Department of Biomedical Informatics, effective July 1, 2017 through June 30, 2021

**MICHAEL J. MILLER**, Chair, Department of Plastic Surgery, effective July 1, 2017 through June 30, 2021

**PHILLIP G. POPOVICH**, Interim Chair, Department of Neuroscience, effective January 5, 2018 through January 4, 2019

**JAMES ROCCO**, Chair, Department of Otolaryngology-Head and Neck Surgery, effective December 1, 2017 through November 30, 2021

**HARALD E. VAESSIN**, Chair, Department of Molecular Genetics, effective June 1, 2018 through May 31, 2022

*Reappointment*

*New Hire*

Faculty Professional Leaves

**BENJAMIN ACOSTA-HUGHES**, Professor, Department of Classics, effective Autumn Semester 2018

**ROBERT A. AGUNGA**, Associate Professor, Department of Agricultural Communication, Education and Leadership, effective Spring Semester 2019

**ANNA M. BABEL**, Associate Professor, Department of Spanish and Portuguese, effective Autumn Semester 2018 and Spring Semester 2019

**ALISON I. BEACH**, Associate Professor, Department of History, effective Autumn Semester 2018

**SARAH M. BROOKS**, Professor, Department of Political Science, effective Autumn Semester 2018

**KATRA A. BYRAM**, Associate Professor, Department of Germanic Languages and Literature, effective Autumn Semester 2018 and Spring Semester 2019

**CINNAMON P. CARLARNE**, Professor, College of Law, effective Spring Semester 2019

**MARTHA E. CHAMALLAS**, Professor, College of Law, effective Autumn Semester 2018 and Spring Semester 2019

**JIAN N. CHEN**, Assistant Professor, Department of English, effective Autumn Semester 2018

**DAVID L. CLAMPITT**, Professor, School of Music, effective Spring Semester 2019
RUTH COLKER, Professor, College of Law, effective Spring Semester 2019

PETER F. CRAIGMILE, Professor, Department of Statistics, effective Autumn Semester 2018 and Spring Semester 2019

MICHAEL W. DAVIS, Professor, Department of Mathematics, effective Spring Semester 2019

ROBERT M. DE JONG, Professor, Department of Economics, effective Spring Semester 2019

ELLEN E. DEASON, Professor, College of Law, effective Autumn Semester 2018 and Spring Semester 2019

XIAOYAN DENG, Associate Professor, Department of Marketing and Logistics, effective Spring Semester 2019

LOUIS F. DIMAURO, Professor, Department of Physics, effective Autumn Semester 2018

MICHAEL T. DURAND, Associate Professor, School of Earth Sciences, effective Autumn Semester 2018

ALLISON B. ELLAWADI, Associate Professor, Department of Speech and Hearing Sciences, effective Autumn Semester 2018 and Spring Semester 2019

WILLIAM P. EVELAND, Professor, School of Communication, effective Spring Semester 2019

JESSE A. FOX, Associate Professor, School of Communication, effective Spring Semester 2019

CHRISTOPHER M. HANS, Associate Professor, Department of Statistics, effective Spring Semester 2019

RADU HERBEI, Associate Professor, Department of Statistics, effective Spring Semester 2019

CHRISTOPHER F. HIGHLEY, Professor, Department of English, effective Spring Semester 2019

DAVID G. HORN, Professor, Department of Comparative Studies, effective Spring Semester 2019

GREGORY JUSDANIS, Professor, Department of Classics, effective Autumn Semester 2018 and Spring Semester 2019

HARRIS P. KAGAN, Professor, Department of Physics, effective Spring Semester 2019

CHRIS W. KNOESTER, Associate Professor, Department of Sociology, effective Autumn Semester 2018

CHRISTOPHER S. KOCHANEK, Professor, Department of Astronomy, effective Autumn Semester 2018 and Spring Semester 2019

DMITRI S. KUDRYASHOV, Associate Professor, Department of Chemistry and Biochemistry, effective Autumn Semester 2018 and Spring Semester 2019

MARCUS J. KURTZ, Professor, Department of Political Science, effective Autumn Semester 2018

LAURA N. LISBON, Professor, Department of Art, effective Autumn Semester 2018

FERNANDO MARTINEZ-GIL, Associate Professor, Department of Spanish and Portuguese, effective Spring Semester 2019
REBECCA J. MCCAULEY, Professor, Department of Speech and Hearing Sciences, effective Autumn Semester 2018

SCOTT J. MCCOY, Professor, School of Music, effective Spring Semester 2019

KENDRA MCSWEENEY, Professor, Department of Geography, effective Autumn Semester 2018 and Spring Semester 2019

SUSAN E. MELSOP, Associate Professor, Department of Design, effective Autumn Semester 2018 and Spring Semester 2019

MARIA N. MIRITI, Associate Professor, Department of Evolution, Ecology and Organismal Biology, effective Autumn Semester 2018 and Spring Semester 2019

LUPENGA MPHANDE, Associate Professor, Department of African-American and African Studies, effective Spring Semester 2019

MARGARET E. NEWELL, Professor, Department of History, effective Spring Semester 2019

DALE A. OESTERLE, Professor, College of Law, effective Spring Semester 2019

JOHN E. OPFER, Professor, Department of Psychology, effective Autumn Semester 2018

NIKOLE D. PATSON, Associate Professor, Department of Psychology, effective Spring Semester 2019

ANA E. PUGA, Associate Professor, Department of Theatre, effective Autumn Semester 2018

SHELLEY F. QUINN, Associate Professor, Department of East Asian Languages and Literatures, effective Spring Semester 2019

JENNIFER T. RICHARDSON, Associate Professor, Department of Art Administration, Education and Policy, effective Autumn Semester 2018

EUGENIA R. ROMERO, Associate Professor, Department of Spanish and Portuguese, effective Autumn Semester 2018

MITCHELL ROSE, Associate Professor, Department of Dance, effective Spring Semester 2019

GUY A. RUB, Associate Professor, College of Law, effective Autumn Semester 2017 and Spring Semester 2018

TAMAR RUDAVSKY, Professor, Department of Philosophy, effective Autumn Semester 2018

BARBARA S. RYDEN, Professor, Department of Astronomy, effective Autumn Semester 2018

KRISTINA M. SESSA, Associate Professor, Department of History, effective Autumn Semester 2018

AMY E. SHUMAN, Professor, Department of English, effective Spring Semester 2019

JENNIFER SIEGEL, Professor, Department of History, effective Spring Semester 2019

CLARE A. SIMMONS, Professor, Department of English, effective Autumn Semester 2018

RYAN T. SKINNER, Associate Professor, School of Music, effective Autumn Semester 2018

STEPHANIE J. SMITH, Associate Professor, Department of History, effective Autumn Semester 2018
ALEXANDER S. THOMPSON, Associate Professor, Department of Political Science, effective Autumn Semester 2018 and Spring Semester 2019

TODD A. THOMPSON, Professor, Department of Astronomy, effective Autumn Semester 2018 and Spring Semester 2019

JOSEPH H. TIEN, Associate Professor, Department of Mathematics, effective Autumn Semester 2018 and Spring Semester 2019

JAMES T. TODD, Professor, Department of Psychology, effective Spring Semester 2019

SARAH VAN BEURDEN, Associate Professor, Department of History, effective Autumn Semester 2018 and Spring Semester 2019

SARA E. WATSON, Associate Professor, Department of Political Science, effective Autumn Semester 2018 and Spring Semester 2019

BALDWIN M. WAY, Associate Professor, Department of Psychology, effective Autumn Semester 2018 and Spring Semester 2019

DUANE T. WEGENER, Professor, Department of Psychology, effective Autumn Semester 2018

JENNIFER WILLGING, Associate Professor, Department of French and Italian, effective Autumn Semester 2018

ZHIGUO XIE, Associate Professor, Department of East Asian Languages and Literatures, effective Autumn Semester 2018

CHUAN XUE, Associate Professor, Department of Mathematics, effective Autumn Semester 2018

BURAK YILMAZ, Associate Professor, College of Dentistry, effective Autumn Semester 2018 and Spring Semester 2019

AMY M. YOUNGS, Associate Professor, Department of Art, effective Autumn Semester 2018 and Spring Semester 2019

YING ZHANG, Associate Professor, Department of History, effective Spring Semester 2019

HUI ZHENG, Associate Professor, Department of Sociology, effective Autumn Semester 2018 and Spring Semester 2019

Faculty Professional Leave Change

JENNIFER CROCKER, Professor, Department of Psychology, effective Autumn Semester 2017 only — change from Autumn Semester 2017 and Spring Semester 2018
Emeritus Titles

CHERYL L. ACHTERBERG, Department of Human Sciences, with the title Professor Emeritus, effective July 1, 2018

SUDHA AGARWAL, College of Dentistry, with the title Professor Emeritus, effective April 1, 2018

SAMUEL AMELL, Department of Spanish and Portuguese, with the title Associate Professor Emeritus, effective April 1, 2018

JAMES K. BELKNAP, Department of Veterinary Clinical Sciences, with the title Professor Emeritus, effective July 1, 2018

ROBERT J. BIRKENHOLZ, Department of Agriculture, Communications, Education and Leadership, with the title Professor Emeritus, effective September 1, 2018

DAVID M. BLAU, Department of Economics, with the title Professor Emeritus, effective July 1, 2018

PAMELA S. BRADIGAN, University Libraries, with the title Professor Emeritus, effective June 1, 2018

JILL M. BYSTYDZIENSKI, Department of Women's, Gender and Sexuality Studies, with the title Professor Emeritus, effective September 1, 2018

MICHELE P. CARR, College of Dentistry, with the title Associate Professor Emeritus, effective February 1, 2018

JOHN P. CHEATHAM, Department of Pediatrics, with the title Professor Emeritus, effective January 1, 2018

ROGER D. CHERRY, Department of English, with the title Associate Professor Emeritus, effective June 1, 2018

SUSAN H. DELAGRANGE, Department of English, with the title Associate Professor Emeritus, effective July 1, 2018

JOSEPH FIKSEL, Department of Integrated Systems Engineering, with the title Research Associate Professor Emeritus, effective April 1, 2018

RALPH GARDNER, Department of Educational Studies, with the title Professor Emeritus, effective August 1, 2018

JAVIER GUTIERREZ REXACH, Department of Spanish and Portuguese, with the title Professor Emeritus, effective April 1, 2018

ROBERT L. HENEMAN, Department of Management and Human Resources, with the title Professor Emeritus, effective June 1, 2018

GAIL E. HERMAN, Department of Pediatrics, with the title Professor Emeritus, effective July 1, 2017

NANCY J. JOHNSON, Department of English, with the title Professor Emeritus, effective August 1, 2018

L. JAMES LEE, Department of Chemical and Biomolecular Engineering, with the title Helen C. Kurtz Chair Emeritus, effective September 1, 2018

EDWARD J. MALECKI, Department of Geography, with the title Professor Emeritus, effective June 1, 2018
JULIE E. MANGINO, Department of Internal Medicine, with the title Professor-Clinical Emeritus, effective February 1, 2018

THELMA E. PATRICK, College of Nursing, with the title Associate Professor Emeritus, effective January 6, 2018

JOY H. REILLY, Department of Theatre, with the title Associate Professor Emeritus, effective January 1, 2017

MARK W. SHANDA, Department of Theatre, with the title Professor Emeritus, effective September 1, 2017

GAYLYNN J. SPEAS, Department of Anesthesiology, with the title Assistant Professor-Clinical Emeritus, effective January 1, 2018

ERIC E. SPIRES, Department of Accounting and Management Information Systems, with the title Associate Professor Emeritus, effective April 1, 2018

STANLEY R. THOMPSON, Department of Agricultural, Environmental and Development Economics, with the title Professor Emeritus, effective March 1, 2018

DAVID A. WILKIE, Department of Veterinary Clinical Sciences, with the title Professor Emeritus, effective June 30, 2018

JOHN W. WILKINS, Department of Physics, with the title Ohio Eminent Scholar Emeritus, effective January 1, 2018

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR
Yu, Jianhua, Internal Medicine, effective April 1, 2018
Dear Dr. Givens,

The Committee on Honorary Degrees of the University Senate has carefully reviewed the dossier of Dr. Matthieu Ricard, a Buddhist monk, and the French translator of his Holiness the Dalai Lama, for an honorary degree from The Ohio State University. Dr. Benjamin Hoffmann, Assistant Professor of Early Modern French Studies brought the nomination forward.

Matthieu Ricard received a PhD in cell genetics in 1972, after working under the guidance of Nobel Prize Winner, François Jacob. After the completion of his doctoral work, he moved to the Himalayan region where he has been living for the past 45 years. An international best-selling author and a prominent speaker, he has authored and co-authored numerous books translated into over twenty languages, including *The Quantum and the Lotus* (a dialogue with the astrophysicist Trinh Xuan Thuan), and *The Monk and the Philosopher*, a dialogue with his father, the French philosopher Jean Francois Revel.

Dr. Ricard is a world-renowned scholar, has led critical global efforts centering on research and teaching of the contemplative practices. He has worked with scientists at Princeton, the University of Wisconsin at Madison and UC-Berkley to show how meditation re-trains the brain and creates new neural pathways that allow the brain to develop and change well into adulthood. He is an active member of the Mind and Life Institute, the premier society bringing together scholars and practitioners of contemplative sciences in order to foster growth and collaboration within this field.

Dr. Ricard is also a global humanitarian. He has been involved in several efforts, throughout the world, but especially in South Asia, benefiting the underprivileged. More recently, he extended his preaching of compassionate care and altruism to include all beings. His latest book, *A Plea for the Animals*, is a scientifically informed, well-written document, calling urgent attention to extend our care and respect to all animals that inhabit this planet with us. Since 2000, Dr. Ricard has used royalties from his many publications to help support the work of this charity, which has funded schools, hospitals and other organizations in India, Nepal and among Tibetan people in China. Dr. Ricard is a recipient of the French National Order of Merit award.

The interdisciplinary support this nomination received is worth highlighting. Faculty members in arts and sciences, library faculty in the humanities (French and Italian as well as East Asian Studies) and in psychology have come together to support this nomination of a scientist who although trained as a cell geneticist, has spent a lifetime demonstrating a commitment to compassion, contemplation, and health and wellness. His life and work represents the strength of merging science and art in order to make a difference in the world. This strength clearly mirrors
the foundational principles of the College of Arts and Sciences and The Ohio State University’s public mission.

By a unanimous vote, the Committee on Honorary Degrees recommends that Dr. Matthieu Ricard’s dossier be forwarded to the University Senate for their consideration, and recommends the title of Doctorate of Humane Letters *honoris causa*.

Respectfully submitted,

*José O. Díaz*

Jose O. Diaz, Ph.D.
Associate Professor
Chair, Senate Honorary Degrees Committee
Memorandum

To: University Senate
From: Maria N. Miriti, Chair, Council on Academic Affairs
Subject: Ph.D. in Engineering Education Degree Program
Date: January 8, 2018

A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO ESTABLISH A DOCTOR OF PHILOSOPHY IN ENGINEERING EDUCATION DEGREE PROGRAM, COLLEGE OF ENGINEERING

Whereas the program will lead to the terminal degree for the new Department of Engineering Education – an entry level, interdisciplinary research program that combines the disciplines of engineering and education;

Whereas among the goals of the program are that the successful graduate will be able to: identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs; design, conduct, and critique research in engineering education; and create, teach, and assess courses and curricula in engineering; and

Whereas the curriculum includes core courses, research methods courses, specialization electives, and traditional engineering course work, along with dissertation research; and employment opportunities for graduates exist in colleges and universities, foundations, non-profit organizations; and

Whereas no similar programs exist within Ohio and this one aligns clearly with both the research and land grant missions of this university; and

Whereas the program: will be administered by the Department of Engineering Education through a Graduate Studies Committee; is a part of the strategic planning of that Department; has the resources, both current and planned, to be established and maintained; and has the support of the leadership of the College of Engineering; and

Whereas the proposal was thoroughly reviewed by a joint committee of the Council on Academic Affairs and the Graduate Council, and then was approved by the full Council on Academic Affairs at its meeting on November 1, 2017;

Therefore be it resolved that the University Senate approve the proposal to establish a Doctor of Philosophy in Engineering Education degree program and respectfully request approval by the Board of Trustees.

April 6, 2018, Board of Trustees meeting

(APPENDIX LVII)
Ann, Rachel, and David:

Following its detailed review by the joint committee of the Council on Academic Affairs and the Graduate Council, the proposal from the Department of Engineering Education to establish a degree program leading to the Doctor of Philosophy degree, was approved by the full Council on Academic Affairs at its meeting on November 1, 2017. Thank you for attending the meeting to respond to questions/comments.

The proposal will now be sent to the University Senate with a request that it be included on the agenda of the Senate meeting on January 18, 2018. Professor Maria Miriti, Chair of the Council on Academic Affairs, will present the proposal, but it will be important for you to attend that meeting and I will send details as we get closer to it, if approved there, it will be sent to the Office of the Board of Trustees with a request for action at the Board meeting on February 2, 2018. Throughout this process Professor Scott Herness, Interim Dean of the Graduate School, will work with you on approval through the Ohio Department of Higher Education.

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

If you have any questions please contact Professor Miriti (.1) or me.

I am well aware that this is an exciting time for the new Department – its faculty, students and staff – and what a milestone event having this new degree will be.

Congratulations on the successful completion of this very important stage of the review/approval process!

Randy
TO: Randy Smith, Vice Provost for Academic Programs
FROM: Jennifer Schlueter, Faculty Fellow for Curriculum, Graduate School
DATE: 24 October 2017
RE: Proposal for a new PhD in Engineering Education

The College of Engineering is proposing a new PhD in Engineering Education, which will build upon the Department of Engineering Education’s work in engineering education research, emphasizing teaching as a way of knowing. Support has been obtained from the College of Education and Human Ecology’s Department of Teaching and Learning.

The proposal was received by the Graduate School in June 2017. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Interim Dean Herness, on 1 June 2017, and revisions were requested on 9 June 2017. Revisions were received in September 2017, and the proposal received its second review by the combined GS/CAA Curriculum subcommittee, now chaired by the Faculty Fellow, on 6 October 2017. Small revisions were requested. These revisions were received on 13 October 2017. The Faculty Fellow forwarded it on to the Graduate Council for their review on 13 October 2017. The proposal was reviewed and approved at the Graduate Council on 23 October 2017. The positive results of this review were shared with the proposers on 24 October 2017.
Greetings:

Thank you for sharing the good news. After polling our Engineering Education graduate studies committee members, I have constructed our response to the two questions raised by the GS/CAA subcommittee:

1.) "We see on page 3 line 14 that 30 credit hours beyond the BA may be transferred into this program. This would mean that an OSU student currently enrolled in a traditional engineering program might be able to shift career paths by applying for admission and, if accepted, transferring in 30 completed hours. One reviewer wondered if there is planned or current potential for a transfer to the PhD for pre/post candidacy graduate students in traditional engineering departments?"

Yes, assuming that their 30 credits align with the courses in our program. Most likely they will not have taken education courses so they would only be transferring in technical disciplinary engineering courses and maybe research methods courses. However, it is possible for someone to do this.

2.) "We see in Appendix 2c the route through the degree for a student who does not hold the M.S. Is there a planned or current potential for a student in this PhD program who clears the candidacy exam to qualify for the M.S.?”

Not at this time, since we don’t have a master’s program. However, we’d like to have one eventually, and will include this information in any masters program proposal that we submit in the future. We are currently planning to work on a master curriculum design institute under UCAT guidance next summer (Su 2018).

I hope this message answers your concerns, and I assume the proposal itself does not need to be revised at this time. However, please let me know if you would prefer some additional language added to the proposal.

Best regards,
Ann

Ann D. Christy, Ph.D., P.E.
Assistant Dean for Teaching and Learning, College of Engineering
Professor, Department of Engineering Education
Professor, Department of Food, Agricultural, and Biological Engineering
Dear Professor Christy:

At its October 6 meeting, the combined GS/CAA curriculum subcommittee (which I chair as Faculty Fellow) reviewed your revised proposal for a new PhD in Engineering Education. The subcommittee was quite satisfied with your responses to the queries made over the summer and remains extremely enthusiastic about this new program.

Some questions arose about consideration that has been given to alternative routes through this new degree. They include:

- We see on page 3 line 14 that 30 credit hours beyond the BA may be transferred into this program. This would mean that an OSU student currently enrolled in a traditional engineering program might be able to shift career paths by applying for admission and, if accepted, transferring in 30 completed hours. One reviewer wondered if there is planned or current potential for a transfer to the PhD for pre/post candidacy graduate students in traditional engineering departments?
- We see in Appendix 2c the route through the degree for a student who does not hold the M.S. Is there a planned or current potential for a student in this PhD program who clears the candidacy exam to qualify for the M.S.?

Upon receipt of your answers to these questions, we will be delighted to forward this proposal on to the Graduate Council for their review and approval and, subsequently, to CAA for theirs. I’ll keep you posted as it moves along.

Best,

Jen

Jennifer Schlueter, PhD
Associate Chair, Department of Theatre
Associate Professor | Lab Series Coordinator | Editor, Theatre/Practice
Faculty Fellow, Curriculum, Graduate School
September 5, 2017

Dr. Scott Herness
Interim Vice Provost for Graduate Studies
Interim Dean of the Graduate School
The Ohio State University
250 University Hall
230 North Oval Mall
Columbus, OH 43210

RE: Response to Review of Proposal to Establish a PhD in Engineering Education

Greetings Dr. Herness:

Thank you for your detailed review of our proposal to establish a PhD in Engineering Education at the Ohio State University. Attached is our revised proposal which addresses each of the requests for clarifications and other suggestions made by the Graduate School / Council on Academic Affairs curriculum subcommittee as communicated in your letter dated June 9, 2017. Below is an itemized list of those changes and where in the revised document the changes can be found.

1. **Nature of scholarship and types of dissertation topics:** The nature of scholarship in the field of engineering education is described in more detail on pages 2 (lines 24-40) and 10 (lines 8-20). The proposed degree is a research doctorate, and this has been more explicitly stated on pages 1 (line 9) and 3 (line 14). Types of dissertation topics are described, citing current research being pursued by OSU faculty in the department (page 7, line 37 to page 8, line 12) and ten years of dissertation titles from benchmark engineering education graduate programs at Purdue University and Virginia Tech (page 8, lines 14 - 22 and Appendix 2e, pages 1-3), the two oldest and most respected engineering education programs in the U.S.

2. **Faculty Numbers:** The section describing faculty numbers, "P" status, and collaboration with the College of Education and Human Ecology has been expanded (page 18, line 23 to page 19, line 2), as has the section describing the College of Engineering’s commitment to hiring tenure track faculty in the near future (page 22, lines 5-10).

3. **Advising:** Students would be advised through the elective portion of the program, leading to an individualized experience. A student advising sheet has been developed which is described on page 7 (lines 1-8) and presented in its entirety in Appendix 2d.

4. **Research Methods coursework:** Nine credits of research methods under three categories (qualitative, quantitative, and advanced/ mixed) are required, but the courses that any given student could use to meet this requirement can and will vary. The revised proposal lists several example existing courses under each of the three categories on page 4 (line
26) through page 5 (line 11). It is not anticipated that the numbers of new students taking any one of these courses will be small, and should not exceed course enrollment limits. Faculty from several of the course offering departments have said that they welcome additional student numbers in their classrooms. Any additional courses proposed by the Department of Engineering Education to meet this requirement will, of course, seek concurrences from the appropriate colleges / departments, but none are proposed at this time.

5. **Qualifying exam**: Details about the qualifying exam are presented on page 6 (lines 31-40). The qualifying exam will be completed by students once they complete these three of the required core engineering education courses: ENGREDU 6100, 6200, and 7780. Qualifying exams will be administered twice a year, once in January and once in August. Students will have two weeks to answer and submit an electronic response to three questions, one based on each course. The graduate committee will be responsible for developing and assessing the responses. Students may receive a high pass, pass, or fail for each response. Students will have two attempts to receive at least a pass on each question. Students only have to retake questions they fail in their first attempt. If after their second attempt, a student does not received at least a pass on all three questions, they will be dismissed from the program.

6. **Traditional Disciplinary Engineering coursework**: A more detailed description of the engineering coursework requirement is presented on page 6 (lines 6-25), including more information about the national professional licensing exam that can be used to show equivalence of an accredited undergraduate engineering degree. In the United States, engineers are licensed at the state level by professional licensing boards. Professional Engineering (P.E.) licensure candidates must meet a combination of requirements in education, experience, and exams. The first of the two major national exams, usually taken within six months of graduation from an accredited undergraduate program, is the Fundamentals of Engineering (FE) examination (NCEES, 2017). A few states will allow candidates with undergraduate degrees in non-engineering STEM fields to sit for these exams, if they can demonstrate appropriate on-the-job engineering experience.

7. **Student Funding**: More details about student funding are presented on page 15 (lines 5-8), page 16 (lines 7-22), and page 22 (lines 12-25). Graduate students will be supported by a combination of university and college fellowships, research grants, teaching assistantships, new faculty start-up allocations, and other departmental funding. The department's large teaching commitment, serving more than 3500 undergraduates annually, means that there is an assured pool of more than twenty graduate teaching assistantships (GTAs) available each year, although not all of these GTA positions will always be filled by engineering education doctoral students.

8. **Specializations**: This doctoral program is not proposing to create formal transcriptable specializations. All students are required to complete twelve hours of specialized coursework, but there is no expectation that any specializations will appear on the student transcript unless the student specifically chooses to draw upon existing OSU programs that are already noted on transcripts. This is described on pages 5 (line 13) through 6. (line 2).

9. **Masters degree**: One or more Masters' degrees will be developed over the next few years, but details have yet to be developed and thus cannot be included in this doctoral
A full Curriculum Development Institute, led by the University Center for the Advancement of Teaching, is planned for the summer of 2018 to work on engineering education masters programs.

10. **Administration**: More details about how the graduate program will be administered are described on pages 8 (line 28) through page 9 (line 9). The proposed doctoral program will be administered by the department's Graduate Studies Committee whose members include faculty and staff representing different areas within the department. It includes at least three faculty members with level-P status, the graduate program coordinator, and one graduate student representative. The chair of the Graduate Studies Committee is appointed by the department chair for a three-year term and also serves as a member of the College’s Graduate Program Chairs Committee. The Graduate Studies Committee's responsibilities include all graduate curriculum matters related to the graduate courses offered by the department. The Committee will recruit and select prospective graduate students, recommend the award of fellowships and graduate teaching and research assistantships to incoming students, ensure that the graduate curriculum and the program graduate study rules are kept current, administer an annual review process for graduate students in the program, review course assessment reports from program directors, administer the graduate examinations required by the program and the Graduate School, and carry out any other charges related to graduate studies that may be requested by the department chair.

11. **Formatting**: The proposal has been reformatted to align with the required format for the eventual review by the Ohio Department of Higher Education.

Again, thank you for your thorough review and suggestions for improvement.

Sincerely,

Ann D. Christy, Ph.D., P.E.
Professor and Chair of the Graduate Studies Committee, Dept. of Engineering Education
Professor, Department of Food, Agricultural, and Biological Engineering
Assistant Dean of Teaching and Learning, College of Engineering
Ann,

Thanks for reaching out.

The proposal should be in the format initially described in the PDP section of the GUIDELINES: the ten section headers that are found on page 6. This will be true for both the PDP and the Full Proposal. Only the PDP has a page limitation. All that we do at the University level and the Full Proposal have no page limitations.

My earlier suggestion to you was to initially develop the proposal using these ten section headers so that you would not have to re-do it when preparing for ODHE submission. I understand that the GUIDELINES aren’t crystal clear; that was supposed to be my job! It is easiest to develop the proposal (putting everything in it with no page limitation) in the required format; then you only task is to whittle it down to five pages for the single PDP step. The Full Proposal would then be ready for editing once PDP comments are received.

You can continue in the present format now, should you like. OR, you could do the inevitable re-formatting now. It doesn’t matter; I just wanted to bring this to your attention since we will have to address it in the near future.

More questions? Just reach out.

Best,

Scott

THE OHIO STATE UNIVERSITY

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Interim Provost for Graduate Studies
Interim Dean of the Graduate School
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250 University Hall, 230 North Oval Mall Columbus, OH 43210-1366
614-247-7413 Office / 614-292-3656 Fax
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From: Christy, Ann
Sent: Tuesday, June 13, 2017 2:59 PM
To: Herness, Scott <herness.1@osu.edu>
Subject: Re: GS?CAA Curriculum subcommittee PhD Eng Ed
June 9, 2017

Ann Christy
Professor
Dept. Engineering Education
College of Engineering

PhD in Engineering Education

The combined Graduate School/Council on Academic Affairs curriculum subcommittee met on June 1st and, among its agenda items, considered the proposal to create a new PhD degree in Engineering Education. The degree, an 80 credit hour dissertation based doctorate, would be housed in the newly formed Department of Engineering Education in the College of Engineering. The subcommittee found the curriculum and assessment of the core courses to be exceptionally well developed and clearly narrated. However, they request clarification on a number of other points. These comments are provided in effort to strengthen the proposal prior to its subsequent review process including the required statewide review though the Ohio Department of Higher Education.

- A major question that arose concerned the nature of the scholarship students would pursue in completing their dissertation. At present, committee members questioned whether the intent is to produce a professional or a research doctorate, i.e. graduates who practice the profession (such as the Ed.D) or who contribute to the scholarship of the profession through original research (the PhD). The latter is assumed. The proposal details its core curriculum well yet the subsequent thirty research hours are not described. Elective courses may provide a preview into the types of expected dissertation topics, but descriptions are not extant. Examples of varying dissertation topics, the nature of the research projects, and integration into elective themes would be very helpful.

- Another significant concern regards the number of faculty who would be eligible to participate in the graduate program. To serve as a doctoral advisor, faculty will require “P” status from the Graduate School. At present, only five of the listed faculty would be eligible for “P” status. As a newly formed department, five additional faculty are promised. Is this a firm commitment and will these be P-eligible (i.e., tenure-track) hires? Also, will faculty from the College of Education and Human Ecology participate in the doctoral program? A better more explicit description of number of faculty
eligible to serve as advisors (P-status) and the projected enrollment (at one point up as high as 50 students per year) is required.

- A question arose as to how a student would he advised through the elective portion of the curriculum. It is assumed that these electives parallel the dissertation topic (as previously mentioned). Will there be a student advising sheet (look to CEHE for some excellent examples of doctoral student advising sheets)?

- Nine credits in research methods are required; however, no courses are listed. Please provide more detail for this portion of the curriculum. If these are pre-existing courses in other colleges/departments, then concurrences will be needed.

- Appendix 2C presents a qualifying exam at the end of the first year which is not mentioned in the proposal. Details of the proposal would be appreciated. For example, what material is covered in the exam? Who gives/grades the exam? What are the alternatives/consequences for the student who fails?

- Twelve credit hours in traditional engineering coursework at 5000 level or higher are required. The caveat is presented that some students (e.g., those with non-engineering STEM background) may need to enroll in engineering coursework below the 5000 level. It is important to note that not all of this coursework can count towards the PhD and this constraint should be transparent to the student. Further, a description of how students may test-out through Fundamentals of Engineering (FE) Exam (with which most committee members are unfamiliar) would be helpful.

- How students will be funded in the program could be more explicitly described. GA lines are mentioned in the proposal (21 GTAs on pg. 1; 32 GTAs on pg. 17) though it is uncertain if these lines will partially or completely be available to support students in this graduate program. Any detail on committed fiscal support for the program from the department or college would strengthen the proposal.

- Will the doctoral program create formal transcriptable specializations in the future?

- A Master’s degree has been mentioned as a long-term goal. How would an embedded Master’s degree be integrated into the doctoral program? In the future, would the program wish to admit to a Master’s degree before progression to the doctorate or create an embedded Master’s degree for post-candidacy students unable to adequately progress to the PhD? Either of these scenarios might best be considered within this proposal, rather than at a later date.

- There is no mention of the graduate program will be administered. How will the graduate studies committee be formed? How will the Graduate Studies Chair chosen? Will the students have annual reviews by the committee?

Finally, I note for information purposes that the proposal is not in the required format for the eventual review by the Ohio Department of Higher Education (though an earlier draft was). I have, on previous occasions, shared this format with you. I mention this merely to inform you that, after Senate approval, the proposal will require re-formatting prior to statewide review.
Please consider the subcommittee’s comments and submit a revised proposal with detailed responses to their concerns. As always, I am available for any questions or clarifications.

Following the successful review by the subcommittee, I will submit the proposal to the Graduate Council for their review followed by the Committee on Academic Affairs. The proposal will continue through the university approval process to the University Senate and the Board of Trustees. Additionally, following approval by the University Senate, I will submit the proposal to the Ohio Dept. of Higher Education (formerly the Ohio Board of Regents) for the required statewide review process.

Many thanks,

Scott Herness
Interim Vice Provost for Graduate Studies
Interim Dean of the Graduate School
Graduate School
250 University Hall, 230 North Oval Mall Columbus, OH 43210-1366
614-247-7413 Office / 614-292-3656 Fax
herness.1@osu.edu
Greetings Scott:

Thank you for sharing these comments and suggestions for improving our proposal to establish a PhD in engineering education. My team is working on revisions of individual sections right now, but I wanted to ask you about the formatting comment before we send you our revised proposal. We used the 2015 CCGS guidelines for a full proposal (FP) as our formatting outline (pages 10-12 of attached CCGS pdf file). Is there a newer set of formatting guidelines that we should follow? Or should we follow the guidelines for the PDP (page 8)?, however in that case, our document will be much longer than the 5 pages required for a PDP. Your advice will be much appreciated.

Best regards,
Ann

Ann D. Christy, Ph.D., P.E.
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From: "Herness, Scott" <herness.1@osu.edu>
Date: Saturday, June 10, 2017 at 11:03 AM
To: "Ann D. Christy" <christy.14@osu.edu>
Cc: "Toft, Jill A." <toft.20@osu.edu>, "Herness, Scott" <herness.1@osu.edu>
Subject: GS?CAA Curriculum subcommittee PhD Eng Ed

June 9, 2017

Ann Christy
Professor
Dept. Engineering Education
College of Engineering

PhD in Engineering Education

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- A major question that arose concerned the nature of the scholarship students would pursue in completing their dissertation. At present, committee members questioned whether the intent is to produce a professional or a research doctorate, i.e. graduates who practice the profession (such as the Ed.D) or who contribute to the scholarship of the profession through original research (the PhD). The latter is assumed. The proposal details its core curriculum well yet the subsequent thirty research hours are not described. Elective courses may provide a preview into the types of expected dissertation topics, but descriptions are not extant. Examples of varying dissertation topics, the nature of the research projects, and integration into elective themes would be very helpful.

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Many thanks,

Scott Hunsu
April 6, 2018, Board of Trustees meeting
Proposal for the establishment of a doctoral graduate program

Ph.D. in Engineering Education

Contact:
Ann D. Christy, Ph.D., P.E.
Graduate Studies Committee Chair
Professor of Engineering Education
Professor of Food, Agricultural, and Biological Engineering
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Sept. 5, 2017

Proposal writing team:
Ann D. Christy, Monica F. Cox, David A. Delaine, Richard J. Freuler, Deborah M. Grzybowski, Kathleen A. Harper, Jennifer L. Herman, Teresa A. Johnson, Rachel L. Kajfez, Alan L. Kalish, Krista M. Kecskemety, Sheryl A. Sorby, and Peter F. Rogers

THE OHIO STATE UNIVERSITY
COLLEGE OF ENGINEERING
eed.osu.edu
Proposal for Ph.D. Engineering Education, OSU College of Engineering

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Proposal for Ph.D. Engineering Education, College of Engineering

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program, and a brief description of its disciplinary purpose and significance

a. Designation. The Department of Engineering Education within the College of Engineering proposes to establish a Ph.D. in Engineering Education as its terminal degree. The proposed degree program is an entry-level, interdisciplinary research program that combines both disciplines of engineering and education.

b. Rationale. The Department of Engineering Education (EED) has emerged from the former Engineering Education Innovation Center after more than 15 years of effort developing and delivering college-wide undergraduate programs originating from a $13M 1992-2003 NSF Coalition Grant. The EED was formed to expand The Ohio State University’s (OSU’s) well-regarded work in engineering education research, building upon already strong scholarship of teaching and learning within our classrooms. The formation of the department in 2015 allowed us to hire tenure-track faculty to further build an engineering education research endeavor. It is this research platform that will develop and support graduate students in our proposed Ph.D. program.

c. Definition of focus. The overall goals for this proposed Ph.D. program are that the successful engineering education doctoral graduate will be able to:

• Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs,
• Design, conduct, and critique research in engineering education,
• Demonstrate, value, and apply engineering expertise,
• Create, teach, and assess courses and curricula in engineering, and
• Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits.

d. Description of disciplinary purpose. To meet current and future global needs, OSU is committed to achieving eminence in both research and teaching. Within the College of Engineering, reaching this eminence goal relies upon attracting and retaining a diverse, highly talented pool of engineering educators and researchers; on developing and delivering evidence-based, significant learning experiences to undergraduate and graduate engineering students; recruiting and graduating high quality graduate students, disseminating our work to others in the engineering and engineering education communities; and on launching new professionals in
possession of strong disciplinary knowledge in engineering and similarly strong multidisciplinary general education.

e. **Description of significance.** The following section is organized to specifically address four of the evaluation criteria listed in the Ohio Department of Higher Education's Chancellor’s Council on Graduate Studies (CCGS) Guidelines and Procedures for Review and Approval of Graduate Degree Programs (2015, p.8). The bolded subheadings below are derived directly from that document. Other CCGS criteria are specifically addressed in Sections 2, 3, and 8 of this proposal.

i. **Description of program differences (conceptual and qualitative) from undergraduate engineering education (or related) programs.** The program is distinctly different, both conceptually and qualitatively, from the one undergraduate degree program at Ohio Northern University (ONU) in the same discipline due to its focus on research and the application of engineering education theories to a wider breadth of learning settings including higher education, K-12, industry, nonprofits, and government. The program at ONU is unique being the only undergraduate degree in engineering education in the country. Our proposed program is similar to other engineering education graduate programs in that many of the formal programs house first-year engineering curricula and confer graduate degrees in engineering education-related areas. The proposed program is different from those graduate programs in its emphasis on specializations and career goals beyond higher education.

ii. **Program emphasizes the theoretical basis of Engineering Education expressed in methods of inquiry and ways of knowing.** As a disciplinary education field, the theoretical basis for engineering education has much in common with other disciplinary based educational research. Foundations include learning theory, cognitive sciences, and organizational change theory (Froyd and Lohmann, 2014). Other researchers suggest that the three conceptual frameworks of behaviorism, cognitivism, and situativity are commonly used for designing rigorous engineering education research investigations (Newstetter and Svinicki, 2014). Methods of inquiry range from the quantitative methods in which most engineering faculty are well trained, to the qualitative and mixed methods more common in social science and educational research literature. Engineering education, as a discipline, bridges all three of these research approaches (Johri and Olds, 2014). The proposed curriculum allows students to explore these theories and methods in core courses (ENGREDU 6100, 6200, and 7780) with an additional nine hours of research methods (quantitative, qualitative, and advanced / mixed methods) which will be taken in departments across the university.

iii. **Program emphasizes professional decision making and teaches use of critical analysis in problem solving.** The nature of graduate education aligns with such decision making and critical analysis. The proposed engineering education courses will include higher-order thinking and reflective elements including an annual review administered by the graduate studies committee.
which will allow students to synthesize content across courses and apply engineering learning mechanisms and approaches to engineering practice.

iv. **Program educates students broadly.** The program is designed to educate students broadly so that they have an understanding of the major issues and concerns in the engineering education discipline or professional area. Several of the program learning outcomes address this specifically. The curricular map in Appendix 2b identifies where and at what level of proficiency (beginning, intermediate, and advanced) in the curriculum students will engage with major issues in the discipline. The twelve credit hours of coursework within an individual specialization also adds to the breadth of the students' education.

2. **Description of proposed curriculum.**

The proposed degree is a research doctorate which will require a minimum of 80 credits beyond the Bachelor’s degree (which may include up to 30 hours of transfer credit beyond the Bachelor’s degree) with a program of study approved by the student’s advisory committee. The total number of credit hours required is aligned with other Ph.D. programs in OSU’s College of Engineering.

This proposed Ph.D. in engineering education requires more coursework (50 credit hours) than dissertation research (30 credit hours). In traditional Ph.D. programs in disciplinary engineering fields (e.g., civil engineering, mechanical engineering), the opposite is usually true. However, our credit hour balance is aligned with other engineering education Ph.D. programs in the U.S. For example, benchmark programs at Purdue University (42 coursework credits and 32 dissertation research credits) and Virginia Tech (48 coursework credits and 30 dissertation research credits) have a similar balance. This difference relative to disciplinary engineering is mainly due to the number of education research focused courses students are required to take in engineering education programs that are not required in traditional Ph.D. programs in engineering. In our program, students will be required to take 12 credits of coursework specifically focused on research methods (three within the department and nine outside of the department).

In conjunction with this proposal to establish a new degree program, the department requests approval of a new Course Catalogue Designation of ENGREDU for all graduate courses offered by the department. As a new degree program in a new department, a new course catalog designation will help distinguish our courses from those of other departments on student transcripts and within the course catalog. This particular name, ENGREDU, is proposed as a good way to avoid confusion with English (abbreviated as ENG in some places), and our own undergraduate general engineering courses (designated ENGR) which serve the entire College of Engineering while still showing the close tie between our unit's undergraduate and graduate course offerings.

Appendix 2 contains curricular details including the program learning outcomes which support the five program goals and descriptions of three specific levels of proficiency (e.g., beginning, intermediate, and advanced, see Appendix 2a) for each learning outcome. This describes what students will be expected to do to demonstrate beginning, intermediate, and advanced levels of proficiency for each outcome. Appendix 2b presents how the levels of
proficiency for each of the program learning outcomes are mapped onto the required
courses and other program elements. The department gratefully acknowledges the wisdom,
guidance, and facilitation provided by the University Center for the Advancement of
Teaching in developing this curriculum, and thanks Drs. Alan L. Kalish and Teresa A.
Johnson for working with the proposal writing team as a learning community through all
aspects of curriculum design and assessment planning.

A summary of a typical program includes:

• **Seventeen credits of required core engineering education coursework** (Note: syllabi
for these core courses are included in Appendix 3):
  - ENGREDU 6100: Foundations and the Field of Engineering Education (three
    credits)
  - ENGREDU 6200: Learning Theory, Pedagogy, and Assessment (three credits)
  - ENGREDU 7189.01: Engineering Education Practicum I (two credits, must be
taken in the same term as the start of a significant two-semester teaching
experience)
  - ENGREDU 7189.02: Engineering Education Practicum II (one credit, must be
taken in the same term as the second semester of a significant two-semester
teaching experience)
  - ENGREDU 7780: Engineering Education Research Methods (three credits)
  - ENGREDU 7881: Seminar in Engineering Education (one credit each semester
with a requirement of two total to count toward the degree with expectation that
students will participate each semester of enrollment unless there are schedule
conflicts)
  - ENGREDU 7900: Professional Development in Engineering Education (three
credits)

• **Nine credits in research methods** through courses that support the student’s research
  - Three credits of quantitative research methods that includes an emphasis on
statistics, including but not limited to the following existing OSU courses:
    - STAT 5510: Statistical Foundations of Survey Research
    - STAT 6410: Design and Analysis of Experiments
    - ESQREM 6641: Introduction to Educational Statistics
    - ESQREM 6661: Introduction to Educational Measurement
    - AEE 8860: Research Design
  - Three credits of qualitative research methods, including but not limited to the
following existing OSU courses:
    - ESHESA 7256: Qualitative Research in Higher Educational Settings
• EDUTL 8001: Discourse Analysis and Educational Research I
• EDUTL 8002: Discourse Analysis and Educational Research II
• ESQRE 8280: Qualitative Research in Education: Paradigms, Theories, and Exemplars

o Three credits of advanced / mixed research methods, including but not limited to the following existing OSU courses:
  • ESQREM 7635: Advanced Research Methods
  • EDUTL 7749 Concept Inventories in STEM Education
  • ESQRE 8290: Qualitative Research in Education: Methods and Analysis
  • EDUTL 8751: Survey and Critical Analysis of Research in STEM Education

• Twelve credits of specialization elective coursework through approved courses that support the student’s research focus and future career goals to include:
  o Three credits minimum within the Department of Engineering Education
  o Three credits minimum outside the Department of Engineering Education
  o A coherent course of study in the student's chosen area of specialization. Each faculty advisor will work with their students to together define the specialization focus for each student's coursework, based on student needs and faculty interests. Further categorization will be developed among the emergent individual specializations. It is not intended that any specializations will appear on the student transcript unless the student specifically chooses to draw upon existing OSU programs that are already noted on transcripts. Some examples (many of which are transcriptable) include:
    ▪ Adult education / Business human resource development
    ▪ African American and African studies (transcriptable OSU graduate minor)
    ▪ Applied developmental science in education (transcriptable OSU interdisciplinary specialization)
    ▪ College and university teaching (transcriptable OSU interdisciplinary specialization)
    ▪ Disability studies (transcriptable OSU interdisciplinary specialization)
    ▪ Engineering technical communications
    ▪ Humanitarian engineering
    ▪ Inter-professional studies (transcriptable OSU interdisciplinary specialization)
    ▪ Latino/a studies (transcriptable OSU interdisciplinary specialization)
    ▪ Neuroscience (transcriptable OSU graduate minor)
    ▪ Nonprofit studies (transcriptable OSU graduate minor)
    ▪ Public policy and management (transcriptable OSU graduate minor)
    ▪ Sexuality studies (transcriptable OSU interdisciplinary specialization)
    ▪ Statistics and statistical data analysis (transcriptable OSU graduate minor)
Survey research (transcriptable OSU interdisciplinary specialization)
Women's, gender, and sexuality studies (transcriptable OSU graduate minor)

- **Twelve credits in traditional engineering coursework** at the 5000 level or higher*
- **Thirty credits of dissertation research** (ENGREDU 8999 or other approved 8999 course)

* Ph.D. candidates with an undergraduate degree in non-engineering STEM fields (e.g., math, physics or chemistry) are generally required to take two to five undergraduate courses in a selected traditional engineering discipline, including a significant engineering design experience, to adequately prepare them for graduate level courses at the 5000 or higher level. Students must receive approval for these courses from a potential faculty advisor. Not all of this course work can count towards the PhD degree, and this constraint will be made transparent to students who are in this situation.

Alternatively, students may demonstrate their engineering proficiency, and thus their eligibility to enroll in graduate-level engineering coursework, through successful completion of the Fundamentals of Engineering (FE) examination (NCEES, 2017) and demonstrated completion of a significant engineering design experience. In the United States, engineers are licensed at the state level by professional licensing boards. Professional Engineering (P.E.) licensure candidates must meet a combination of requirements in education, experience, and exams. The first of the two major national exams, usually taken within six months of graduation from an accredited undergraduate program, is the Fundamentals of Engineering (FE) examination (NCEES, 2017). A few states will allow candidates with undergraduate degrees in non-engineering STEM fields to sit for these exams, if they can demonstrate appropriate on-the-job engineering experience.

All students in the Ph.D. in engineering education program will complete three exams: qualifying exam, candidacy exam, and final defense. The qualifying exam will be administered by the graduate committee and is detailed below. The candidacy exam and the final defense will be administered by the advisor and the student’s dissertation committee in accordance with graduate school policies.

The qualifying exam will be completed by students once they complete these three of the required core engineering education courses: ENGREDU 6100, 6200, and 7780. Qualifying exams will be administered twice a year, once in January and once in August. Students will have two weeks to answer and submit an electronic response to three questions, one based on each course. The graduate committee will be responsible for developing and assessing the responses. Students may receive a high pass, pass, or fail for each response. Students will have two attempts to receive at least a pass on each question. Students only have to retake questions they fail in their first attempt. If after their second attempt, a student does not received at least a pass on all three questions, they will be dismissed from the program.

Appendix 2c presents a typical course of study on a semester-by-semester basis for an admitted student who already has earned a Bachelor's degree in an engineering discipline.
and for one who enters having already earned a Master's degree in an engineering
discipline. A student advising sheet (Appendix 2d) will be completed during conversations
between the student and faculty advisor to map out an individualized curriculum that serves
the student's aspirations and equips them to perform their chosen engineering education
dissertation research while meeting all program requirements. The advising sheet serves as
an agenda for a student's plan of study while enrolled in the Ph.D. program, listing core
requirements, elective courses, research methods and practicum courses, and details about
the candidacy exam and dissertation research.

Students with non-STEM undergraduate degrees are advised to take courses equivalent to
Ohio State's core undergraduate engineering program before applying for admission to the
graduate program. For additional information, students will be directed to consult with the
Graduate Studies Chair.

How curriculum develops competence in Engineering Education. The program goals
and learning outcomes (Appendix 2a) describe what this department's faculty considers
competence in engineering education. The curricular map (Appendix 2b) indicates the
levels of proficiency in each of the learning outcomes that students are expected to achieve
and where evaluations of proficiency will occur. Assessment of these learning outcomes
within course assignments and during students' annual reviews will provide ongoing
feedback on students' developing competence in engineering education. Appendix 4
presents the proposed assessment plan as entered in OSU's online institution-wide
assessment tracking tool, TracDat.

Plans for professional accreditation including core courses. Professional engineering
accreditation (ABET, 2017) is typically tied to the undergraduate degree, not any
subsequent graduate degree. However, an external review of courses will be conducted by
professionals in the engineering education community via a departmental advisory board.

3. Description of required culminating degree, or integrated learning, experience.
The required culminating experience of this Ph.D. program is a doctoral dissertation in an
individual area of engineering education designed by the student and his/her advisor and
graduate advisory committee. Students, in collaboration with their advisor and
committee, design and complete a research project or series of projects that leads to the
writing and successful defense of the dissertation.

Expected topics for dissertation research range from diversity and inclusion in the
engineering classroom and professional engineering workforce to pedagogies and
assessment methods to improve engineering education in the university environment.
Departmental faculty currently are conducting and collaborating on research in the
following areas as listed on the webpage <eed.osu.edu>:

- Boundary Spanning with Engineering Education and Community Engagement - Delaine
- Development and Validation of Assessments for Industry-Valued Professional and
  Technical Learning Outcomes in Engineering Education - Rogers
- Development of Empathy within student participants of Community Engagement - Delaine
- Engineering Education for Students with Visual Impairments (EEVI) Project - Grzybowski
- Engineering is Elementary - Ohio - Kajfez
- Grading Training of Technical Writing Assignments in 1st-Year Engineering - Kecskemety
Many of these topics lend themselves well to integration with themes in specialization elective coursework. It is anticipated that this list of research topics will expand as more faculty join the department and current faculty grow their expertise. Another indicator of potential research topics in the field of engineering education is presented in Appendix 2e which lists ten years of dissertation titles from the two largest and oldest engineering education programs in the US: Purdue University's School of Engineering Education and Virginia Tech's Department of Engineering Education. While most of this research has occurred within higher education settings, we anticipate that our graduates will be able to conduct research in nonacademic settings as well.

Procedures for dissertation examination follow the guidelines of the Graduate School where final approval of the dissertation entails formal committee review and approval of a written document and successful completion of a final oral examination. Final approval of the written dissertation is required for graduation.

4. Administrative arrangements for the proposed program: department and school or college involved.

The engineering education Ph.D. program resides within the Department of Engineering Education which is within the College of Engineering at OSU. The proposed doctoral program will be administered by the department's Graduate Studies Committee whose members include faculty and staff representing different areas within the department. The composition of the committee is designed so that areas of the department graduate curriculum offerings are fairly represented. It also includes at least three faculty members with level-P status, the graduate program coordinator, and one graduate student representative. The chair of the Graduate Studies Committee is appointed by the department chair for a three-year term and also serves as a member of the College’s Graduate Program Chairs Committee. The appointments of the faculty and staff members on the Graduate Studies Committee are for three years, and individual appointments are staggered. The student representative will be selected from among the engineering education graduate students for a rotating one-year term.
The Graduate Studies Committee's responsibilities include all graduate curriculum matters related to the graduate courses offered by the department. The Committee will recruit and select prospective graduate students, recommend the award of fellowships and graduate teaching and research assistantships to incoming students, ensure that the graduate curriculum and the program graduate study rules are kept current, administer an annual review process for graduate students in the program, review course assessment reports from program directors, administer the graduate examinations required by the program and the Graduate School, and carry out any other charges related to graduate studies that may be requested by the department chair.

5. Evidence of the need for the new degree program, including opportunities for employment of graduates. Address other similar programs in the state.

Institutional support for this new degree program. OSU currently offers over 90 doctoral programs, most recently adding new Ph.D. programs in Italian and Portuguese in 2012. According to the Graduate School Strategic Plan (Osmer, 2010, p.2-3), their main strategies include the following:

- Increase the national and international visibility of the graduate programs at Ohio State
- Enhance Ohio State's visibility and reputation in interdisciplinary research
- Develop a strategic communication plan to convey the importance of graduate education to on-campus, state, and broader audiences

The same strategic plan states "Traditionally, knowledge advanced within disciplines, and the curriculum was organized within discipline-based departments. However, we now see knowledge advancing not only within the core of the various disciplines but increasingly on the interface of disciplines and through new combinations of disciplines. Ohio State not only has an opportunity but also has the responsibility to fully engage in a next phase of knowledge generation, one that is more interdisciplinary and more cross-disciplinary than has previously been undertaken." (Osmer, 2010, p. 7-9). This proposed Ph.D. program in engineering education is an excellent example of an emergent cross-discipline area of study, combining the fields of engineering and education.

Acknowledging the decentralized nature of graduate education, the strategic plan notes that the Graduate School "does not develop new programs of its own accord. The role of the Graduate School is in working with academic departments in providing data, information and support that will be assistive to the departments as they determine how to expand program opportunities." (Osmer, 2010, p.14). Thus there is no university-level plan for overall development of graduate programs, but rather a plan for facilitating and empowering faculty to develop programs in alignment with their own college and departmental goals.

Ohio State College of Engineering's strategic objectives (October 2014) include several that are directly related to this proposal:

- "Build on our strength in experiential learning to establish national leadership in this area
for Ohio State.

- Transform the Engineering Education Innovation Center (EEIC) to a formal administrative unit within the college.
- Partner across the university to bring forward new academic programs, such as integrated business and engineering that prepare graduates for modern professional practice.”

Societal demand including intellectual development, advancement of the discipline, and employment opportunities. The field of engineering education has roots in formal research dating back over 100 years (Borrega and Bernhard, 2011; Froyd et al., 2012). Over the past twenty years, the field has seen accelerated growth (Froyd and Lohmann, 2014). Engineering education, like other discipline-specific education fields (Fensham, 2004; Coppola, 2011), grew out of the subject matter discipline, in this case engineering, not education. Various professional structures have been developed to support the new domain including discipline-specific conceptual and theoretical development, research methodologies, academic recognition, high-status research journals (e.g., the Journal of Engineering Education, Advances in Engineering Education, International Journal of Engineering Education, and the European Journal of Engineering Education), professional associations and conferences, prestigious grant programs, seminal publications, and scholarly outcomes applicable to the practice of engineering education.

Five years before the Department of Engineering Education was formed, its predecessor, the Engineering Education Innovation Center, collaborated with the College of Education and Human Ecology to offer a Ph.D. degree in STEM Education with a specialization in Engineering Education. Now a department, the unit continues to develop additional courses to expand the engineering-specific course offerings for the STEM Ph.D. program. The current STEM doctoral program has graduated 15 students including three engineers. One is currently a post-doctoral researcher, one is a tenure-track Assistant Professor at Embry-Riddle Aeronautical University, and the third just accepted a lecturer position at Penn State Behrend. This new proposed Ph.D. program is solely focused on engineering education, providing a distinct but complementary alternative to the existing STEM education program.

Employment opportunities for engineering education graduates are growing. Over the past few years, several academic positions within engineering education have been posted and filled. This trend is increasing as more universities consider engineering education-trained hires within traditional technical engineering departments, joint hires between education and engineering departments, and the development of engineering education institutes, centers, schools, and departments. Within the tech industry, several companies have hired Chief Learning Officers. A Chief Learning Officer is the highest-ranking corporate officer in charge of learning management for employees and clients. Successful candidates for these positions are experts in corporate training and instructional design, with degrees in education, engineering, and/or business. Foundations, non-profits, and informal educational institutions are also hiring professionals with an engineering education background.
Some job postings listed over the 2016-2017 academic year hiring cycle include:

- Arizona State University – The Polytechnic School of the Ira A. Fulton Schools of Engineering – Engineering Education
- University of Cincinnati – Department of Engineering Education
- University of Michigan – College of Engineering – Engineering Education
- North Carolina State University - Leadership in Public Science (Natural or Social Sciences) position
- Florida International University – STEM Transformation Institute
- University of Texas at Austin – STEM Education Program – Engineering Education
- University of Georgia – College of Engineering – Engineering Education
- The College of New Jersey - The Department of Technological Studies in the School of Engineering – Engineering Education
- University of Colorado – Boulder – ATLAS Institute - Creative Technologies and Design
- University of San Diego - Shiley-Marcos School of Engineering – Engineering Education
- Rowan University – Henry M. Rowan College of Engineering – Electrical Engineering

Many sites function as portals pertinent to job opportunities within the field of engineering education:

- The Chronicle of higher Education: https://chroniclevitae.com/job_search/new
- Higher Ed Jobs: https://www.higheredjobs.com/
- EDSurge: https://www.edsurge.com/jobs/

Scope including local, regional, national, and international need. OSU’s Department of Engineering Education will contribute to local, regional, national, and international needs through research and practice within the field of engineering education. The grand challenges of the 21st century (NAE, 2008) alongside the emergent needs of the global, knowledge economy (Burton-Jones, 2011) require that engineering education be more closely aligned with societal needs and more agile in its ability to respond to emerging challenges. A “knowledge economy” employs knowledge as the key engine of competitive growth, where knowledge is acquired, created, disseminated, and used effectively to enhance economic development. Knowledge-enabled economies must be able to constantly
modernize their education systems in line with changes in economic realities. These changes must be both systemic and deep, affecting the nature of teaching and learning. As more economies shift towards knowledge-intensive directions, the demand for professional skills and competencies increases significantly.

The nature of these challenges and the continued pace of technological advancement make it imperative that technical knowledge be supplemented with professional skills to develop an “adaptive engineering leader” who is capable of addressing the multiple challenges of an ever-changing world (GEDC, 2010). The field of engineering education and the Department of Engineering Education will respond to these challenges to develop the engineering education professional required by globalized economies.

Engineering education has established a strong position with academic structures within the United States and beyond. Worldwide, there are thirty-three institutions that specifically offer engineering/STEM education graduate programs (ASEE-SD & CELT, 2017), of which eight are international including locations in Canada, Denmark, Malaysia, Mexico, and Sweden. As the field continues to develop, more opportunities to partner and collaborate both with domestic and international institutions will emerge, providing further ability for national and global impact.

A survey (Appendix 4) was developed to gather input from potential and future students to help establish this as a student-centered engineering education doctoral program and curriculum. Results can help inform program formation and continuous quality improvement, as well as focus recruiting efforts.

Programs available in other institutions. Currently in the State of Ohio, there are no other institutions that offer a Ph.D. in Engineering Education. Worldwide, there exists thirty-three institutions that specifically offer engineering/STEM education graduate programs (ASEE-SD & CELT, 2017). Two Ohio institutions appear on this list -- The Ohio State University and University of Cincinnati -- but neither currently has an engineering education doctoral program. We recently learned that the University of Cincinnati is considering proposing a graduate degree in engineering education in the near future. Although not a graduate program, Ohio Northern University has a new B.S. in Engineering Education program which was described earlier in this document that could provide another potential pathway into OSU’s proposed Ph.D. program. As of this writing, OSU’s Ph.D. in Engineering Education would be the first in the state.

While Ohio does not have a Ph.D. in Engineering Education, both Purdue University and Virginia Tech offer these degrees and are geographically close to OSU. Their programs are growing and are currently attracting Ohio students since we do not offer such a degree in Ohio. Additionally, the University of Michigan has recently received approval to offer a Ph.D. in the field and is accepting applications.

Nationally, the first department of engineering education was established at Purdue University in 2004, and Virginia Tech followed soon thereafter. A recent unpublished study (Cox, 2016) of these two doctoral programs reports that the majority of graduates from both institutions are employed in higher education. From data collected in late 2015, 85%
of all Purdue and 75% of all Virginia Tech engineering education graduates work in higher
education environments. Other employment includes industry (four graduates), nonprofit
organizations (three graduates), government (three graduates), and K-12 education (one
graduate).

Outside of engineering education specifically, there are STEM Ph.D. programs in the state
including one in the College of Education and Human Ecology at OSU. However, these
degree programs tend to focus on K-12 education in the science and math fields. The
program at OSU has that focus. While some engineering education graduates may work
and research in the K-12 space, most have interests that extend well beyond that landscape.
While many OSU Department of Engineering Education faculty partner with colleagues in
the College of Education and Human Ecology (several of whom have been offered
courtesy appointments in the new engineering education department), there exists a need to
create an independent graduate program focused on much broader areas of engineering
education.

Appropriateness of specific locale for the program. As the land grant institution for the
State of Ohio, the Ohio State University is well positioned to support this program so that it
can impact Columbus and the entire state. Being situated in central Ohio allows us to more
easily reach out to the entire state and also allows us to capitalize on the resources offered
in the state capital including the presence of the Ohio Department of Higher Education, the
Ohio Department of Education, and the State Board of Registration for Professional
Engineers and Surveyors.

Additionally, as a large research university with an established College of Engineering,
OSU is well situated to support this discipline-specific education program. At OSU, there
are 14 undergraduate engineering degree programs and 9 graduate engineering programs.
In the 2014-2015 academic year, OSU’s College of Engineering graduated 1486
undergraduate students and 641 graduate students (COE, 2016). This proposed
engineering education doctoral program would create a strategic complement to the
traditional technical engineering work already being completed in the College.

Opportunities for inter-institutional collaboration. Due to the small nature of
engineering education as a discipline, there are many opportunities for inter-institutional
collaboration across the nation between the various engineering education departments.
Currently many of our faculty are collaborating with other institutions and industry partners
on research (See CVs in Appendix 1). There are also many opportunities for collaborations
with traditional departments in colleges of engineering in Ohio and beyond.

As an example of an inter-institutional collaboration across the state, OSU established a
group called Ohio Research for Engineering Education (OREE). This group met monthly
via teleconference to discuss items related to engineering education research. During its last
iteration, OSU, Ohio Northern, University of Cincinnati, Youngstown State, and Cleveland
State were represented in the group. We believe that OREE will be a place for researchers
across the state to come together to develop inter-institutional collaborations on a variety of
topics related to engineering education that will help the field and our proposed Ph.D.
program.
6. **Prospective enrollment.**

It is expected that the majority of students entering into the proposed Ph.D. program will have a Bachelor's degree in an engineering discipline. Some may enter with a Master's degree in engineering. Having entered the Ph.D. in engineering education program with an engineering skillset already in place, these students will be able to succeed in the program while gaining an in-depth understanding of the educational aspects of engineering education. Additionally, Ph.D. candidates with an undergraduate degree in a science, technology, engineering, and mathematics (STEM) or other non-engineering field are expected to apply to the program. Additional engineering coursework will be required for students entering with non-engineering undergraduate degrees.

An interesting subset of students will be those with an undergraduate degree in engineering education, currently available at only a few institutions, including one located in Ohio (Ohio Northern University). These students will have already experienced engineering education as a field but with a K-12 focus. Ohio Northern's B.S. in engineering education program is accredited under Accreditation Board for Engineering and Technology’s (ABET) general engineering criteria (ABET, 2017) and students are licensed to teach high school math.

We plan to attract Ph.D. students to support our growing research programs with the short-term goal of at least three Ph.D. student advisees per tenure-track faculty. These students will be supported fiscally on sponsored research grants and by shifting some of our department's 22 existing graduate teaching assistant (GTA) lines from students pursuing other engineering graduate degrees to engineering education students. There exists growing demand for graduates of doctoral engineering education programs. The job market for engineering education graduates includes universities, colleges, community colleges, and technical colleges (both in tenure-track and clinical faculty appointments), corporate training organizations, and high schools challenged with incorporating STEM initiatives and engineering design into core science standards. Approximately 75 students have obtained formal degrees in engineering education across the United States through 2015. Numerous others have obtained engineering education-related degrees in Colleges such as Engineering, Education, and Public Policy.

a. **Potential enrollment.** The proposed Ph.D. program plans to attract 10-20 highly talented prospective students each academic year, plus another 20-30 graduate interdisciplinary specialization (i.e., cross-college graduate minor) students. Through identification of undergraduate pipelines in areas such as engineering, sciences, and STEM education as well as working professionals who want to shift their career focus (e.g., industry engineers, high school science teachers), we will create opportunities to engage these students while simultaneously being responsive and timely to all incoming inquiries. Travel and prospective student engagement is also planned at additional events like the Big Ten+ Graduate Engineering Expo held annually at Purdue University.

To meet prospective students where they are and to increase the exposure of the Department of Engineering Education’s graduate program and its faculty to a broader audience, messaging will be tailored via increased social media presence (Barnes and Jacobson, 2013). Being proactive through outreach and interaction in
real time can be facilitated by technology (e.g., webinars and teleconferences) which has been proven integral to reaching audiences who might not live in the vicinity of the university (Breihan, 2007). Additionally, online information sessions where frequently asked questions can be asked and answered will be implemented with resulting FAQs posted on the departmental website. Funding is integral to recruitment, and the department is committed to identifying funding early, while continuing communication to the applicants about the status of their applications, the program, and new opportunities for engagement.

b. **Ability to maintain the critical mass of students.** The Department of Engineering Education is responsible for courses enrolling over 3500 undergraduate engineering students at Ohio State. For 2016-2017, the department hired 22 graduate and 168 undergraduate teaching assistants to support this large teaching program. This provides a rich setting for engaging in engineering education research and the means to fund graduate students who are interested in advancing the field by transforming research into classroom practice. The department is adding tenure-track faculty with an aggressive research agenda that attracts graduate and undergraduate students to assist in funded engineering education research activities. Finally, departmental faculty teach a course on the professional practice of teaching to approximately 20-30 students each year from across the college. All of these current efforts are producing a source of students, many of whom are interested in teaching and engineering education. As a result, we have created a fertile recruiting ground for Ph.D. candidates from our own student numbers, while developing a program that attracts emerging engineering education researchers and practitioners nationally and internationally.

7. **Special efforts to enroll and retain underrepresented groups in the given discipline.** The department plans to diversify our source of Ph.D. candidates and, while our research projects may well attract students from diverse backgrounds outside of Ohio State, promotional activities are planned to recruit beyond OSU and internationally. Recruiting is performed by participation at major engineering education events where faculty and staff serve as speakers, moderators, and program directors (e.g., the annual meeting of the American Society for Engineering Education (ASEE)). Direct promotion includes advertisements in major journals and directories, direct mailings, and booths at major conferences. Members of the faculty will draw upon their professional networks to recruit students directly and indirectly online and face-to-face. Faculty members in the related areas of study from other colleges (such as EHE T&L) will also contribute to student recruitment for engineering education as a subset within STEM education. This includes both the national and international level. Finally, the department will host prospective students at an annual reception day at our institution. This recruiting event will include personal contact with faculty and presentations on current research activities and available resources.

Responding to college strategies, the Department of Engineering Education will place significant priority and resources to recruit women and underrepresented minority students to the proposed Ph.D. program. Centralized and coordinated outreach will intentionally
target messaging to welcome these underserved groups (Tsui, 2009). The College of
Engineering recruits on behalf of all engineering disciplines by attending graduate school
and exhibitor fairs at diversity conferences such as NSBE (National Society for Black
Engineers), SHPE (Society for Hispanic Professional Engineers), SWE (Society of Women
in Engineering), and AISES (American Indian Science and Engineering Society).

A lack of financial funding to support underrepresented minority students is known to be a
major barrier to the recruitment of this population (Quarterman, 2008). To aid in this
effort, OSU’s College of Engineering currently has several different fellowship
opportunities available to underrepresented students across all engineering departments
(e.g., College of Engineering Graduate Fellowships, Discovery Scholars Fellowship), plus
multiple University-wide fellowships for which our students are also eligible. These are
great tools to help recruit talented individuals and are offered in addition to Graduate
Teaching Associateships, Graduate Research Associateships and Graduate Administrative
Associateships. In addition, the Department of Engineering Education will connect students
to national fellowship opportunities such as the Graduate Education for Minority
Fellowships.

The Department of Engineering Education is establishing its own strategic approach to
enrolling and retaining Ph.D. students and, given the competitive climate for enrolling
underrepresented students, will make full-funding offers (stipend, tuition, and fees and 85%
health insurance subsidy) to students admitted early in the admission cycle. We will also
maintain consistent contact with our admitted students and bring them to campus to meet
with us on one or more occasions. As part of our retention efforts, our enrolled students
will participate in the College of Engineering’s “graduate student survival skills workshop”
designed to help students transition to and be successful in graduate school. The workshop
is offered a few days prior to the start of their first semester and includes content on what to
expect in graduate school and how to be successful, how to communicate with advisors,
and how to find resources within the college and on campus. Studies have shown
mentoring programs to be particularly successful in supporting the retention and
persistence of underrepresented minorities and females (Olson, 1988; Chesler and Chesler,
2002) although all students benefit from this support. Thus, we will provide mentors for
our students during the first semester of study and encourage interaction throughout the
program.

One of the program's required core courses focuses on career exploration and professional
development (ENGREDU 7900). Students have the opportunity to participate in additional
professional development workshops and attend professionally-led seminars to expose
students to a broad range of potential careers. We will provide students with a mentoring
plan and encourage them to complete an Individual Development Plan (IDP). All our
students will have the opportunity to travel to conferences to present their research and will
be required to teach at least two semesters. The goal is to keep students connected to our
program throughout the admission/yield process by building communities to create a sense
of belonging and by providing support for their personal and professional career
development. Throughout their doctoral studies, each student will participate in an annual
review that will provide them with the opportunity to give and receive feedback that will aid their career planning. It is anticipated that this will benefit all of our graduate students, but it will especially assist in the retention and success of our students from underrepresented populations. At the time of graduation, we will provide students with exit surveys to gauge feedback about their experiences and gather employment data. Beyond graduation, we will continue to engage our graduates and invite them to participate in recruiting and mentoring of future students.

a. **Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline**

Ohio State’s College of Engineering publishes annual enrollment data. Figure 1 summarizes those data for engineering graduates for the period of 2011-2015 including demographic information. These data are for all engineering graduate students at OSU, not engineering education students. More closely aligned to the proposed program is the Ph.D. degree in STEM Education with a specialization in Engineering Education offered by the OSU College of Education and Human Ecology in collaboration with the Department of Engineering Education. The engineering education specialization was established in 2010 and has produced three graduates so far. Two of the three are from underrepresented populations.

![Figure 1. Engineering graduate enrollment trends (OSU College of Engineering, 2016)](image)

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April 6, 2018, Board of Trustees meeting

Proposal for PhD in Engineering Education
b. Comparison of underrepresented groups degree recipients from the
department and university at all levels compared to national norms

Based on annual data collected by the American Society for Engineering
Education, 24% of master's students and 22% of doctoral candidates in U.S.
colleges of engineering are women. OSU's College of Engineering is very close to
national norms with women comprising 23% of the engineering graduate student
numbers. Increasing the numbers of faculty role models is also important.
Recently, *US News and World Report* stated that nationally only 15.2% of tenure-
track engineering faculty are women, and only 2.5% and 3.9% of tenure-track
engineering faculty are African-American or Hispanic, respectively (Morella,
2016). In comparison, at Ohio State, women hold 20% of the tenure-track
engineering faculty positions, and underrepresented minorities hold 5% of tenure-
track positions (OSU College of Engineering, 2016). Across OSU, women make
up 39% of all faculty which includes tenure track, clinical and research but does
not include instructors and lecturers (OSU The Women's Place, 2017). Faculty in
the Department of Engineering Education are more diverse than elsewhere in the
college and university, with 57% of the tenure-track faculty being women and 29%
being underrepresented minorities. Among the unit's clinical faculty, 40% are
women.

8. Availability and adequacy of the faculty and facilities available for the new degree
program.

a. Competency, experience and number of faculty

The Department of Engineering Education (EED) is currently supported by 38
faculty (tenure-track, clinical, and lecturers) and five staff. The faculty have the
appropriate background, training, and experience to guide graduate students in
doctoral research as evidenced in their CVs (Appendix 1). The research
infrastructure at OSU is well positioned to support engineering education faculty in
their grant activity. The department recently hired a new staff member for the
position of graduate coordinator.

A summary of our current and projected faculty is shown in Table 1 along with
their Graduate Faculty “P” status. The EED has achieved OSU’s minimum
required departmental faculty of ten (we have eleven). We currently have seven
faculty who hold “P” status in other departments or are eligible to do so once we
have a degree program, and we have approval from the College of Engineering to
hire two more tenure-track faculty in the next two years. Additionally, there are
three STEM faculty with “P” status from the College of Education and Human
Ecology (EHE) who have been offered courtesy appointments and who will be
active in advising or co-advising our students. Our Associate Dean, a professor in
Chemical and Biomolecular Engineering, also has a courtesy appointment with
“P” status. Thus in total, we have eleven faculty with “P” status affiliated with the
proposed doctoral program with two more to be added over the next two years.
Table 1. Current Faculty Status

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Title</th>
<th>P-Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica Cox</td>
<td>Professor and Chair</td>
<td>Eligible</td>
<td></td>
</tr>
<tr>
<td>Ann Christy</td>
<td>Professor and Asst. Dean</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Jeffrey Froyd</td>
<td>Professor</td>
<td>Eligible</td>
<td></td>
</tr>
<tr>
<td>David Delaine</td>
<td>Assist. Professor</td>
<td>Eligible</td>
<td></td>
</tr>
<tr>
<td>Rachel Kajfez</td>
<td>Assist. Professor</td>
<td>Eligible</td>
<td></td>
</tr>
<tr>
<td>Emily Drinkenberg</td>
<td>Assist. Professor</td>
<td>Eligible</td>
<td></td>
</tr>
<tr>
<td>David Tomasko</td>
<td>Professor and Assoc. Dean</td>
<td>Yes</td>
<td>Courtesy Appointment</td>
</tr>
<tr>
<td>Paul Post</td>
<td>Asst. Professor (EHE)</td>
<td>Yes</td>
<td>Courtesy Appointment</td>
</tr>
<tr>
<td>Karen Irving</td>
<td>Assoc. Professor (EHE)</td>
<td>Yes</td>
<td>Courtesy Appointment</td>
</tr>
<tr>
<td>Lin Ding</td>
<td>Assoc. Professor (EHE)</td>
<td>Yes</td>
<td>Courtesy Appointment</td>
</tr>
<tr>
<td>New Tenure Track</td>
<td>Assist. Professor</td>
<td>Eligible</td>
<td>Planned Hire 2018</td>
</tr>
<tr>
<td>New Tenure Track</td>
<td>Professor</td>
<td>Eligible</td>
<td>Planned Hire 2019</td>
</tr>
<tr>
<td>Rick Freuler</td>
<td>Professor of Practice</td>
<td>No</td>
<td>M-status</td>
</tr>
<tr>
<td>Peter Rogers</td>
<td>Professor of Practice</td>
<td>No</td>
<td>M-status</td>
</tr>
<tr>
<td>Deb Grzybowski</td>
<td>Assoc. Professor of Practice</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Krista Kecskemety</td>
<td>Asst. Professor of Practice</td>
<td>No</td>
<td>M-status eligible</td>
</tr>
<tr>
<td>Denver Tang</td>
<td>Asst. Professor of Practice</td>
<td>No</td>
<td>M-status eligible</td>
</tr>
</tbody>
</table>

b. Support and commitment of the proposing institution’s central administration

The institution's central administration indicated their support and commitment by the University Senate's vote on October 29, 2015, to approve a proposal recommending establishment of a new Department of Engineering Education at OSU. This recommendation was acted upon by the University Board of Trustees on November 6, 2015 when they voted to establish the new department. That proposal was solely about transitioning the unit from a college center to a department, (i.e., a change in administrative structure), but it did indicate general plans to develop a Ph.D. program to grow the field of engineering education and to support the tenure-track faculty who are now calling the new department their TIU home.
c. Adequacy of available resources committed for the initiation of the program.

The Fiscal Year 2016 budget for the Engineering Education Innovation Center (EEIC), which transitioned into the Department of Engineering Education on November 6, 2015, was $5.8M. In 2015-2016, the department supported 32 graduate teaching assistants (GTAs), one graduate research associate (GRA), 125 undergraduate teaching assistants (UTAs), and two undergraduate researchers. The ratio of GRAs to GTAs is expected to increase with the inauguration of this new Ph.D. program, along with the number of fellowship recipients. For 2016-2017 the Department of Engineering Education employed 44 Faculty and Staff, 22 GTAs, 2 GRAs, and 168 UTAs.

The College of Engineering has committed to the recruitment and hiring of faculty who will ensure the success of our Ph.D. program. By the end of the 2017-18 hiring cycle, nine faculty in the EED will have or be eligible for “P” status. We are forming partnerships that will include joint and courtesy appointments also, thereby increasing the likelihood that co-advising will occur with faculty across different OSU Colleges.

d. Adequacy of available resources committed for the initiation of the program.

OSU has excellent computational facilities and support. Wireless internet connectivity is available in every building on campus. The College of Engineering has a wide selection of engineering-specific hardware and networked software which is made available to students at more than a dozen locations across the college. Included in Hitchcock Hall, our departmental home, is a student computer laboratory which is part of the College of Engineering's computer network and is available 24 hours per day to undergraduate and graduate engineering students. The laboratory has color and black-and-white printers, scanning capability, and large format printers, plotters, and scanners. A student lab-room monitor and/or a service desk area are available for troubleshooting and consultation during posted hours.

University Libraries at Ohio State have a combined collection of nearly 5.8 million volumes and annually receive approximately 35,000 serial titles. University Libraries consists of the Thompson (Main) Library and fourteen other specialized libraries. There are collections in agriculture, art, life and physical sciences, economics, education, engineering, human ecology, journalism, music, psychology, pharmacy, social work, and more. Each library provides access to the Libraries’ online catalog/circulation system, as well as to indexes, abstracts, and bibliographies pertinent to its subject area(s). Librarians familiar with the subject areas and expert in associated research techniques are available for consultation research. University Libraries is also a member of OhioLINK, a statewide library and information network linking the major academic and community college libraries in Ohio with the State Library.
Serving the education research community, the William Oxley Thompson (Main) Library houses the university's collections in humanities and social sciences including education. Built in 1913 and most recently renovated in 2009, it is an 11-story building with 306,000 square feet of space. Serving the engineering research community, the 18th Avenue Library houses the university's collections in Engineering, Architecture, Astronomy, Chemistry, Physics, Mathematics, Music, and Dance. Built in 1993, it is a five-story building with just under 70,000 square feet and 24-hour access (with a valid OSU ID). The University Library developed and hosts an online research guide specifically related to engineering education [http://guides.osu.edu/engineering_education](http://guides.osu.edu/engineering_education). This resource for faculty, staff, and students includes links to databases, journals, eBooks, and dissertations in the field of engineering education.

Classrooms and instructional spaces serve as laboratories for some research specializations within engineering education. Departmental faculty currently teach more than 8,000 credit hours per semester including providing instruction to all first-year engineering students and a wide range of other undergraduate students in courses not offered by other units in the College of Engineering. Engineering Education faculty also teach graduate courses in areas such as research methodology, engineering education foundations, and effective college teaching. All of the department's undergraduate courses are taught in dedicated and specially-constructed instructional spaces. Most instructional spaces have a computer workstation for each student. All instructional spaces have video display systems and audio enhancement. Most assigned instructional rooms are in Hitchcock Hall and have a furniture layout conducive to student team collaboration, with teams of four students being typical. Student tables are, in general, of working height (39 inches) with some furniture having accommodation for students with disabilities. There are two larger multipurpose rooms having in-room shelving which allows for readily available curriculum-related items. Two other classrooms in Caldwell Lab and one classroom in Dreese Lab are dedicated to offering the department's engineering technical communication courses.

Technical engineering laboratories include space in Hitchcock Hall and Smith Laboratory that support our experiential programs and courses including the First-Year Engineering Program, Engineering Technical Communications, Integrated Business and Engineering, and Multidisciplinary Capstone. This space includes student work space, storage space, creative instructional space, and prototyping equipment. Prototyping areas feature hand tools and clear areas for construction and assembly, floor and bench mounted machines (e.g., drill presses, milling machines, grinders and sanders), and rapid prototyping 3-D printers. Recently acquired space and reallocated space has created a designated research space that is used exclusively to house research faculty, staff, and students.

The majority of faculty offices are in Hitchcock Hall. The Department of Engineering Education has a dedicated conference room and several other rooms available in Hitchcock Hall and Smith Lab to schedule general meetings, research interviews, and professional presentations. It also has dedicated space to support researchers including graduate teaching and research associates (GTAs and GRAs), postdoctoral
professionals, visiting scholars, and other research support staff. More space is needed
given the faculty hiring plan and the increased numbers of undergraduate and graduate
students served by the department.

9. **Need for additional facilities and staff and the plans to meet.**
Two additional tenure-track faculty are needed, and OSU's College of Engineering has
agreed to authorize these faculty hires over the next two years. In August 2017, the
department hired a graduate program coordinator, under an A&P staff position. Facilities are
adequate, but further expansion of the program will require additional space and/or creative
changes in usage of existing departmental space.

10. **Projected additional costs associated with the program and evidence of institutional
commitment and capacity to meet these costs.**
Projected additional costs specifically associated with the proposed graduate program
include faculty salaries and start-up packages, recruiting faculty and Ph.D. students,
grant student funding (stipends, tuition, and fees including student health insurance),
and professional development/conference attendance funds for graduate students on a
competitive basis. These additional costs are supported by a combination of university
and college fellowships, research grants, teaching assistantships, new faculty start-up
allocations, development funds, and other departmental funding. The department's large
teaching commitment, serving more than 3500 undergraduates annually, means that
there is an assured pool of more than twenty graduate teaching assistantships (GTAs)
available each year, although not all of these GTA positions will always be filled by
engineering education doctoral students. This provides a solid basis for supporting the
proposed doctoral program in engineering education at the Ohio State University.
Literature Cited


American Society for Engineering Education - Student Division (ASEE-SD) and the Center for Engineering Learning and Teaching (CELT). (2017). Engineering Education Community Resource Wiki. Available at: http://engineeringeducationlist.pbworks.com/


Appendices

1. Faculty Curriculum Vitae
2. Curriculum
   a. Program goals, learning outcomes, and levels of proficiency
   b. Curricular map
   c. Example semester-by-semester plans
   d. Student advising sheet
   e. Examples of Engineering Education Doctoral Dissertation Titles from Purdue University and Virginia Tech (2006-2015)
3. Course Syllabi
4. Assessment Plan (TracDat)
5. Needs Survey
6. Letter of Support
7. Fiscal Impact Statement (template, data to be added later)
Monica F. Cox, Ph.D.
Professor and Department Chair
The Ohio State University, Department of Engineering Education
244F Hitchcock Hall, 2070 Neil Ave., Columbus, Ohio 43210-1278
Office: 614-292-0573 | Fax: 614-247-6255 | E-mail: cox.1192@osu.edu

Education

Employment History
Professor & Inaugural Department Chair, Department of Engineering Education, The Ohio State
University, Columbus, OH (2015-present)
Associate Professor of Engineering Education, Purdue University, West Lafayette, IN (2005-
2015)
Chief Executive Officer, STEMinent LLC (2013-present)
Inaugural Director, Engineering Leadership Minor, Purdue University, West Lafayette, IN (2012-
present)
Interim Statewide Director, Louis Stokes Alliance for Minority Participation, Purdue University,
West Lafayette, IN (2011-2014).

Publications (Summary)
• Peer-reviewed journal articles: 31
• Proceedings and abstracts: 68
• Chapters in edited books: 6
• Bulletins, tech reports, and fact sheets: 3

Courses Taught in Engineering Education (Taught at Purdue University, arrived at OSU in
January 2016)
1. Seminar in Engineering Education (ENE 695A)
2. Introduction to Engineering and Purdue (ENGR 103)
3. Instruction, Mentorship, and Leadership (ENGR 404)
4. Problem Solving & Design for Diverse Learners (ENE 695C)
5. Engineering Problem Solving and Computer Tools (ENGR 126)
6. Leadership, Policy, & Change in STEM Education (ENE 695I)
7. Effective Teaching of Engineering: Linking Theory and Practice (ENE 595G)
8. Transforming Ideas to Innovation I (ENGR 19500)
9. Harnessing Engineering Expertise (ENE 695)
10. Planning for Engineering Leadership Development (ENE 195)
11. E-Portfolio: Experience Engineering Leadership (ENE 195)

Graduate Student Advising
• PhD students advised: 10 graduated (Engineering Education Ph.D.s, Purdue University)
Selected Recent Publications (Engineering Education Journal Articles)


Honors and Awards

- Purdue University College of Engineering Faculty Award of Excellent for Leadership (2014)
April 6, 2018, Board of Trustees meeting

Proposal for PhD in Engineering Education

- Purdue University Entrepreneurial Leadership Academy Fellow (2013)
- Purdue Black Graduate Student Association (BGSA) Engagement Award Recipient (2013)
- Presidential Early Career Award for Scientists and Engineers (PECASE) Recipient (2008)
- National Science Foundation Early Faculty CAREER Award Recipient (2007)
- National Academies of Engineering/Center for the Advancement of Scholarship in Engineering Education New Faculty Fellow, Frontiers in Education Conference (2006)
- Purdue University Teaching for Tomorrow Award Recipient (2006-2007)
- Vanderbilt University Department of Leadership, Policy, and Organizations Graduate Student Representative (2002-03)*
- VaNTH Engineering Research Center Student Leadership Council Chairperson (2001-2005)
- University of Alabama National Alumni Association Fellow (1998-99)
- Spelman College NASA/Women in Science and Engineering (WISE) Scholar (1994-98)

Inter-Institutional Collaborations
- Cornell University (Co-PI)
- Howard University (Advisory Board Member)
- Indiana University (Co-PI)
- Indiana University-Purdue University Indianapolis (Co-PI)
- Ivy Tech Community College (co-PI)
- Norfolk State University (Co-PI)
- Purdue University (Co-Author, PI, Co-PI)
- Rose-Hulman Institute of Technology (Co-Author)
- Shanghai Jiao Tong University (Co-Author)
- Universidad de Las Americas Puebla (Mexico) (Visiting Professor)
- University of Pittsburgh (Co-Author)
- Vanderbilt University (PI)
- Virginia Polytechnic Institute and State University (Engineering Education Advisory Board Member)
Ann D. Christy, Ph.D., P.E.
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Department of Food, Agricultural, and Biological Engineering
The Ohio State University, 244 Hitchcock Hall, 2070 Neil Ave., Columbus, Ohio 43210-1057
Telephone: 614-292-3171, Fax: 614-292-9448, E-mail: christy.14@osu

Education
Ph.D. Environmental Systems Engineering, 1991. Clemson University, Clemson, SC.
M.S. Biomedical Engineering, 1985. The Ohio State University, Columbus, OH.
B.S. Agricultural Engineering, 1983. The Ohio State University, Columbus, OH.

Employment History
Professor, Department of Engineering Education, The Ohio State University, Columbus, OH (2016-present).
Professor, Department of Food, Agricultural, and Biological Engineering (FABENG), The Ohio State University, Columbus, OH (1996-present).
Senior Associate Engineer / Board of Directors member, Bennett and Williams Environmental Consultants Inc., Westerville, OH (1999-present part-time).
Interim Director, Engineering Education Innovation Center, College of Engineering, The Ohio State University, Columbus, OH (2014-2015).
Provost Faculty Fellow, Office of Academic Affairs, The Ohio State University, Columbus, OH (2009-2012).
Interim Associate Dean for Undergraduate Education and Student Services, College of Engineering, The Ohio State University, Columbus, OH (2008-2009).

Professional Registration and Certifications
• Registered Professional Engineer, State of Ohio (1996-present)
• ABET Engineering Accreditation Commission (ABET-EAC) program evaluator (2009–present)
• American Council for Construction Education (ACCE) program evaluator (2008-2013)

Courses Taught at the Ohio State University (OSU), Columbus, Ohio
1. Fundamentals of Engineering II for Honors (ENGR 1282.01H)
2. Introduction to Food, Agricultural, and Biological Engineering (FABENG 225)
3. Modeling and Design of Biological Systems (FABENG 625)
4. Environmental Controls for Agricultural Structures (FABENG 645, 5820)
5. Design of Waste Management Systems (FABENG 650)
6. Thermodynamics (FABENG 2120, 3120)
7. Biomass Conversion to Bioenergy (FABENG 5540)
8. Science and Engineering for Life – On Earth and in Space (FABENG 694 Group studies for high school science teachers)
9. Professional Development (FABENG 695, 3140)
10. Sustainable Housing for Informal Settlements in South Africa (an OSU Study Abroad program, FABENG 697.01)
11. Capstone Design (FABENG 723, 724, 725)
12. Departmental / Graduate Seminar (FABENG 850)
13. College Teaching in Engineering (FABENG 7220)

Graduate student advising:
• PhD students advised: 5 graduated (4 FABENG, 1 Env. Sci.)
• Masters students advised: 11 graduated (9 FABENG, 1 Env. Sci., 1 Historic Preservation), 2 current (FABENG)
Publications (Summary):

- Peer-reviewed journal articles: 33
- Proceedings and abstracts: 87 (34 peer-reviewed)
- Chapters in edited books: 2
- Bulletins, tech reports, and fact sheets: 9
- Editor-reviewed journal articles: 8

Selected recent publications (Engineering education related):


**Honors and Awards**

- Massey-Ferguson Educational Gold Medal Award, American Society of Agr. and Biological Engineers (2017)
- The Ohio State University President and Provost's Award for Distinguished Faculty Service (2017)
- Department of Engineering Education Outstanding Service to the Department Award (2017)
- U.S. Department of Agriculture National Award for Excellence in College and University Teaching (2016)
- Recipient of the Ohio State University Board of Trustees "Resolution of appreciation for the leadership vital in developing strategies and a structure to implement the transition of The Ohio State University from the quarter to semester system," Resolution No. 2012-100 (2012)
- Star Student Supporter Award, College of Food, Agr., and Environmental Sciences' Student Council (2012)
- The Ohio State University Alumni Award for Distinguished Teaching (2007)
- OARDC William E. Krauss Award for Excellence in Graduate Research, Faculty Advisor Award (2007)
- U.S. Department of Agriculture North Central Regional Award for Excellence in College and University Teaching (2005)
- Boyer Award for Excellence in Teaching Innovation, OSU College of Engineering (2005)
- Charles E. MacQuigg Student Award for Outstanding Teaching, OSU College of Engineering (2004)
- Teaching Award of Merit, Ohio State Chapter of Gamma Sigma Delta (2003)

**Inter-institutional collaborations**

- Columbus State Community College (co-author)
- Louisiana State University (co-author, co-PI)
- North Carolina State University (co-PI)
- University of Kentucky (co-author)
- University of Illinois (co-PI)
- University of Nebraska -Lincoln (co-PI)

**Industry collaborations**

- Bennett and Williams Environmental Consultants Inc. (co-author, Board of Directors member)
Jeffrey E. Froyd, Ph.D.
Professor of Engineering Education
244 Hitchcock Hall, 2070 Neil Avenue
The Ohio State University, Columbus, OH 43210
Telephone: 614-247-8953, Fax: 614-247-6255, E-mail: froyd@tamu.edu

Education

Employment History
Professor, Department of Engineering Education, The Ohio State University, Columbus, OH (2017- present)
Research Professor, Engineering Academic and Student Affairs, College of Engineering, Texas A&M University, College Station, TX (2011-2017).
Director of Faculty Climate and Development, Office of the Dean of Faculties and Associate Provost, Texas A&M University, College Station, TX (2007-2011).
Research Professor, Center for Teaching Excellence, Texas A&M University, College Station, TX (2004-2007).
Project Director, Foundation Coalition, Texas A&M University, College Station, TX (2001-2004)
Visiting Professor, Department of Electrical and Computer Engineering, College of Engineering, Texas A&M University, College Station, TX (1999-2001)
Professor, Department of Electrical and Computer Engineering, Rose-Hulman Institute of Technology, Terre Haute, IN (1990-1999).
Associate Professor, Department of Electrical and Computer Engineering, Rose-Hulman Institute of Technology, Terre Haute, IN (1984-1990).
Assistant Professor, Department of Electrical and Computer Engineering, Rose-Hulman Institute of Technology, Terre Haute, IN (1981-1984).

Professional Registration and Certifications
• ABET Engineering Accreditation Commission (ABET-EAC) program evaluator (1999 – present)

Courses Taught at Rose-Hulman Institute of Technology, Terre Haute, IN
1. Integrated, First-year Curriculum in Science, Engineering, and Mathematics (SEM 101, SEM 102, SEM 103, 12 credit hours each quarter)
2. Design of Feedback Systems (EE 471)
3. Control Systems I (EE 572)
4. Control Systems II (EE 573)
5. Electrical Circuits I (EE 211)
6. Electrical Circuits II (EE 212)
7. VLSI Design I (EE 581)
8. VLSI Design II (EE 582)
9. VLSI Design III (EE 583)
10. Engineering Design I (EE 460)
11. Engineering Design II (EE461)

Publications (Summary):
• Peer-reviewed journal articles: 22
• Proceedings and abstracts: 67 (60 peer-reviewed)
• Book: 1
• Chapters in edited books: 1
Selected recent publications (Engineering education related):


Honors and Awards

- 2015 Distinguished Member Award, IEEE Education Society
- 2012 ASEE Fellow
- 2012 IEEE Fellow
- 2011 Benjamin Dasher Award, Best Paper, Frontiers in Education Conference
- 1998 Ten Best Papers Award, Frontiers in Education Conference
- 1997 Hesburgh Award Certificate of Excellent for the Integrated First-year Curriculum in Science, Engineering and Mathematics, Rose-Hulman Institute of Technology
- 1985 Dean’s Outstanding Teaching Award, Rose-Hulman Institute of Technology

Inter-institutional collaborations

- Western Michigan University, University of Iowa (co-author, co-PI)
- University of Texas at Austin, Clemson University (co-author, co-PI)
- Virginia Polytechnic Institute and State University, Bucknell University (co-author, co-PI)
- University of Alabama, Arizona State University, Texas A&M University Kingsville, University of Wisconsin, Rose-Hulman Institute of Technology (co-author, co-PI)
DAVID A. DELAINE, Ph.D.
Assistant Professor
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E-mail: Delaine.4@osu.edu

Education
Ph.D. Electrical Engineering, 2012, Drexel University, Philadelphia, PA
B.S. Electrical Engineering, 2005, Northeastern University, Boston, MA

Employment History
• Vice President for Diversity & Inclusion October 2013 - October 2017
  International Federation of Engineering Education Societies (IFBES)
• Postdoctoral Fellow Escola Politécnica, Universidade de São Paulo July 2013 - March 2016
  Poli-Edu - Research Group in Engineering Education

Graduate Student Advising
• Thesis Committee Member for 2 Ph.D. and 1 Masters Dissertation defense at the Universidade de São Paulo – Escola Politécnica

Courses Taught
1. Introduction to Engineering
2. Math Practicum – Calculus for Engineers
3. Linear Algebra

Publications (Summary):
• Peer-reviewed journal articles: 4
• Proceedings and abstracts: 22 (17 peer-reviewed)
• Bulletins, tech reports, and fact sheets: 2

Selected recent publications (Engineering education related):


Honors and Awards

- Postdoctoral Fellowship - Fundação de amparo à pesquisa do estado de são paulo (FAPESP)
- Fulbright scholar award postdoctoral fellowship – awarded fellowship for “assessing the impact of one boundary spanner on university-wide stem educational engagement” at the university of São Paulo.
- National Science Foundation Graduate Reasearch Fellow
- National Science Foundation Bridge to the Doctorate Fellow.
- Ralph J. Bunche scholar throughout undergraduate education.

Inter-Institutional Collaborations

- University of Georgia Collaborative Lounge for Understanding Society and Technology (CLUSTER)
- Poli-Edu – Research Group in Engineering Education, Universidade de São Paulo Escola Politécnica
- The International Federation of Engineering Education Societies
- UNESCO Engineering Programme
- The University of Maryland Baltimore County and the Greater Philadelphia Region Louis Stokes Alliances for Minority Participation
Emily Dringenberg, Ph.D.
Assistant Professor
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The Ohio State University, Hitchcock Hall, 2070 Neil Ave., Columbus, Ohio 43210-1057
E-mail: dringenberg.1@osu

Education
Ph.D. Engineering Education, 2015. Purdue University, West Lafayette, IN.
M.S. Industrial Engineering, 2014. Purdue University, West Lafayette, IN.
B.S. Mechanical Engineering, 2008. Kansas State University, Manhattan, KS.

Employment History
Assistant Professor, Department of Engineering Education, The Ohio State University, Columbus, OH (2017-present).
Teaching Assistant Professor, General Engineering, Kansas State University, Manhattan, KS (2016-2017).
Instructor, General Engineering, Kansas State University, Manhattan, KS (2015-2016).
NSF Graduate Research Fellow, Engineering Education, Purdue University, West Lafayette, IN (2012-2015)
Graduate Professional Assistant, Women in Engineering, Purdue University, West Lafayette, IN (2011-2012)
High School Teacher, Engineering and Mathematics, Grady HS, Atlanta, GA (2009-2011)

Courses Taught at Kansas State University (KSU), Manhattan, KS
1. Engineering Orientation (DEN 160)
2. Engineering Problem Solving (DEN 161)
3. Engineering Decision Making (DEN 301)

Graduate student advising:
• Masters students advised: 1 graduated (Mechanical Engineering)

Publications (Summary):
• Peer-reviewed journal articles: 1
• Peer Reviewed proceedings and abstracts: 10
• Chapters in edited books: 1

Publications


**Invited Talks**


Dringenberg, E., Betz, A. (June 3, 2016) Growth Mindset: How do your perceptions of intelligence help or hinder the teaching and learning environments that you create? Closing Plenary Session. Big XII Teaching and Learning Conference. Manhattan, KS.

Dringenberg, E. (February, 2016) Introduction to Implicit Bias. Guest lecture for the K-State Office for the Advancement of Women in Science and Engineering. Manhattan, KS.

Dringenberg, E. (October, 2015) Recognizing Patterns in Gender Bias. Women in Engineering seminar at Kansas State University. Manhattan, KS.

**Honors and Awards**

- Kansas State University Peer Review of Teaching Fellow, Mentor (2016, 2017)
- ASEE Midwest Section Best Paper (2016)
- K-State Faculty of the Month Nominee (2015) Fall 2015
- National Science Foundation Graduate Research Fellow (2011) Spring 2012
- AmeriCorps Academic Award, Teach For America Service Completion (2011) Spring 2011
- Teach for America Fellow, top 10% of 35,000 applicants nationwide (2009) Fall 2009
- “Outstanding Senior,” selected by KSU Mechanical Engineering Faculty (2008) Fall 2008
Deborah M. Grzybowski, Ph.D.
Associate Professor Clinical
Department of Engineering Education
Department of Chemical and Biomolecular Engineering
The Ohio State University, 244 Hitchcock Hall, 2070 Neil Ave., Columbus, Ohio 43210-1057
Telephone: 614-292-1563, Fax: 614-247-6255, E-mail: Grzybowski.3@osu.edu

Education
Ph.D. Biomedical Engineering, 2000. The Ohio State University, Columbus, OH.
M.S. Chemical Engineering, 1982. The Ohio State University, Columbus, OH.
B.S. Chemical Engineering, 1979. The Ohio State University, Columbus, OH.

Employment History
Associate Professor Clinical, Department of Engineering Education, The Ohio State University, Columbus, OH (2016-present).
Associate Professor Clinical, Department of Chemical and Biomolecular Engineering (CBE), The Ohio State University, Columbus, OH (2012-present).
Scientific Advisor, Executive Board of Directors member, The Ohio Lions Eye Research Foundation, Columbus, OH (2011-present).
Assistant Professor Clinical, Engineering Education Innovation Center, College of Engineering, The Ohio State University, Columbus, OH (2012-2015).
Assistant Professor, The Department of Ophthalmology, The Ohio State University, College of Medicine, Columbus, OH (2003-2012).
Director Ohio Lions Eye Research Facility, The Department of Ophthalmology, The Ohio State University, College of Medicine, Columbus, OH (2003-2012).
Research Scientist, The Department of Ophthalmology, The Ohio State University, College of Medicine, Columbus, OH (2002-2003).
Post-Doctoral Fellow, The Department of Biomedical Engineering, The Ohio State University, College of Engineering, Columbus, OH (2000-2002).
French Fellow, Department of Engineering Graphics, The Ohio State University, College of Engineering, Columbus, OH (1992-1999).
Principal Research Scientist, Battelle Memorial Institute, Columbus, OH (1982-1992).

Courses Taught at the Ohio State University (OSU), Columbus, Ohio
1. Fundamentals of Engineering II for Honors – Robot Option (ENGR 1282.01H)
2. Fundamentals of Engineering II for Honors – Nanotechnology Option (Course Director) (ENGR 1282.02H)
3. Bio-Engineering for students with Visual Impairments I (Developed Course) (EDUTL 5992)
4. Fundamentals of Engineering I for Honors (ENGR 1281.01H)
5. Bio-Engineering for students with Visual Impairments II (Developed Course) (EDUTL 5992)
6. Engineering Fundamental and Laboratory I for Honors (ENGR 191)
7. Engineering Fundamental and Laboratory II for Honors (ENGR 192)
8. Introduction to Engineering I (ENGR 181)
9. Graphics 167 MATLAB (ENGR 167)
10. Engineering Fundamental and Laboratory III for Honors – Robot Option (ENGR 193, previously ENGR 168)
11. Engineering Fundamental and Laboratory III for Honors - Nanotechnology Option (ENGR 193A)

Graduate student advising:
- PhD students advised: 3 graduated (2 BME, 1 CBE)
- Masters students advised: 2 graduated (2 BME)
- Post-Doctoral students advised: 2
- Medical Student research programs advised: 52
- Ophthalmology Resident student research programs advised: 26
- Undergraduate Research programs advised: 24
Graduate Student Committees:

- PhD students: 1 graduated (CEGE), 1 current (CEGE)
- Masters students: 2 graduated (CEGE)
- Undergrad Honors Thesis: 1 graduated (BME)

Publications (Summary):

- Peer-reviewed journal articles: 19
- Proceedings and abstracts: 115 (115 peer-reviewed)
- Chapters in edited books: 2
- Bulletins, tech reports, and fact sheets: 2
- Invited speaker at workshops, conferences, and symposiums: 26

Selected recent publications (Engineering education related):


Honors and Awards

- Recipient Sphinx/Mortar Board Faculty Award (2014)
- STEP Faculty Member (2013 – present)
- Recipient of Faculty Award for Outstanding Commitment to Student Education, Panhellenic Association (2012)
- Member Executive Board, Scientific Advisor, The Ohio Lions Eye Research Foundation (2011 – present)
- ISTAART ICAD Travel Fellowship (2008)
- Society for Research in Hydrocephalus and Spinal Bifida Travel Award (2008)
- Intracranial Hypertension Research Foundation Scientific Advisory Panel (2006 – present)
- The BrainChild Steering Committee (2006 – present)
- Recipient Landacre Faculty Teaching Award (2005)
- Association for Research in Vision and Ophthalmology Travel Award (2004)
- CIC Women in Science and Engineering Travel Grant (1998)
- Graduate Fellow; Tau Beta Pi; Sigma Delta Epsilon; Texnikoi; Outstanding Senior in Chemical Engineering Award, The American Institute of Chemists; Outstanding Freshman Award, Outstanding Freshman Chemistry Award, CRC. (1976-1982)

Panel Member

- NSF Biomedical Engineering Panel 2013 & 2014 NSF Graduate Research Fellowship Program (GRFP)
- NIH Neurotransmitters, Receptors, Channels, and Calcium Signaling Study Section; 2/2011

Selected Sponsored Research (Approximate Total Funding Received $1,290,000)

4. “1282.02H OSU Library Course Enhancement Grant,” Principal Investigator, $2,000; 2012-2013.

Inter-institutional collaborations

- Manchester University (co-author)
- Brown University (co-author)
- Duke University (co-author, co-PI)
- ETH Zurich (co-author)
# APPENDIX 2a: Program Goals, Learning Outcomes, and Levels of Proficiency

## Table 1. Goal #1 with Program Outcomes and Levels of Proficiency

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Program Outcomes</th>
<th>Levels of Proficiency (B= Basic, I = Intermediate, A= Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs</td>
<td>1.A. Engage critical issues in the field with attention to inclusion of multiple perspectives and demographics</td>
<td>1.A.(B) Identify several of the contemporary educational issues with attention to inclusion of multiple perspectives and demographics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.A.(I) Discuss the main perspectives of contemporary educational issues and describe impact on stakeholders with attention to inclusion of multiple perspectives and demographics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.A.(A) Develop and execute a plan to address educational issues with attention to inclusion of multiple perspectives and demographics.</td>
</tr>
<tr>
<td></td>
<td>1.B. Analyze the history and foundations of the education of engineers and the discipline of engineering education in US and international contexts</td>
<td>1.B.(B) Identify broad historical and foundational aspects of engineering education in US and international contexts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.B.(I) Discuss key historical and foundational aspects of engineering education related to contemporary issues in US and international contexts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.B.(A) Synthesize relevant educational history and foundations of critical contemporary issues in US and international contexts.</td>
</tr>
<tr>
<td></td>
<td>1.C. Characterize potential stakeholders and design appropriate engagement strategies</td>
<td>1.C.(B) Identify primary stakeholders of engineering education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.C.(I) Examine relationships among stakeholders and contemporary educational issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.C.(A) Define appropriate engagement strategies with stakeholders.</td>
</tr>
<tr>
<td></td>
<td>1.D. Identify and interpret stakeholder needs to develop action plans</td>
<td>1.D.(B) Describe several relevant stakeholder needs.</td>
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<td></td>
<td>1.D.(A) Create an action plan to address one or more stakeholder needs.</td>
</tr>
<tr>
<td></td>
<td>1.E. Contribute to high-impact efforts to use and/or transform engineering education to best meet stakeholder needs</td>
<td>1.E.(B) Actively participate in an effort that leads to specific application or transformation of engineering education to meet stakeholder needs.</td>
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<tr>
<td></td>
<td></td>
<td>1.E.(I) Lead an effort grounded in theory of change to transform engineering education to best meet stakeholder needs.</td>
</tr>
<tr>
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<td></td>
<td>1.E.(A) Translate high-impact effort into scholarship.</td>
</tr>
<tr>
<td>Program Goals</td>
<td>Program Outcomes</td>
<td>Levels of Proficiency (B= Basic, I = Intermediate, A= Advanced)</td>
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<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>2. Design, conduct, and critique research in engineering education</td>
<td>2.A. Research with attention to inclusion of multiple perspectives and demographics so that research outcomes are more universally relevant</td>
<td>2.A.(B) Identify ways that diverse populations may be impacted negatively and positively by research.</td>
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<tr>
<td></td>
<td></td>
<td>2.A.(I) Reflect critically on research across various fields that targets diverse audiences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.A.(A) Expand the body of knowledge in engineering education with attention to inclusion of multiple perspectives and demographics.</td>
</tr>
<tr>
<td>2.A. Research with attention to inclusion of multiple perspectives and demographics so that research outcomes are more universally relevant</td>
<td>2.B. Demonstrate awareness of broadly applicable research opportunities, funding, resources, and communications (internal and external to the field)</td>
<td>2.B.(B) Identify current research opportunities and communications within and outside of engineering education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.B.(I) Distinguish between types of resources and funding available and the corresponding reporting expectations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.B.(A) Select appropriate research opportunities, funding, resources, and communications that aligns with one's research interests and expertise.</td>
</tr>
<tr>
<td>2. Design, conduct, and critique research in engineering education</td>
<td>2.C. Construct appropriate research questions in engineering education that address stakeholder needs and advance the field</td>
<td>2.C.(B) Identify appropriate, researchable questions considering relevant literature that address stakeholder needs and advance the field.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.C.(I) Appraise whether research questions appropriately align with an overall research study design, address stakeholder needs, and advance the field and contributes to larger body of knowledge in engineering education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.C.(A) Develop sound engineering education research questions that address stakeholder needs and advance the field.</td>
</tr>
<tr>
<td>2.C. Construct appropriate research questions in engineering education that address stakeholder needs and advance the field</td>
<td>2.D. Design research that uses appropriate and evidence-based methods</td>
<td>2.D.(B) Define qualitative, quantitative, and mixed methods commonly used within and outside of engineering education research.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.D.(I) Select appropriate methods to research questions.</td>
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<tr>
<td></td>
<td></td>
<td>2.D.(A) Propose a comprehensive research project that uses a sound methodological design.</td>
</tr>
<tr>
<td>2.D. Design research that uses appropriate and evidence-based methods</td>
<td>2.E. Collect, analyze, and interpret data using appropriate techniques</td>
<td>2.E.(B) Collect, analyze, and interpret data within a given set of research parameters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.E.(I) Collect, analyze, and interpret data for a comprehensive research project</td>
</tr>
<tr>
<td>2.E. Collect, analyze, and interpret data using appropriate techniques</td>
<td></td>
<td>2.E.(A) Defend the collection, analysis, and interpretation of data from a comprehensive research project.</td>
</tr>
<tr>
<td>Program Goals</td>
<td>Program Outcomes</td>
<td>Levels of Proficiency (B= Basic, I = Intermediate, A= Advanced)</td>
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</tbody>
</table>
| 2. Design, conduct, and critique research in engineering education (continued) | 2.F. Communicate results of research efforts in traditional and non-traditional forms | 2.F.(B) Differentiate among and select types of dissemination venues for research.  
2.F.(I) Assess when research is appropriate for submission to identified venues.  
2.F.(A) Publish in a peer-reviewed dissemination outlet. |
| | 2.G. Critique the quality of engineering education research studies of various types presented in different forms | 2.G.(B) Identify quality indicators of research.  
2.G.(I) Evaluate the quality of a selected scholarly effort.  
2.G.(A) Serve as a peer reviewer of research studies for an appropriate dissemination venue. |
| | 2.H. Analyze how a broad array of research projects integrate into the field | 2.H.(B) Recognize prior research conducted in an area of interest.  
2.H.(I) Determine how to make connections across research themes to identify gaps in literature.  
2.H.(A) Propose a research agenda informed from a synthesis of existing literature and research across multiple fields. |
| | 2.I. Structure, manage, and implement research projects. | 2.I.(B) Define the aspects of research project management.  
2.I.(I) Develop a structured plan to manage a research study for implementation.  
2.I.(A) Execute a research project and reflect on the execution of that project. |
### Table 3. Goal #3 with Program Outcomes and Levels of Proficiency

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Program Outcomes</th>
<th>Levels of Proficiency (B= Basic, I = Intermediate, A= Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Demonstrate, value, and apply engineering expertise</td>
<td>3.A. Apply an engineering mindset to devise solutions to complex problems with attention to inclusion of multiple perspectives and demographics.</td>
<td>3.A.(B) Discuss solutions to complex problems with attention to inclusion of multiple perspectives and demographics.</td>
</tr>
<tr>
<td></td>
<td>3.A.(A) Develop an engineering solution to a complex problem with attention to inclusion of multiple perspectives and demographics.</td>
<td>3.A.(I) Discern the impact of engineering solutions with attention to inclusion of multiple perspectives and demographics.</td>
</tr>
<tr>
<td></td>
<td>3.B. Demonstrate engineering competence in at least one specific domain.</td>
<td>3.B.(B) Define an engineering problem and discuss multiple solutions within selected domain</td>
</tr>
<tr>
<td></td>
<td>3.B.(I) Assess integrity of an engineering solution using design criteria within a selected domain</td>
<td>3.B.(A) Create and validate an engineering solution within selected domain</td>
</tr>
<tr>
<td></td>
<td>3.C. Formulate applications of engineering education to engineering practice and vice versa.</td>
<td>3.C.(B) Discuss a novel solution and translate language to and from engineering and engineering education settings</td>
</tr>
<tr>
<td></td>
<td>3.C.(I) Design and propose a novel solution to and from engineering and engineering education settings</td>
<td>3.C.(A) Synthesize outcomes from an engineering solution into an engineering education setting and vice versa</td>
</tr>
</tbody>
</table>
Table 4. Goal #4 with Program Outcomes and Levels of Proficiency

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Program Outcomes</th>
<th>Levels of Proficiency (B= Basic, I = Intermediate, A= Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Create, teach, and assess courses and curricula</td>
<td>4.A. Educate with attention to inclusion of multiple perspectives and demographics so that every student has the opportunity to learn</td>
<td>4.A.(B) Discuss student and teacher similarities and differences across multiple perspectives and demographics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.A.(I) Experiment with different teaching techniques to engage multiple perspectives and demographics so that every student has the opportunity to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.A.(A) Engage all students in a given educational experience so that every student has the opportunity to learn</td>
</tr>
<tr>
<td></td>
<td>4.B. Design a course or other significant educational experience founded in learning theory explicitly addressing stakeholder needs</td>
<td>4.B.(B) Build a lesson plan addressing stakeholder needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.B.(I) Critique an existing course syllabus using learning theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.B.(A) Develop a course syllabus and discuss the choices made founded in learning theory explicitly addressing stakeholder needs</td>
</tr>
<tr>
<td></td>
<td>4.C. Analyze how multiple courses integrate into a curriculum</td>
<td>4.C.(B) Evaluate a course’s significance and effectiveness in the context of other courses in a curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.C.(I) Synthesize a set of courses’ impact on students’ learning across a curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.C.(A) Propose curricular adjustments to address gaps in achieving learning outcomes</td>
</tr>
<tr>
<td></td>
<td>4.D. Instruct a course or other significant educational experience using appropriate and evidence-based pedagogical techniques</td>
<td>4.D.(B) Observe a course or other significant educational experience, highlighting the various techniques used and their appropriateness to the context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.D.(I) Teach effectively a course or other significant educational experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.D.(A) Use appropriate and evidence-based pedagogical techniques while teaching a course</td>
</tr>
</tbody>
</table>
### Program Goals

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Program Outcomes</th>
<th>Levels of Proficiency (B= Basic, I = Intermediate, A= Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Create, teach, and assess courses and curricula (continued)</td>
<td>4.E. Assess and improve their own teaching through informed, inquiry-based practice</td>
<td>4.E.(B) Reflect on one's teaching experiences highlighting strengths and areas for improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.E.(I) Critique different examples of teaching, highlighting the various techniques used and their appropriateness to the context.</td>
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<tr>
<td></td>
<td></td>
<td>4.E.(A) Gather and apply teaching feedback.</td>
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<td>4.F. Develop effective tools to evaluate learning</td>
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<tr>
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<td></td>
<td>4.F.(B) Create appropriate learning outcomes.</td>
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<tr>
<td></td>
<td></td>
<td>4.F.(I) Develop tools that measure learning outcomes at various levels.</td>
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<tr>
<td></td>
<td></td>
<td>4.F.(A) Revise tools and learning outcomes based on experiences and student feedback.</td>
</tr>
<tr>
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<td></td>
<td>4.G. Evaluate and improve student learning responsibly, equitably, and in alignment with learning outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.G.(B) Identify students' level of knowledge, skills, and abilities responsibly, equitably, and in alignment with learning outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.G.(I) Determine students' difficulties in alignment with various learning outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.G.(A) Develop responsible and equitable strategies to assist students in their learning that align with learning outcomes.</td>
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<tr>
<td></td>
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<td>4.H. Design and implement evaluations/assessments of a variety of educational programming</td>
</tr>
<tr>
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<td></td>
<td>4.H.(B) Describe the differences and similarities between assessment and evaluation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.H.(A) Develop a tool to assess and evaluate the effectiveness of an educational program.</td>
</tr>
<tr>
<td>Program Goals</td>
<td>Program Outcomes</td>
<td>Levels of Proficiency (B= Basic,  I = Intermediate, A= Advanced)</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td>5. Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</td>
<td>5.A. Engage in professional activities with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences.</td>
<td>5.A.(B) Reflect with curiosity about what can be learned from communities and cultures with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.A.(I) Demonstrate evidence of adjustment in attitudes and beliefs through working within and learning from diverse communities and cultures.</td>
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<tr>
<td></td>
<td></td>
<td>5.A.(A) Promote others’ engagement with diversity.</td>
</tr>
<tr>
<td></td>
<td>5.B. Demonstrate a mindset that values curiosity and questioning, finds and leverages connections across a wide range of ideas, and creates positive societal value</td>
<td>5.B.(B) Discuss the diverse and rapidly changing world from more than one field of study or perspective with curiosity about potential positive societal values.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.B.(I) Connect examples, facts, or theories from more than one field of study or perspective and describe how positive societal value is created.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.B.(A) Synthesize conclusions by combining examples, facts, or theories from more than one field of study or perspective which create positive societal value.</td>
</tr>
<tr>
<td></td>
<td>5.C. Function effectively on diverse, multidisciplinary teams</td>
<td>5.C.(B) Discuss the elements of effective teamwork and importance of diverse, multidisciplinary teams.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.C.(I) Participate effectively on a diverse, multidisciplinary team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.C.(A) Manage a diverse, multidisciplinary team.</td>
</tr>
<tr>
<td></td>
<td>5.D. Communicate effectively with a range of audiences using multiple modes and media</td>
<td>5.D.(B) Explain the appropriate communication strategies to use with a range of audiences using multiple modes and media.</td>
</tr>
<tr>
<td></td>
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<td>5.D.(I) Critique specific communications considering a range of potential audiences.</td>
</tr>
<tr>
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<td></td>
<td>5.D.(A) Disseminate/publish appropriate to target audience(s) using multiple modes and media.</td>
</tr>
<tr>
<td></td>
<td>5.E. Recognize, analyze, and equitably engage with professional ethical dilemmas</td>
<td>5.E.(B) Recognize complex, multi-layered professional ethical dilemmas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.E.(I) Critique appropriate perspectives and theories used to analyze professional ethical dilemmas, considering full implications.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.E.(A) Apply appropriate perspectives and theories to engage professional ethical dilemmas including assumptions and implications, equitably defending trade-offs.</td>
</tr>
<tr>
<td>Program Goals</td>
<td>Program Outcomes</td>
<td>Levels of Proficiency (B = Basic, I = Intermediate, A = Advanced)</td>
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</tbody>
</table>
| 5.F. Demonstrate effective leadership skills | 5.F.(B) Discuss the elements of effective leadership skills, including self-awareness, resource management, and motivating others. | 5.F.(I) Critique leadership skills of select individuals, considering visioning, conflict and resource management, and mentoring.  
5.F.(A) Apply effective leadership skills. |
| 5.G. Apply appropriate principles to manage teams and projects | 5.G.(B) Describe the project management process and primary constraints including scope, schedule, budget, and quality. | 5.G.(I) Critique project management from a variety of sectors including education, development, and industry.  
5.G.(A) Implement the project management process for a comprehensive project. |
| 5.H. Demonstrate empathy and cultural competence across professional interactions | 5.H.(B) Identify components of multiple cultural perspectives. | 5.H.(I) Demonstrate empathetic connection to the complexity of elements important to multiple cultures.  
5.H.(A) Promote empathy and cultural competence across professional interactions. |
| 5.I. Prepare professional documents and demonstrate effective communication skills appropriate to a variety of job search and career advancement processes | 5.I.(B) Describe documents prepared regularly in professional career contexts and identify quality indicators of each. | 5.I.(I) Prepare documents and demonstrate effective communication skills appropriate to a variety of job search and career advancement processes.  
5.I.(A) Solicit feedback from multiple sources and revise professional documents appropriate to career goals. |
| 5.J. Value and demonstrate commitment to continuing education and lifelong learning | 5.J.(B) Describe multiple continuing education learning experiences explaining the value of lifelong learning. | 5.J.(I) Develop and pursue plans for lifelong learning to support career goals.  
5.J.(A) Promote and contribute to knowledge and experiences of peers which provide foundation for expanded knowledge, growth, and maturity over time. |
## Appendix 2b. Curriculum Map for Engineering Education PhD program

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Core Courses</th>
<th>Technical Electives</th>
<th>Additional Electives</th>
<th>Research</th>
<th>Non-Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify, discuss, and define critical issues facing engineering education, and exploration needs</td>
<td>B</td>
<td>B/1</td>
<td>I</td>
<td>I</td>
<td>I</td>
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<td>IA</td>
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<td>A</td>
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<tr>
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<td>B/4A</td>
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<td>B/I</td>
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<td>B/4A</td>
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<td>B/I</td>
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<td>A</td>
</tr>
</tbody>
</table>

NOTES: Labels:  C = Critical;  I = Intermediate;  T = Basic;  B = Background

* B = Knowledge;  I = Understanding;  T = Application
* A = Critical thinking;  C = Creativity;  I = Investigation;  T = Technical skills

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### Proposal for PhD in Engineering Education

**Program Goals:**
- **1:** Prepare students for scholarly research and professional careers in engineering education.

**Resident Seminar:**
- **Week 1:** B1
- **Week 2:** B1
- **Week 3:** A
- **Week 4:** I
- **Week 5:** I

**Elective Courses:**
- **Week 6:** B1
- **Week 7:** B1
- **Week 8:** A
- **Week 9:** I
- **Week 10:** I
- **Week 11:** I
- **Week 12:** B1

**Extramural Activities:**
- **Week 13:** B1
- **Week 14:** B1
- **Week 15:** I
- **Week 16:** A
- **Week 17:** I
- **Week 18:** A
- **Week 19:** I
- **Week 20:** I
- **Week 21:** I

**NOTE:** Letter subscripts indicate primary emphasis on the course at that level.

- **A:** Advanced seminars and courses on current topics in engineering education
- **B:** Basic seminars and courses on foundational topics in engineering education
- **I:** Independent study and research projects

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APPENDIX 2c. Example semester-by-semester plans for students with and without M.S. engineering degrees at time of admission

**Entering with a M.S. in Engineering**  
(Transfer 12 Engineering Credits)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGREDU 7881 (1)</td>
<td>ENGREDU 7881 (1)</td>
<td>Diss (6)</td>
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<tr>
<td></td>
<td>ENGREDU 6100 (3)</td>
<td>ENGREDU 6200 (3)</td>
<td>Elec (3)</td>
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<tr>
<td></td>
<td>ENGREDU 7780 (3)</td>
<td>Research methods (3)</td>
<td>Qualifying Exam</td>
</tr>
<tr>
<td></td>
<td>ENGREDU 7189.01 (2)</td>
<td>ENGREDU 7189.02 (1)</td>
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</tr>
<tr>
<td></td>
<td>Diss (1)</td>
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<table>
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<th>Summer</th>
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<td>Research methods (3)</td>
<td>ENGREDU 7900 (3)</td>
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<tr>
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<td>Elec (3)</td>
<td>Research methods (3)</td>
<td>Candidacy</td>
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<table>
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## Entering with a B.S. in Engineering
*(Transfer 0 Credits)*

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<th>Summer</th>
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<td>Qualifying Exam</td>
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<td>ENGREDU 6200 (3)</td>
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<tr>
<td>Year 2</td>
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<td>Research methods (3)</td>
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DEPARTMENT OF ENGINEERING EDUCATION  Ph.D. ADVISING SHEET
College of Engineering, The Ohio State University

<table>
<thead>
<tr>
<th>Name:</th>
<th>OSU Student ID #:</th>
<th>Area of Study:</th>
<th>Admission Year:</th>
</tr>
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<tbody>
<tr>
<td>Faculty Advisor:</td>
<td>Expected Graduation:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"Minimum of 80 Graduate Credit Hours (may include up to 30 hours of transfer credit)"

This form must be completed and submitted by the student to EED Graduate Studies Committee with his or her faculty advisor signature before the department can approve the Application to Graduate through the GRADFORMS.OSU.EDU system.

Transfer Credit

All transfer coursework MUST be approved by student’s faculty advisor and have been completed within 6 years of the date of admission. For OSU Graduate Non-Degree courses, a limit of 7 semester hours may be transferred. For non-OSU graduate courses or a completed Master’s degree, a maximum of 30 hours can be transferred. The Transfer of Graduate Credit form must be completed and submitted through the GRADFORMS.OSU.EDU system.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Number/Title</th>
<th>Date Transfer of Graduate Credit submitted</th>
<th>Units</th>
</tr>
</thead>
</table>

Professional Engagement

Each EED doctoral student is expected to complete an Annual Evaluation of professional and academic progress with his/her faculty advisor. See the EED Graduate Handbook for the process and expectations regarding student involvement in professional organizations, presentations, conferences, and publications.

EED Core Ph.D. Requirements

Each EED doctoral student is required to complete the core coursework.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
<th>Unit(s)</th>
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</thead>
<tbody>
<tr>
<td>ENGREDU 6100</td>
<td>Foundations and the Field of Engineering Education</td>
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<tr>
<td>ENGREDU 6200</td>
<td>Learning Theory, Pedagogy, and Assessment</td>
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<tr>
<td>ENGREDU 7780</td>
<td>Engineering Education Research Methods</td>
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<tr>
<td>ENGREDU 7881</td>
<td>Seminar</td>
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<td></td>
</tr>
<tr>
<td>ENGREDU 7900</td>
<td>Professional Development in Engineering Education</td>
<td></td>
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</tbody>
</table>

Specialization Elective Courses

Please refer to the approved list of elective courses for each EED Specialization. Other courses within or outside EED must be approved by your faculty advisor.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Engineering disciplinary requirement

Each EED doctoral student must complete at least twelve hours of traditional engineering coursework at the graduate (5000+) level.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Research Methods

Each EED doctoral student is required to complete a minimum of 9 semester hours of Research Methods coursework, but faculty advisors may require more. Students may choose a qualitative, quantitative, mixed focus, or other research method approved by their faculty advisor. ENGEDU 7780 is highly recommended prior to beginning a research sequence.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

April 6, 2018, Board of Trustees meeting
The purpose of the Scholarly Teaching Practicum course sequence is to provide students with professional experiences of closing the research-practice loop in engineering education. Each doctoral student must complete a minimum of 3 hours of ENGREDU 7189. These are distinct from assistantship (i.e. GAA, GTA, or GRA) hours.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
<th>Unit(s)</th>
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<tbody>
<tr>
<td>ENGREDU 7189.01</td>
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<td>ENGREDU 7189.02</td>
<td>Engineering Education Practicum II</td>
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</tbody>
</table>

Candidacy Examination

Once all of the above course requirements are fulfilled, doctoral students should register for ENGREDU 7193 with his/her faculty advisor for at least 2 consecutive terms in preparation for the Candidacy Examination (no minimum number of credits required) and for at least 3 credit hours of ENGREDU 7193 during the semester in which the candidacy examination is completed.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
<th>Unit(s)</th>
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<tbody>
<tr>
<td>ENGREDU 7193</td>
<td>Individual Studies in Preparation for Candidacy Exam</td>
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<tr>
<td>ENGREDU 7193</td>
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<tr>
<td>ENGREDU 7193</td>
<td>Individual Studies in Preparation for Candidacy Exam</td>
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<tr>
<td>ENGREDU 7193</td>
<td>Individual Studies Semester of Candidacy Exam</td>
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</tbody>
</table>

Minimum of 4 Candidacy Committee Members (Including Faculty Advisor) | Date of Candidacy Exam
1.                                                                 |
2.                                                                 |
3.                                                                 |
4.                                                                 |

Candidacy & Residency Requirements

Dissertation completed within 5 years of being admitted to candidacy or one-term extension petition has been approved (via GRADFORMS.OSU.EDU).

Minimum of 24 graduate credit hours at OSU.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
<th>Unit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGREDU 8999</td>
<td>Dissertation Research</td>
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<tr>
<td>ENGREDU 8999</td>
<td>Dissertation Research</td>
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<tr>
<td>ENGERDU 8999</td>
<td>Dissertation Research</td>
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<td></td>
</tr>
</tbody>
</table>

Minimum of 3 Dissertation Committee Members (Including Faculty Advisor) | Date of Final Exam
1.                                                                 |
2.                                                                 |
3.                                                                 |
4.                                                                 |

Student Signature: Credit Hour Total (Minimum of 80):
Appendix 2e: Examples of Engineering Education
Doctoral Dissertation Titles from Purdue University

<table>
<thead>
<tr>
<th>Alum</th>
<th>Grad Year</th>
<th>Dissertation Title</th>
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</thead>
<tbody>
<tr>
<td>Jennifer Mullin</td>
<td>2010</td>
<td>Investigations of Student and Team Creativity on an Introductory Engineering Design Project</td>
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<tr>
<td>Erin Crede</td>
<td>2011</td>
<td>Organization and Retention of Students in Graduate Engineering Research Groups</td>
</tr>
<tr>
<td>James Pembridge</td>
<td>2011</td>
<td>Mentoring in Engineering Capstone Design Courses: Beliefs and Practices across Disciplines</td>
</tr>
<tr>
<td>Ken Stanton</td>
<td>2011</td>
<td>Engineering Faculty Motivation for and Engagement in Formative Assessment</td>
</tr>
<tr>
<td>William Michael Butler</td>
<td>2012</td>
<td>The Impact of Simulation-Based Learning in Aircraft Design on Aerospace Student Preparedness for Engineering Practice: A Mixed Methods Approach</td>
</tr>
<tr>
<td>Parhum Delgoshaei</td>
<td>2012</td>
<td>Design and Implementation of a Real-Time Environmental Monitoring Lab with Applications in Sustainability Education</td>
</tr>
<tr>
<td>Andrea Goncher</td>
<td>2012</td>
<td>The Identification and Emergence of Constraints in First-Year Design Projects and the Effect on Practice in Engineering Students</td>
</tr>
<tr>
<td>Heidi Steinhauer</td>
<td>2012</td>
<td>Assessment of First-Year Engineering Students’ Spatial Visualization Skills</td>
</tr>
<tr>
<td>Katherine Winters</td>
<td>2012</td>
<td>Career Goals and Actions of Early Career Engineering Graduates</td>
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<tr>
<td>Matthew Boynton</td>
<td>2013</td>
<td>People not Print: Exploring Engineering Future Possible Self Development in Rural Areas of Tennessee’s Cumberland Plateau</td>
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<tr>
<td>Cheryl Carrico</td>
<td>2013</td>
<td>Voices in the Mountains: A Qualitative Study Exploring Factors Influencing Appalachian High School Students’ Engineering Career Goals</td>
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<tr>
<td>Stephanie Cutler</td>
<td>2013</td>
<td>How Static is the Statics Classroom? An investigation into how innovations, specifically Research-Based Instructional Strategies, are adopted into the Statics classroom</td>
</tr>
<tr>
<td>Rachel Louis Kaifez</td>
<td>2013</td>
<td>The Motivation and Identity Development of Graduate Teaching Assistants in First-Year Engineering Programs</td>
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<tr>
<td>M. Jean Mohammadi-Aragh</td>
<td>2013</td>
<td>Characterizing student attention in technology-infused classroom using real-time active window data</td>
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<tr>
<td>Jacob Moore</td>
<td>2013</td>
<td>Promoting Conceptual Understanding via Adaptive Concept Maps</td>
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<tr>
<td>Lauren Thomas</td>
<td>2013</td>
<td>Preparing and Progressing: A Narrative Study of Optics and Photonics Graduate Students’ Identity-Trajectory</td>
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<tr>
<td>Rachel McCord</td>
<td>2014</td>
<td>Thinking About Thinking in Study Groups: Studying Engineering Students’ Use of Metacognition in Naturalistic Setting</td>
</tr>
<tr>
<td>Kevin Sevilla</td>
<td>2014</td>
<td>Virtual Socialization in Engineering Education: Identifying the Impacts of a Socializer-Based Intervention on Second-Year Engineering Students</td>
</tr>
<tr>
<td>Hon Jie Teo</td>
<td>2014</td>
<td>Knowledge Creation Analytics for Online Engineering Learning</td>
</tr>
<tr>
<td>Kelly Cross</td>
<td>2015</td>
<td>The Experiences of African-American Males on Multiracial Student Teams in Engineering</td>
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<tr>
<td>Deirdre Hunter</td>
<td>2015</td>
<td>Implementing Problem-based Learning in Introductory Engineering Courses: A Qualitative Investigation of Facilitation Strategies</td>
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<tr>
<td>Courtney S. Smith</td>
<td>2015</td>
<td>The Intersecting Perspective: African American Female Experiences with Faculty Mentoring in Undergraduate Engineering</td>
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<tr>
<td>Chris Venters</td>
<td>2015</td>
<td>Using Writing Assignments to Promote Conceptual Knowledge Development in Engineering Statics</td>
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<tr>
<td>Alum</td>
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<td>Dissertation Title</td>
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<tr>
<td>Tamara Moore</td>
<td>2006</td>
<td>Student Team Functioning and the Effect on Problem Solving in a First-Year Engineering Course</td>
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<td>Stephanie Kusano</td>
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<td>Mica Green</td>
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<td>Factors Affecting the Self-Efficacy Beliefs of First- and Second-Year Engineering Students</td>
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<tr>
<td>Brock Barry</td>
<td>2008</td>
<td>Methods of Incorporating Understanding of Professional and Ethical Responsibility in the Engineering Curriculum and Results from the Fundamentals of Engineering Examination</td>
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<tr>
<td>Shanna Daly</td>
<td>2008</td>
<td>Design Across Disciplines</td>
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<td>Holly Matusovich</td>
<td>2008</td>
<td>Choosing Engineering: Can I Succeed and Do I Want To? A Qualitative Study Using Expectancy-Value Theory</td>
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<td>Euridice Oware</td>
<td>2008</td>
<td>Examining Elementary Students' Perceptions of Engineers</td>
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<tr>
<td>Alejandra Magana de Leo</td>
<td>2009</td>
<td>Professors' and students' perceptions and experiences of computational simulations as learning tools</td>
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<td>Ken Reid</td>
<td>2009</td>
<td>Development of the Student Attitudinal Success Instrument: Assessment of First-Year Engineering Students Including Differences by Gender</td>
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<tr>
<td>Aida Santiago Roman</td>
<td>2009</td>
<td>Fitting Diagnostic Assessment to the Concept Assessment Tool for Statics</td>
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<tr>
<td>Odesma Dalrymple</td>
<td>2009</td>
<td>The Pedagogical Value of Disassemble/Analyze/Assemble (DAA) Activities: Assessing the Potential for Transfer</td>
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<tr>
<td>Matthew Verfeger</td>
<td>2009</td>
<td>Analysis of an Informed Peer Review Matching Algorithm and Its Impact on Student work on Model-Eliciting Activities</td>
</tr>
<tr>
<td>Kerry Meyers</td>
<td>2009</td>
<td>Engineering Identity as a Developmental Process</td>
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<tr>
<td>Tameka Clarke Douglas</td>
<td>2010</td>
<td>A Case Study of an Undergraduate Engineering Peer Tutoring Group: An Investigation of the Structure of a Community of Practice and the Value Members Gain from Participation</td>
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<tr>
<td>Carla Zoltowski</td>
<td>2010</td>
<td>Students’ Ways of Experiencing Human-Centered Design</td>
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<tr>
<td>Nathan McNeill</td>
<td>2010</td>
<td>Global Engineering Education Programs: More than Just International Experiences</td>
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<tr>
<td>Greg Bucks</td>
<td>2010</td>
<td>A Phenomenographic Study of the Ways of Understanding Conditional and Repetition Structures in Computer Programming Languages</td>
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<tr>
<td>Yogesh Velankar</td>
<td>2010</td>
<td>Conceptions of research and development work and competence in a high-tech entrepreneurial organization</td>
</tr>
<tr>
<td>Irene Mena</td>
<td>2010</td>
<td>Socialization Experiences Resulting from Engineering Teaching Assistantships at Purdue University</td>
</tr>
<tr>
<td>Shawn Jordan</td>
<td>2010</td>
<td>Success in Virtual Cross-disciplinary Engineering Design Teams in Industry</td>
</tr>
<tr>
<td>Rocio Chavela</td>
<td>2010</td>
<td>Faculty development units at Mexican higher education institutions: A descriptive study of characteristics, common practices and challenges</td>
</tr>
<tr>
<td>Katerina Bagiati</td>
<td>2011</td>
<td>Early Engineering: A Developmentally Appropriate Curriculum for Young Children</td>
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<tr>
<td>Michele Strutz</td>
<td>2012</td>
<td>Influences on Low-SES First Generation Students’ Decision to Pursue Engineering</td>
</tr>
<tr>
<td>Ida Ngambeki</td>
<td>2012</td>
<td>Finding Place for Engineering Examining Students' Choice of Engineering Discipline</td>
</tr>
<tr>
<td>Alum</td>
<td>Grad Year</td>
<td>Dissertation Title</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------</td>
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<tr>
<td>Lorie Groll</td>
<td>2013</td>
<td>Negotiating Cultural Humility: First-Year Engineering Students Development in a Lifelong Journey</td>
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<td>Qu Jin</td>
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<td>Modeling Student Success in Engineering Education</td>
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<td>Sensen Li</td>
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<td>Formative feedback using pseudo peer diagrams: Evaluating system equilibrium of buoyancy forces</td>
</tr>
<tr>
<td>Mary Pilotte</td>
<td>2013</td>
<td>Engineering: Defining and Differentiating Its Unique Culture</td>
</tr>
<tr>
<td>Diana Bairaktarova</td>
<td>2013</td>
<td>Mechanical Objects and the Engineering Learner: An Experimental Study of How the Presence of Objects Affects Students' Performance on Engineering-Related Tasks</td>
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<tr>
<td>Joe Lin</td>
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<td>Student success: Approaches to modeling student matriculation and retention</td>
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<tr>
<td>George Rico</td>
<td>2013</td>
<td>Degree program changes and curricular flexibility: Addressing long held beliefs about student progression</td>
</tr>
<tr>
<td>Junqui Wang</td>
<td>2013</td>
<td>Assessment of Engineering Student Team Effectiveness</td>
</tr>
<tr>
<td>Beth Holloway</td>
<td>2013</td>
<td>Engineering students at typically invisible transition points: A focus on admissions and the sophomore year</td>
</tr>
<tr>
<td>Daniel Ferguson</td>
<td>2013</td>
<td>How engineering innovators characterize engineering innovativeness: A qualitative study</td>
</tr>
<tr>
<td>Ruth Wertz</td>
<td>2014</td>
<td>Toward a new model within the community of inquiry framework: Multivariate linear regression analyses based on graduate student perceptions of learning online</td>
</tr>
<tr>
<td>Rui Celia Pan</td>
<td>2014</td>
<td>Engineering Students Experiences and Perceptions of Workplace Problem Solving</td>
</tr>
<tr>
<td>Junaid Siddiqui</td>
<td>2014</td>
<td>Transformation of engineering education: Taking a perspective for the challenges of change</td>
</tr>
<tr>
<td>James Huff</td>
<td>2014</td>
<td>Psychological Journeys of Engineering Identity from School to the Workplace: How Students Become Engineers Among Other Forms of Self</td>
</tr>
<tr>
<td>Meagan Pollack</td>
<td>2014</td>
<td>Multiple Case Study Analysis of Young Women’s Experiences in High School</td>
</tr>
<tr>
<td>Noah Salzman</td>
<td>2014</td>
<td>A Phenomenographic Study of Students’ Experiences with Transition from Pre-college Engineering Programs to First-Year Engineering</td>
</tr>
<tr>
<td>Anne Lucietto</td>
<td>2014</td>
<td>The Role of Academic Ability in Choice of Major and Persistence in STEM Fields</td>
</tr>
<tr>
<td>Velvet Fitzpatrick</td>
<td>2014</td>
<td>Cognitive Diversity in Undergraduate Engineering: Dyslexia</td>
</tr>
<tr>
<td>Benjamin Ahn</td>
<td>2014</td>
<td>Creation of an instrument to measure graduate student and postdoctoral mentoring abilities in engineering and science undergraduate research settings</td>
</tr>
<tr>
<td>Jeremi London</td>
<td>2014</td>
<td>The impact of National Science Foundation investments in undergraduate engineering education research: An exploratory mixed methods study</td>
</tr>
<tr>
<td>Farrah Fayyaz</td>
<td>2014</td>
<td>A Qualitative Study of Problematic Reasonings of Undergraduate Electrical Engineering Students in Continuous Time Signals and Systems Courses</td>
</tr>
<tr>
<td>Marisol Mercado Santiago</td>
<td>2014</td>
<td>Culturally Responsive Engineering Education: A Case Study of a Pre-College Introductory Engineering Course at Tibetan Children's Village School of Selaku</td>
</tr>
<tr>
<td>Xingyu Chen</td>
<td>2014</td>
<td>The Composition of First-Year Engineering Curricula and Its Relationships to Matriculation Models and Institutional Characteristics</td>
</tr>
<tr>
<td>Jacqueline McNeil</td>
<td>2014</td>
<td>Engineering Faculty Views of Teaching Quality, Accreditation, and Institutional Climate and How They Influence Teaching Practices</td>
</tr>
</tbody>
</table>
ENGREDU 6100 (3 Credit)
Foundations and the Field of Engineering Education

Time: Day #:## - #:##pm
Classroom: HI ###

Instructor Information
• Instructor: Name
• Email: ____________
• Office: HI ###
• Office Hours: By Appointment

Course Description (400 character limit)
This course is designed to prepare students for future courses, and careers in engineering education. Students will engage with literature focusing on theories and frameworks which highlight fundamental issues, questions, and approaches in engineering education.

Course Goals
Following the structure of the OSU EED Graduate Curriculum, this course serves to contribute to student development as seen in Table #. This course does not necessarily seek to fully accomplish any of the listed goals, but contributes to the objectives and outcomes within the goal as shown.

<table>
<thead>
<tr>
<th>Goals: Students will:</th>
<th>Objectives: Students will be able to:</th>
<th>Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs</td>
<td>1A. Engage critical issues in the field with attention to inclusion of multiple perspectives</td>
<td>1.A.(B) Identify several of the contemporary educational issues with attention to inclusion of multiple perspectives and demographics</td>
</tr>
<tr>
<td></td>
<td>1B. Analyze the history and foundations of the education of engineers and the discipline of engineering education in US and international contexts</td>
<td>1.B.(B) Identify broad historical and foundational aspects of engineering education in US and international contexts.</td>
</tr>
<tr>
<td></td>
<td>1C. Characterize potential stakeholders and design appropriate engagement strategies</td>
<td>1.C.(I) Discuss key historical and foundational aspects of engineering education related to contemporary issues in US and international contexts.</td>
</tr>
<tr>
<td></td>
<td>1D. Identify and interpret stakeholder needs to develop action plans</td>
<td>1.D. Describe several relevant stakeholder needs.</td>
</tr>
<tr>
<td></td>
<td>2A. Research with attention to inclusion of multiple perspectives and demographics so that research outcomes are more universally relevant</td>
<td>2.A.(B) Identify ways that diverse populations may be impacted negatively and positively by research.</td>
</tr>
<tr>
<td></td>
<td>2C. Construct appropriate research questions in engineering education that address stakeholder needs and advance the field</td>
<td>2.C.(B) Identify appropriate, researchable questions considering relevant literature that address stakeholder needs and advance the field.</td>
</tr>
<tr>
<td></td>
<td>2F. Communicate results of research efforts in traditional and non-traditional</td>
<td>2.F.(B) Differentiate among and select types of dissemination venues for research.</td>
</tr>
</tbody>
</table>

April 6, 2018, Board of Trustees meeting

Proposal for PhD in Engineering Education
ENGREDU 6100 Course Syllabus & Schedule Spring 2017

Rev 1.0 DAD, 09/09/16

9/5/2017 - page 59

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### Course Rationale (150 character limit)

This course helps students understand what the field of engineering education is and identify their position within it to guide their proper professional actions.

### Course Topics (Learning Objectives)

- Teaching and Learning in engineering education
- Curriculum Development
- Research in Engineering Education
- Change in Engineering Education
- Engineering and Society

### Course Materials (Representative Textbook(s)):

Provided by instructor as needed.

**Books**


---

<table>
<thead>
<tr>
<th>5. Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</th>
<th>2G. Critique the quality of engineering education research studies of various types presented in different forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2G.(B) Identify quality indicators of research.</td>
<td>2G.(I) Evaluate the quality of a selected scholarly effort.</td>
</tr>
<tr>
<td>2H. Analyze how a broad array of research projects integrate into the field.</td>
<td>2H.(B) Recognize prior research conducted in an area of interest.</td>
</tr>
<tr>
<td>5B. Demonstrate a mindset that values curiosity and questioning, finds and leverages connections across a wide range of ideas, and creates positive societal value</td>
<td>5B.(B) Discuss the diverse and rapidly changing world from more than one field of study or perspective with curiosity about potential positive societal values.</td>
</tr>
<tr>
<td>5E. Recognize, analyze, and equitably engage with professional ethical dilemmas</td>
<td>5E.(B) Recognize complex, multi-layered professional ethical dilemmas.</td>
</tr>
<tr>
<td>5H. Demonstrate empathy and cultural competence across professional interactions</td>
<td>5H.(B) Identify components of multiple cultural perspectives.</td>
</tr>
<tr>
<td>5J. Value and demonstrate commitment to continuing education and lifelong learning</td>
<td>5J.(B) Describe multiple continuing education learning experiences explaining the value of lifelong learning.</td>
</tr>
</tbody>
</table>

*Table 1: Goals, Objectives, and Outcomes impacted by ENGREDU 6100.*
<table>
<thead>
<tr>
<th>Week (Date)</th>
<th>Course Topics</th>
<th>Assignment</th>
<th>Class Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching and Learning</td>
<td>Reflections on Readings</td>
<td>1A(B) 1B(B)</td>
</tr>
<tr>
<td>2</td>
<td>Teaching and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Curricula Development</td>
<td>Reflections on Readings</td>
<td>1A(B) 1B(B)</td>
</tr>
<tr>
<td>4</td>
<td>Curricula Development</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Research in Engineering Education</td>
<td>Student Presentations</td>
<td>1B(I), 2C(B)</td>
</tr>
<tr>
<td>6</td>
<td>Research in Engineering Education</td>
<td>Reflections on Readings</td>
<td>2C(B), 2G(B)</td>
</tr>
<tr>
<td>7</td>
<td>Change in Engineering Education</td>
<td>Student Presentations</td>
<td>1C(B), 2A(B), 2B(B)</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Change in Engineering Education</td>
<td>Essay Questions</td>
<td>---</td>
</tr>
<tr>
<td>10</td>
<td>Engineering and Society</td>
<td>Reflections on Readings</td>
<td>1C(B), 1D(B), 5E(B)</td>
</tr>
<tr>
<td>11</td>
<td>Engineering and Society</td>
<td>Student Presentations</td>
<td>1C(I), 1D(I), 2F(B), 5E(I)</td>
</tr>
<tr>
<td>12</td>
<td>Engineering and Society</td>
<td>---</td>
<td>2G(B), 2G(I)</td>
</tr>
<tr>
<td>13</td>
<td>What is Engineering Education?</td>
<td>Develop/Write Personal Statements</td>
<td>2C(B), 5B(B), 5B(I), 5J(B)</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>What is Engineering Education?</td>
<td>Peer Critique</td>
<td>2B(B), 5B(I)</td>
</tr>
</tbody>
</table>

* See Table 1
Grades
The course is graded on a standard A-E scale. Course grades will be calculated accordingly:

- **Participation - 20%**: To adequately participate in class, you must complete any required preparation work (readings, videos, etc.) and be engaged throughout each class period.
- **Interest in Engineering Education Statement - 10%**: See handout.
- **Group Presentation/Discussion on Topic of the Day - 20% (10% each)**: See handout.
- **Synthesis Essays - 30% (10% each)**: See handout.
- **Visualization - 20%**: See handout.

Attendance
Attendance and active participation are required to pass this course and to have an impact on your teaching in a meaningful way. You may have up to two excused absences in this version of the course and still pass the class. If you will be absent, you must notify the instructor as soon as possible. Excused absences include being sick, attending a conference, having a job interview, etc. Unexcused absences are not acceptable.

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Academic Misconduct
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute academic misconduct.

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University,
or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct, so it is recommended that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If your instructor suspects that a student has committed academic misconduct in this course, he/she is obligated by University Rules to report suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.

**Ohio State Sexual Harassment Policy**
The University administration, faculty, staff, student employees, and volunteers are responsible for assuring that the University maintains an environment for work and study free from sexual harassment. Sexual harassment is unlawful and impedes the realization of the University's mission of distinction in education, scholarship, and service. Sexual harassment violates the dignity of individuals and will not be tolerated. The University community seeks to eliminate sexual harassment through education and by encouraging faculty, staff, student employees, and volunteers to report concerns or complaints. Prompt corrective measures will be taken to stop sexual harassment whenever it occurs. Source: [http://hr.osu.edu/policy/policy115.pdf](http://hr.osu.edu/policy/policy115.pdf)

**Student Permission for Program Publicity**
During your participation in this course, photographs, printed material, and videotapes may be made for the purpose of informing the university community and the general public about activities in the college. Student images in the above media may be used to promote college programs and to make public announcements of student accomplishments and those of other students. If you do not wish for your image to be used, please let your instructor know.

**Information for Distressed Students**
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance.

Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy.

This service is free and confidential.
ENGREDU 6200 (3 Credit)
Learning Theory, Pedagogy, and Assessment in Engineering Education

Time: Day #:## - #:###pm
Classroom: HI ###

Instructor Information
- Instructor: Name
- Office: HI ###
- Email: ____________
- Office Hours: By Appointment

Course Description (400 character limit)
This course is designed to provide foundational understandings of educational learning theory, pedagogy and assessment methods within engineering education. The processes learned will inform research and instructional practice decisions, approaches and analysis.

Course Goals
Following the structure of the OSU EED Graduate Curriculum, this course serves to contribute to student development as seen in Table #. This course does not necessarily seek to fully accomplish any of the listed goals, but contributes to the objectives and outcomes within the goal as shown.

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Objectives:</th>
<th>Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs</td>
<td>1.A. Engage critical issues in the field with attention to inclusion of multiple perspectives</td>
<td>1.A.(B) Identify several of the contemporary educational issues with attention to inclusion of multiple perspectives and demographics</td>
</tr>
<tr>
<td></td>
<td>1.B. Analyze the history and foundations of the education of engineers and the discipline of engineering education in US and international contexts</td>
<td>1.A.(I) Discuss the main perspectives of contemporary educational issues and describe impact on stakeholders with attention to inclusion of multiple perspectives and demographics.</td>
</tr>
<tr>
<td></td>
<td>1.C. Characterize potential stakeholders and design appropriate engagement strategies</td>
<td>1.B.(B) Identify broad historical and foundational aspects of engineering education in US and international contexts.</td>
</tr>
<tr>
<td></td>
<td>1.D. Identify and interpret stakeholder needs to develop action plans</td>
<td>1.B.(I) Discuss key historical and foundational aspects of engineering education related to contemporary issues in US and international contexts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.C.(B) Identify primary stakeholders of engineering education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.C.(I) Explain relationships among stakeholders and contemporary educational issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.D.(B) Describe several relevant stakeholder needs.</td>
</tr>
<tr>
<td>2.G. Critique the quality of engineering education research studies of various types presented in different forms</td>
<td>2.G.(B) Identify quality indicators of research.</td>
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<td>---</td>
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</tr>
<tr>
<td>2.G.(I) Evaluate the quality of a selected scholarly effort.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.H. Analyze how a broad array of research projects integrate into the field.</td>
<td>2.H.(I) Determine how to make connections across research themes to identify gaps in literature.</td>
<td></td>
</tr>
<tr>
<td>3.C. Formulate applications of engineering education to engineering practice and vice versa.</td>
<td>3.C.(B) Discuss a novel solution and translate language to and from engineering and engineering education settings</td>
<td></td>
</tr>
<tr>
<td>3.C.(I) Design and propose a novel solution to and from engineering and engineering education settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.A. Educate with attention to inclusion of multiple perspectives and demographics so that every student has the opportunity to learn</td>
<td>4.A.(B) Discuss student and teacher similarities and differences across multiple perspectives and demographics</td>
<td></td>
</tr>
<tr>
<td>4.B. Design a course or other significant educational experience founded in learning theory explicitly addressing stakeholder needs</td>
<td>4.B.(I) Critique an existing course syllabus using learning theory.</td>
<td></td>
</tr>
<tr>
<td>4.B.(A) Develop a course syllabus and discuss the choices made founded in learning theory explicitly addressing stakeholder needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.C. Analyze how multiple courses integrate into a curriculum</td>
<td>4.C.(B) Evaluate a course's significance and effectiveness in the context of other courses in a curriculum.</td>
<td></td>
</tr>
<tr>
<td>4.C.(I) Synthesize a set of courses' impact on students' learning across a curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.C.(A) Propose curricular adjustments to address gaps in achieving learning outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.D. Instruct a course or other significant educational experience using appropriate and evidence-based pedagogical techniques</td>
<td>4.D.(B) Observe a course or other significant educational experience, highlighting the various techniques used and their appropriateness to the context.</td>
<td></td>
</tr>
<tr>
<td>4.E. Assess and improve their own teaching through informed, inquiry-based practice</td>
<td>4.E.(B) Reflect on one's teaching experiences highlighting strengths and areas for improvement</td>
<td></td>
</tr>
<tr>
<td>4.E.(I) Critique different examples of teaching, highlighting the various techniques used and their appropriateness to the context.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Rationale (150 character limit)
This course prepares students to contribute to both research and practice in the field of engineering and engineering education by acquiring background in learning theory, pedagogy / andragogy, and assessment / accreditation / evaluation of learning.

Course Topics (Learning Objectives)
- Pedagogy, Epistemology, and Metacognition
- Learning Theories
- Assessment and Evaluation
- Accreditation and ABET
- Learning Environments in Engineering Education

Table #: Goals, Objectives, and Outcomes impacted by ENGREDU 6200.

Course Rationale (150 character limit)
This course prepares students to contribute to both research and practice in the field of engineering and engineering education by acquiring background in learning theory, pedagogy / andragogy, and assessment / accreditation / evaluation of learning.

Course Topics (Learning Objectives)
- Pedagogy, Epistemology, and Metacognition
- Learning Theories
- Assessment and Evaluation
- Accreditation and ABET
- Learning Environments in Engineering Education
### Course Materials (Representative Textbook(s)):
Provided by instructor as needed.

<table>
<thead>
<tr>
<th>Week (Date)</th>
<th>Course Topics</th>
<th>Assignment</th>
<th>Class Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pedagogy, Epistemology, Metacognition</td>
<td>Discussion Worksheet</td>
<td>1A(B), 1B(B), 1C(B)</td>
</tr>
<tr>
<td>2</td>
<td>Pedagogical Approaches</td>
<td>Reflections on Readings</td>
<td>1C(I)</td>
</tr>
<tr>
<td>3</td>
<td>Course Design</td>
<td>Course Critique</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Positivism and Post-Positivism</td>
<td></td>
<td>4A(B), 4F(B), 5D(B), 5H(B)</td>
</tr>
<tr>
<td>5</td>
<td>Critical Theory and Constructivism</td>
<td>Rubric Development</td>
<td>4F(I)</td>
</tr>
<tr>
<td>6</td>
<td>Learning Theories</td>
<td>Micro-Teaching Session</td>
<td>4A(I), 4D(B), 5D(I)</td>
</tr>
<tr>
<td>7</td>
<td>Learning Theories in Engineering</td>
<td>Peer Evaluation</td>
<td>4E(B), 4E(I)</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Midterm</td>
<td>1A(I), 1B(I), 1D(B)</td>
</tr>
<tr>
<td>9</td>
<td>Learning Environments in Engineering</td>
<td>Reflections on Presentation</td>
<td>4B(I), 4D(B)</td>
</tr>
<tr>
<td>10</td>
<td>Assessment and Evaluation in Engineering</td>
<td>Course Critique</td>
<td>4H(B), 4H(I), 5B(B), 5B(I), 5E(B), 5E(I)</td>
</tr>
<tr>
<td>11</td>
<td>ABET</td>
<td>Reflections on Readings</td>
<td>4B(A)</td>
</tr>
<tr>
<td>12</td>
<td>Assessment in Engineering Education</td>
<td>Reflections on Readings</td>
<td>2G(B), 4C(B), 4C(I), 4C(A)</td>
</tr>
<tr>
<td>13</td>
<td>Research in Engineering Education</td>
<td>Syllabus Development</td>
<td>2G(I)</td>
</tr>
<tr>
<td>14</td>
<td>Work Day</td>
<td>Curricular Critique</td>
<td>3C(B), 3C(I)</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Micro-Teaching Session</td>
<td></td>
</tr>
</tbody>
</table>
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- Participation - 20%: To adequately participate in class, you must complete any required preparation work (readings, videos, etc.) and be engaged throughout each class period.
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This service is free and confidential.
**Course Description**

This course supplements Graduate Teaching Assistant (GTA) content based training by exposing GTAs to instructional pedagogies. It is a practical introduction to engineering education for GTAs. Topics include using assessment for learning, best practices in instructional methods, techniques for self-reflection, etc. This version of the course is designed for new GTAs.

**Course Goals**

Following the structure of the OSU EED Graduate Curriculum, this course serves to contribute to student development as seen in Table 1. This course does not necessarily seek to fully accomplish any of the listed goals, but contributes to the objectives and outcomes within the goal as shown.

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Objectives:</th>
<th>Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs</td>
<td>E. Contribute to high-impact efforts to use and/or transform engineering education to best meet stakeholder needs</td>
<td>(B) Actively participate in an effort that leads to specific application or transformation of engineering education to meet stakeholder needs</td>
</tr>
<tr>
<td>3. Demonstrate, value, and apply engineering expertise</td>
<td>C. Formulate applications of engineering education to engineering practice and vice versa</td>
<td>(B) Discuss a novel solution and translate language to and from engineering and engineering education settings</td>
</tr>
<tr>
<td>4. Create, teach, and assess courses and curricula</td>
<td>A. Educate with attention to inclusion of multiple perspectives and demographics so that every student has the opportunity to learn</td>
<td>(A) Engage all students in a given educational experience so that every student has the opportunity to learn</td>
</tr>
<tr>
<td></td>
<td>B. Design a course or other significant educational experience founded in learning theory explicitly addressing stakeholder needs</td>
<td>(B) Build a lesson plan addressing stakeholder needs</td>
</tr>
<tr>
<td></td>
<td>C. Analyze how multiple courses integrate into a curriculum</td>
<td>(B) Evaluate a course's significance and effectiveness in the context of other courses in a curriculum</td>
</tr>
<tr>
<td></td>
<td>D. Instruct a course or other significant educational experience</td>
<td>(A) Use appropriate and evidence-based pedagogical techniques while teaching a course</td>
</tr>
<tr>
<td>using appropriate and evidence-based pedagogical techniques</td>
<td>(I) Teach effectively a course or other significant educational experience</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>E. Assess and improve their own teaching through informed, inquiry-based practice</td>
<td>(B) Reflect on one's teaching experiences highlighting strengths and areas for improvement</td>
<td></td>
</tr>
<tr>
<td>(I) Critique different examples of teaching, highlighting the various techniques used and their appropriateness to the context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Develop effective tools to evaluate learning</td>
<td>(I) Develop tools that measure learning outcomes at various levels</td>
<td></td>
</tr>
<tr>
<td>G. Evaluate and improve student learning responsibly, equitably, and in alignment with learning outcomes</td>
<td>(B) Identify students' level of knowledge, skills, and abilities responsibly, equitably, and in alignment with learning outcomes</td>
<td></td>
</tr>
<tr>
<td>(I) Determine students' difficulties in alignment with various learning outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Design and implement evaluations/assessments of a variety of educational programming</td>
<td>(B) Describe the differences and similarities between assessment and evaluation</td>
<td></td>
</tr>
</tbody>
</table>

| A. Engage in professional activities with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences | (B) Reflect with curiosity about what can be learned from communities and cultures with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences |
| C. Function effectively on diverse, multidisciplinary teams | (I) Participate effectively on a diverse, multidisciplinary team |
| F. Demonstrate effective leadership skills | (I) Critique leadership skills of select individuals, considering visioning, conflict and resource management, and mentoring |
| H. Demonstrate empathy and cultural competence across professional interactions | (I) Demonstrate empathetic connection to the complexity of elements important to multiple cultures |

| 5. Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits |
| A. Engage in professional activities with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences |
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Table 1: Goals, Objectives, and Outcomes impacted by ENGREDU 7189.01.

**Course Rationale**
This course helps students develop a deeper relationship between the practices of teaching and learning in engineering education through experiential based activities.

**Course Topics**
- Teaching Statements
- Teaching Reviews
- Curriculum Development
- Critical Feedback and Reflection
- Assessment and Evaluation

**Course Materials:**
Provided by instructor as needed.
Course Schedule:

<table>
<thead>
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<th>Assignment</th>
<th>Class Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>Getting to Know Your Students</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teaching Philosophies and Pedagogy</td>
<td>Teaching Statement</td>
<td>4A(A), 4E(I), 5F(I)</td>
</tr>
<tr>
<td>3</td>
<td>Classroom Incivilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teaching Reviews</td>
<td>Instructor Evaluation of Teaching</td>
<td>4D(I), 5C(I)</td>
</tr>
<tr>
<td>5</td>
<td>Teaching Teaming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Classroom Assessment Techniques</td>
<td>Assessment Development and Implementation</td>
<td>4F(I), 4H(B)</td>
</tr>
<tr>
<td>7</td>
<td>Topic of Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Diversity and Inclusion</td>
<td>Teaching Feedback and Synthesis</td>
<td>4E(B), 4E(I), 5F(I)</td>
</tr>
<tr>
<td>9</td>
<td>Topic of Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Crafting an Evaluation</td>
<td>Personalized Peer Teaching Evaluation</td>
<td>4G(I), 4A(a), 4D(I), 4E(I), 5F(I), 4D(A), 5C(I)</td>
</tr>
<tr>
<td>11</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Evaluations and Critiques</td>
<td>Course Element Redesign</td>
<td>4C(B), 4B(B), 4G(B), 3C(B), 1E(B)</td>
</tr>
<tr>
<td>13</td>
<td>Topic of Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The Power of Reflection</td>
<td>Teaching Reflection and Plan for the Future</td>
<td>5A(B), 5H(I)</td>
</tr>
<tr>
<td>15</td>
<td>Debriefing</td>
<td>Course Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

* See Table 1

Grades
The course is graded on a standard A-E scale. Course grades will be calculated accordingly:
- **Participation - 20%**: To adequately participate in class, you must complete any required preparation work (readings, videos, etc.) and be engaged throughout each class period.
- **Teaching Statement - 10%**: See handout.
- **Assessment Development and Implementation - 10%** (10% each): See handout.
- **Teaching Feedback and Synthesis - 10%** (10% each): See handout.
- **Personalize Peer Teaching Evaluation - 20%**: See handout.
- **Course Element Redesign – 15%**: See handout.
Attendance
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ENGREDU 7189.02 (1 Credit)
GTA Professional Development
Time: Wednesdays 5:30-6:30pm
Classroom: HI 244G

Instructor Information
• Instructor: Rachel Kajfez
• Email: Kajfez.2@osu.edu
• Office: HI 244
• Office Hours: By Appointment

Course Description
This course supplements Graduate Teaching Assistant (GTA) content based training by exposing GTAs to instructional pedagogies. It is a practical extension of ENGREDU 7189.01. Topics include developing new teaching modules, creating training materials for fellow GTAs, furthering techniques for reflection, etc. This version of the course is designed for experienced GTAs.

Course Goals
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<td>3. Demonstrate, value, and apply engineering expertise</td>
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<td>4. Create, teach, and assess courses and curricula</td>
<td>A. Educate with attention to inclusion of multiple perspectives and demographics so that every student has the opportunity to learn</td>
<td>(A) Engage all students in a given educational experience so that every student has the opportunity to learn</td>
</tr>
<tr>
<td></td>
<td>B. Design a course or other significant educational experience founded in learning theory explicitly addressing stakeholder needs</td>
<td>(I) Critique an existing course syllabus using learning theory</td>
</tr>
<tr>
<td></td>
<td>C. Analyze how multiple courses integrate into a curriculum</td>
<td>(A) Propose curricular adjustments to address gaps in achieving learning outcomes</td>
</tr>
<tr>
<td></td>
<td>D. Instruct a course or other significant educational experience using appropriate and evidence-based pedagogical techniques</td>
<td>(A) Use appropriate and evidence-based pedagogical techniques while teaching a course</td>
</tr>
</tbody>
</table>
### Course Rationale
This course helps students further explore the relationship between practices of teaching and learning in engineering through experiential based activities.

### Course Topics
- Teaching Philosophies
- Teaching Reviews
- Curriculum Development
- Critical Feedback and Reflection
- Assessment and Evaluation

### Course Materials:
Provided by instructor as needed.

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**Table 1: Goals, Objectives, and Outcomes impacted by ENGREDU 7189.02.**

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</tr>
</thead>
<tbody>
<tr>
<td>E. Assess and improve their own teaching through informed, inquiry-based practice</td>
<td>(A) Gather and apply teaching feedback</td>
<td></td>
</tr>
<tr>
<td>F. Develop effective tools to evaluate learning</td>
<td>(A) Revise tools and learning outcomes based on experiences and student feedback</td>
<td></td>
</tr>
<tr>
<td>G. Evaluate and improve student learning responsibly, equitably, and in alignment with learning outcomes</td>
<td>(I) Determine students' difficulties in alignment with various learning outcomes</td>
<td>(A) Develop responsible and equitable strategies to assist students in their learning that align with learning outcomes</td>
</tr>
<tr>
<td>H. Design and implement evaluations/assessments of a variety of educational programming</td>
<td>(I) Critique an educational program using appropriate assessment and evaluation tools</td>
<td>(A) Develop a tool to assess and evaluate the effectiveness of an educational program</td>
</tr>
<tr>
<td>A. Engage in professional activities with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences</td>
<td>(B) Reflect with curiosity about what can be learned from communities and cultures with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences</td>
<td>(I) Demonstrate evidence of adjustment in attitudes and beliefs through working within and learning from diverse communities and cultures</td>
</tr>
<tr>
<td>C. Function effectively on diverse, multidisciplinary teams</td>
<td>(I) Participate effectively on a diverse, multidisciplinary team</td>
<td></td>
</tr>
<tr>
<td>F. Demonstrate effective leadership skills</td>
<td>(I) Critique leadership skills of select individuals, considering visioning, conflict and resource management, and mentoring</td>
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<td>H. Demonstrate empathy and cultural competence across professional interactions</td>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>Teaching Philosophy</td>
<td>5A(B)</td>
</tr>
<tr>
<td></td>
<td>Understanding Your Teaching Perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>GTA Development Theories</td>
<td>Professional Development Teaching Plan</td>
<td>1E(B)</td>
</tr>
<tr>
<td>3</td>
<td>Individual Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student Evaluations and Reflecting on Feedback</td>
<td>Student Evaluation Tool</td>
<td>4H(A), 4H(A), 4A(A), 4D(A)</td>
</tr>
<tr>
<td>5</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Individual Meetings</td>
<td>Critique Syllabus and Course</td>
<td>3C(I), 4C(A), 4B(I), 4H(I)</td>
</tr>
<tr>
<td>7</td>
<td>Topic of Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Translating Teaching Experience to Other Contexts</td>
<td>Teaching Feedback and Synthesis</td>
<td>4E(A)</td>
</tr>
<tr>
<td>9</td>
<td>Topic of Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Individual Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>No Class</td>
<td>Student Evaluation Tool Revision</td>
<td>4F(A), 4H(A), 4E(A), 4G(I)</td>
</tr>
<tr>
<td>12</td>
<td>Topic of Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Topic of Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Individual Meetings</td>
<td>Teaching Philosophy Revision and Critique Your Own Teaching</td>
<td>5A(I), 5H(I), 5F(I), 4G(A), 5C(I)</td>
</tr>
<tr>
<td>15</td>
<td>Debriefing Course Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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- **Teaching Philosophy and Revision/Critique – 20%**: See handout.
- **Professional Development Teaching Plan – 20%**: See handout.
- **Student Evaluation Tool and Revision – 20%**: See handout.
- **Peer Review of Teaching – 10%**: See handout.
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A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance.

Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy.

This service is free and confidential.
ENGREDU 7780 (3 Credit)

Engineering Education Research Methods

Time: Day #:## - #:###pm
Classroom: HI ###

Instructor Information
• Instructor: Name
• Email: ____________
• Office: HI ###
• Office Hours: By Appointment

Course Description (400 character limit)
This course is designed to prepare students for productive research in engineering education throughout their graduate experience and professional careers. Research methods are highlighted and explored including quantitative, qualitative, and mixed methods.

Course Goals
Following the structure of the OSU EED Graduate Curriculum, this course serves to contribute to student development as seen in Table #. This course does not necessarily seek to fully accomplish any of the listed goals, but contributes to the objectives and outcomes within the goal as shown.

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Objectives:</th>
<th>Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs</td>
<td>1.A. Engage critical issues in the field with attention to inclusion of multiple perspectives</td>
<td>1.A.(B) Identify several of the contemporary educational issues with attention to inclusion of multiple perspectives and demographics</td>
</tr>
<tr>
<td></td>
<td>1.E. Contribute to high-impact efforts to use and/or transform engineering education to best meet stakeholder needs</td>
<td>1.E.(B) Actively participate in an effort that leads to specific application or transformation of engineering education to meet stakeholder needs.</td>
</tr>
<tr>
<td>2. design, conduct, and critique research in engineering education</td>
<td>2.A. Research with attention to inclusion of multiple perspectives and demographics so that research outcomes are more universally relevant</td>
<td>2.A.(B) Identify ways that diverse populations may be impacted negatively and positively by research.</td>
</tr>
<tr>
<td></td>
<td>2.B. Demonstrate awareness of broadly applicable research opportunities, funding, resources, and communications (internal and external to the field)</td>
<td>2.B.(B) Identify current research opportunities and communications within and outside of engineering education.</td>
</tr>
</tbody>
</table>

Proposal for PhD in Engineering Education

April 6, 2018, Board of Trustees meeting

ENGREDU 7780 Course Syllabus & Schedule

Spring 2017

Proposal for PhD in Engineering Education

9/5/2017 - page 80
<table>
<thead>
<tr>
<th>2C. Construct appropriate research questions in engineering education that address stakeholder needs and advance the field</th>
<th>2.C.(B) Identify appropriate, researchable questions considering relevant literature that address stakeholder needs and advance the field.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.C.(I) Appraise whether research questions appropriately align with an overall research study design, address stakeholder needs, and advance the field and contributes to larger body of knowledge in engineering education.</td>
</tr>
<tr>
<td></td>
<td>2.C.(A) Develop sound engineering education research questions that address stakeholder needs and advance the field.</td>
</tr>
<tr>
<td>2.D. Design research that uses appropriate and evidence-based methods</td>
<td>2.D.(B) Define qualitative, quantitative, and mixed methods commonly used within and outside of engineering education research.</td>
</tr>
<tr>
<td></td>
<td>2.D.(I) Select appropriate methods to research questions.</td>
</tr>
<tr>
<td>2.E. Collect, analyze, and interpret data using appropriate techniques</td>
<td>2.E.(B) Collect, analyze, and interpret data within a given set of research parameters.</td>
</tr>
<tr>
<td>2F. Communicate results of research efforts in traditional and non-traditional forms</td>
<td>2.F.(B) Differentiate among and select types of dissemination venues for research.</td>
</tr>
<tr>
<td>2.G. Critique the quality of engineering education research studies of various types presented in different forms</td>
<td>2.G.(B) Identify quality indicators of research.</td>
</tr>
<tr>
<td></td>
<td>2.G.(I) Evaluate the quality of a selected scholarly effort.</td>
</tr>
<tr>
<td>2H. Analyze how a broad array of research projects integrate into the field.</td>
<td>2.H.(B) Recognize prior research conducted in an area of interest.</td>
</tr>
<tr>
<td>2.I. Structure, manage, and implement research projects.</td>
<td>2.I.(B) Define the aspects of research project management.</td>
</tr>
<tr>
<td></td>
<td>2.I.(I) Develop a structured plan to manage a research study for implementation.</td>
</tr>
<tr>
<td>5. Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</td>
<td>5.C.(B) Discuss the elements of effective teamwork and importance of diverse, multidisciplinary teams.</td>
</tr>
<tr>
<td>5.D. Communicate effectively with a range of audiences using multiple modes and media</td>
<td>5.D.(B) Explain the appropriate communication strategies to use with a range of audiences using multiple modes and media.</td>
</tr>
<tr>
<td></td>
<td>5.D.(I) Critique specific communications considering a range of potential audiences.</td>
</tr>
<tr>
<td>5.E. Recognize, analyze, and equitably engage with professional ethical dilemmas</td>
<td>5.E.(B) Recognize complex, multi-layered professional ethical dilemmas.</td>
</tr>
</tbody>
</table>
Course Rationale (150 character limit)
This course prepares students to perform research by using research methods appropriate to the field of engineering education.

Course Topics (Learning Objectives)
- Teaching and Learning in engineering education
- Curriculum Development
- Research in Engineering Education
- Change in Engineering Education
- Engineering and Society

Course Materials (Representative Textbook(s)):
Provided by instructor as needed.

<table>
<thead>
<tr>
<th>Week (Date)</th>
<th>Course Topics</th>
<th>Assignment</th>
<th>Class Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are you curious about? Research Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What is a research question? (scope, focus, etc.); Frameworks and Lens (theory)</td>
<td>Research Statement</td>
<td>4A(A), 4E(I), 5F(I)</td>
</tr>
<tr>
<td>3</td>
<td>Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Presentation Skills; Methods</td>
<td>Methods Presentation</td>
<td>4D(I), 5C(I)</td>
</tr>
<tr>
<td>5</td>
<td>Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lit Reviews; How to find and manage and read papers; Information Literacy Management</td>
<td>Assessment Development and Implementation</td>
<td>4F(I), 4H(B)</td>
</tr>
</tbody>
</table>
### Grades
The course is graded on a standard A-E scale. Course grades will be calculated accordingly:

- **Participation - 20%**: To adequately participate in class, you must complete any required preparation work (readings, videos, etc.) and be engaged throughout each class period.
- **Interest in Engineering Education Statement - 10%**: See handout.
- **Group Presentation/Discussion on Topic of the Day - 20%**: See handout.
- **Synthesis Essays - 30% (10% each)**: See handout.
- **Visualization - 20%**: See handout.

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Attendance and active participation are required to pass this course and to have an impact on your teaching in a meaningful way. You may have up to two excused absences in this version of

<table>
<thead>
<tr>
<th>7</th>
<th>IRB; Collecting Data</th>
<th>Mini-Lit Review</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>Finding; Proposals</td>
<td>Teaching Feedback and Synthesis</td>
</tr>
<tr>
<td>9</td>
<td>Validity and Reliability</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Analysis Resources; Data Management</td>
<td>Personalized Peer Teaching Evaluation</td>
</tr>
<tr>
<td>11</td>
<td>Effective Meetings</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Optimizing Expert’s Time</td>
<td>Course Element Redesign</td>
</tr>
<tr>
<td>13</td>
<td>Presentation skills; Presenting your work (posters and various papers); Draft poster/ practice session</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Poster session; Research wrap up</td>
<td>Teaching Reflection and Plan for the Future</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Table 1
the course and still pass the class. If you will be absent, you must notify the instructor as soon as possible. Excused absences include being sick, attending a conference, having a job interview, etc. Unexcused absences are not acceptable.

**Students with Disabilities**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact Student Life Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

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The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct, so it is recommended that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If your instructor suspects that a student has committed academic misconduct in this course, he/she is obligated by University Rules to report suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.
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This service is free and confidential.
ENGREDU 7881 (3 Credit)
Engineering Education Seminar

Time: Day #:## - #:### pm
Classroom: HI ###

Instructor Information
- Instructor: Name
- Email: ____________
- Office: HI ###
- Office Hours: By Appointment

Course Description (400 character limit)
This course is designed to provide students with the ability to maintain contemporary knowledge of the field of engineering education, understand how to communicate within the field, provide exposure to different stakeholders, and build community among engineering educators.

Course Goals
Following the structure of the OSU EED Graduate Curriculum, this course serves to contribute to student development as seen in Table #. This course does not necessarily seek to fully accomplish any of the listed goals, but contributes to the objectives and outcomes within the goal as shown.

<table>
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<tr>
<th>Goals:</th>
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<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs</td>
<td>1.A. Engage critical issues in the field with attention to inclusion of multiple perspectives</td>
<td>1.A.(I) Discuss the main perspectives of contemporary educational issues and describe impact on stakeholders with attention to inclusion of multiple perspectives and demographics.</td>
</tr>
<tr>
<td>1.B. Analyze the history and foundations of the education of engineers and the discipline of engineering education in US and international contexts</td>
<td>1.B.(I) Discuss key historical and foundational aspects of engineering education related to contemporary issues in US and international contexts.</td>
<td></td>
</tr>
<tr>
<td>1.C. Characterize potential stakeholders and design appropriate engagement strategies</td>
<td>(I) Explain relationships among stakeholders and contemporary educational issues.</td>
<td></td>
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<tr>
<td>1.D. Identify and interpret stakeholder needs to develop action plans</td>
<td>(I) Interpret stakeholder needs in relationship to engineering education.</td>
<td></td>
</tr>
<tr>
<td>2. Design, conduct, and critique research in engineering education</td>
<td>2.A. Research with attention to inclusion of multiple perspectives and demographics so that research outcomes are more universally relevant</td>
<td>2.A.(I) Reflect critically on research across various fields that targets diverse audiences.</td>
</tr>
<tr>
<td>2.B. Demonstrate awareness of broadly applicable research opportunities, funding, resources, and communications (internal and external)</td>
<td>2.B.(B) Identify current research opportunities and communications within and outside of engineering education.</td>
<td></td>
</tr>
<tr>
<td>5. Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</td>
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</tr>
<tr>
<td>2.C. Construct appropriate research questions in engineering education that address stakeholder needs and advance the field</td>
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<td></td>
</tr>
<tr>
<td>2.C.(I) Appraise whether research questions appropriately align with an overall research study design, address stakeholder needs, and advance the field and contributes to larger body of knowledge in engineering education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.G. Critique the quality of engineering education research studies of various types presented in different forms</td>
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<tr>
<td>2.G.(I) Evaluate the quality of a selected scholarly effort.</td>
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<tr>
<td>2.H. Analyze how a broad array of research projects integrate into the field.</td>
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<tr>
<td>2.H.(I) Determine how to make connections across research themes to identify gaps in literature.</td>
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<tr>
<td>5.A. Engage in professional activities with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences.</td>
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</tr>
<tr>
<td>5.A.(I) Discuss the elements of effective teamwork and importance of diverse, multidisciplinary teams.</td>
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<tr>
<td>5.B. Demonstrate a mindset that values curiosity and questioning, finds and leverages connections across a wide range of ideas, and creates positive societal value</td>
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<tr>
<td>5.B.(B) Explain the appropriate communication strategies to use with a range of audiences using multiple modes and media.</td>
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<td></td>
</tr>
<tr>
<td>5.D. Communicate effectively with a range of audiences using multiple modes and media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B) Explain the appropriate communication strategies to use with a range of audiences using multiple modes and media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.E. Recognize, analyze, and equitably engage with professional ethical dilemmas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.E.(B) Recognize complex, multi-layered professional ethical dilemmas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.I. Prepare professional documents and demonstrate effective communication skills appropriate to a variety of job search and career advancement processes</td>
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<tr>
<td>5.I.(B) Describe documents prepared regularly in professional career contexts and identify quality indicators of each.</td>
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<tr>
<td>5.J. Value and demonstrate commitment to continuing education and lifelong learning</td>
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</tr>
<tr>
<td>5.J.(B) Describe multiple continuing education learning experiences explaining the value of lifelong learning.</td>
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</tr>
</tbody>
</table>

Table #: Goals, Objectives, and Outcomes impacted by ENGREDU 6100.
Course Rationale (150 character limit)
This course prepares students to be conversant with contemporary issues and topics within the field of engineering education and associated disciplines.

Course Topics (Learning Objectives)
- Contemporary issues and dialogs of Engineering Education
- Journal Review and Discussion
- Communication within Engineering Education
- Professional Development
- Research in Engineering Education
- Research outside of Engineering Education and its relation to our field

Course Materials (Representative Textbook(s)):
Provided by instructor as needed.

<table>
<thead>
<tr>
<th>Week (Date)</th>
<th>Course Topics</th>
<th>Assignment</th>
<th>Class Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Seminar/Setting the Stage</td>
<td>Reflections on Readings</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Research Presentation in Engineering Education (EED Member)</td>
<td></td>
<td>2B (B)</td>
</tr>
<tr>
<td>3</td>
<td>Teaching Presentation</td>
<td>Reflections on Readings</td>
<td>1A (I)</td>
</tr>
<tr>
<td>4</td>
<td>Teaching-Related Discussion</td>
<td>Reflections on Readings</td>
<td>1A (I)</td>
</tr>
<tr>
<td>5</td>
<td>Research Presentation - Non Engineering Education</td>
<td>Reflections on Readings</td>
<td>2A (I), 2B (B)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Journal Article Discussion</td>
<td>On-line Essays</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Professional Development Presentation</td>
<td></td>
<td>5J (B), 5I(B)</td>
</tr>
<tr>
<td>9</td>
<td>Panel Discussion</td>
<td>Reflections on Presentation</td>
<td>2B (I), 2D (I), 5E (A)</td>
</tr>
<tr>
<td>10</td>
<td>Professional Development Mini-Workshop</td>
<td></td>
<td>5A (I), 5D (B)</td>
</tr>
<tr>
<td>11</td>
<td>Research Presentation in Engineering Education (Non EED Member)</td>
<td></td>
<td>2A (I), 2B (B)</td>
</tr>
</tbody>
</table>
Grades
The course is graded on a standard A-E scale. Course grades will be calculated accordingly:

- **Participation - 40%**: To adequately participate in class, you must complete any required preparation work (readings, videos, etc.) and be engaged throughout each class period.
- **Group Presentation/Discussion on Topic of the Day - 20% (10% each)**: See handout.
- **Synthesis Essays - 10%**: See handout.

Attendance
Attendance and active participation are required to pass this course and to have an impact on your teaching in a meaningful way. You may have up to two excused absences in this version of the course and still pass the class. If you will be absent, you must notify the instructor as soon as possible. Excused absences include being sick, attending a conference, having a job interview, etc. Unexcused absences are not acceptable.

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ENGREDU 7900 Course Syllabus & Schedule  Spring 2017

ENGREDU 7900 (3 Credit)
Career Exploration and Professional Development

Time: Day #::## - #::##pm
Classroom: HI ###

Instructor Information

• Instructor: Name
• Email: ____________
• Office: HI ###
• Office Hours: By Appointment

Course Description (400 character limit)
This course is designed to prepare students for future careers and professional advancement at universities, colleges, community colleges, and technical colleges (both in tenure-track and clinical faculty appointments), government agencies, private industry, corporate training organizations, non-profits, and high schools challenged with incorporating engineering design into core science standards.

Course Goals
Following the structure of the OSU EED Graduate Curriculum, this course serves to contribute to student development as seen in Table #1. This course does not necessarily seek to fully accomplish any of the listed goals, but contributes to the objectives and outcomes within the goal as shown.

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<th>Goals:</th>
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<td>Students will be able to:</td>
</tr>
<tr>
<td>1. Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs</td>
<td>1A. Engage critical issues in the field with attention to inclusion of multiple perspectives</td>
<td>1A.(I) Discuss the main perspectives of contemporary educational issues and describe impact on stakeholders with attention to inclusion of multiple perspectives and demographics.</td>
</tr>
<tr>
<td></td>
<td>1.B. Analyze the history and foundations of the education of engineers and the discipline of engineering education in US and international contexts</td>
<td>1.B.(I) Discuss key historical and foundational aspects of engineering education related to contemporary issues in US and international contexts.</td>
</tr>
<tr>
<td></td>
<td>1.C. Characterize potential stakeholders and design appropriate engagement strategies</td>
<td>1.C.(B) Identify primary stakeholders of engineering education. 1.C.(I) Explain relationships among stakeholders and contemporary educational issues. 1.C.(A) Define appropriate engagement strategies with stakeholders.</td>
</tr>
<tr>
<td></td>
<td>1.D. Identify and interpret stakeholder needs to develop</td>
<td>1.D.(B) Describe several relevant stakeholder needs.</td>
</tr>
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<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
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<tr>
<td></td>
<td>1.D.(A) Create an action plan to address one or more stakeholder needs.</td>
<td></td>
</tr>
<tr>
<td>2.B. Demonstrate awareness of broadly applicable research opportunities, funding, resources, and communications (internal and external to the field)</td>
<td>2.B.(I) Distinguish between types of resources and funding available and the corresponding reporting expectations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.B.(A) Select appropriate research opportunities, funding, resources, and communications that aligns with one's research interests and expertise.</td>
<td></td>
</tr>
<tr>
<td>2.F. Communicate results of research efforts in traditional and non-traditional forms</td>
<td>2.F.(B) Differentiate among and select types of dissemination venues for research.</td>
<td></td>
</tr>
<tr>
<td>2.H. Analyze how a broad array of research projects integrate into the field.</td>
<td>2.H.(A) Propose a research agenda informed from a synthesis of existing literature and research across multiple fields.</td>
<td></td>
</tr>
<tr>
<td>5.A. Engage in professional activities with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences.</td>
<td>5.A.(B) Reflect with curiosity about what can be learned from communities and cultures with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences.</td>
<td></td>
</tr>
<tr>
<td>5.C. Function effectively on diverse, multidisciplinary teams</td>
<td>5.C.(B) Discuss the elements of effective teamwork and importance of diverse, multidisciplinary teams.</td>
<td></td>
</tr>
<tr>
<td>5.D. Communicate effectively with a range of audiences using multiple modes and media</td>
<td>5.D.(I) Critique specific communications considering a range of potential audiences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.D.(A) Disseminate/publish appropriate to target audience(s) using multiple modes and media.</td>
<td></td>
</tr>
<tr>
<td>5.F. Demonstrate effective leadership skills</td>
<td>5.F.(B) Discuss the elements of effective leadership skills, including self-awareness, resource management, and motivating others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.F.(I) Critique leadership skills of select individuals, considering visioning, conflict and resource management, and mentoring.</td>
<td></td>
</tr>
</tbody>
</table>
### Course Rationale (150 character limit)

This course helps students prepare for successfully engaging in engineering education careers across a variety of institutions and organizations.

### Course Topics (Learning Objectives)
- EED Stakeholders
- Career Options and Job Search Dynamics
- Teamwork
- Project Management
- Empathy
- Professional Development

### Course Materials (Representative Textbook(s)):
Provided by instructor as needed.

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**Table 1: Goals, Objectives, and Outcomes impacted by ENGREDU 7900.**

<table>
<thead>
<tr>
<th>Goal/Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.G. Apply appropriate principles to manage teams and projects</td>
<td>5.G.(B) Describe the project management process and primary constraints including scope, schedule, budget, and quality.</td>
</tr>
<tr>
<td>5.H. Demonstrate empathy and cultural competence across professional interactions</td>
<td>5.H.(A) Promote empathy and cultural competence across professional interactions.</td>
</tr>
<tr>
<td>5.I. Prepare professional documents and demonstrate effective communication skills appropriate to a variety of job search and career advancement processes</td>
<td>5.I.(B) Describe documents prepared regularly in professional career contexts and identify quality indicators of each.</td>
</tr>
<tr>
<td>5.I. Prepare professional documents and demonstrate effective communication skills appropriate to a variety of job search and career advancement processes</td>
<td>5.I.(I) Prepare documents and demonstrate effective communication skills appropriate to a variety of job search and career advancement processes.</td>
</tr>
<tr>
<td>5.J. Value and demonstrate commitment to continuing education and lifelong learning</td>
<td>5.J.(B) Describe multiple continuing education learning experiences explaining the value of lifelong learning.</td>
</tr>
<tr>
<td>5.J. Value and demonstrate commitment to continuing education and lifelong learning</td>
<td>5.J.(I) Develop and pursue plans for lifelong learning to support career goals.</td>
</tr>
</tbody>
</table>

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*April 6, 2018, Board of Trustees meeting*
<table>
<thead>
<tr>
<th>Week (Date)</th>
<th>Course Topics</th>
<th>Assignment</th>
<th>Class Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical Issues in Engineering Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Inclusion of Multiple Perspectives</td>
<td>Reflections on Readings</td>
<td>1A(I), 1B(I), 1B(A), 5A(B)</td>
</tr>
<tr>
<td></td>
<td>Social Skills/Relationship Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EED Stakeholders</td>
<td>Stakeholder Analysis Memo</td>
<td>1C(B), 1C(I), 1C(A), 1D(B), 1D(I), 1D(A)</td>
</tr>
<tr>
<td></td>
<td>Leveraging Your Network</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Faculty Careers and Options</td>
<td>LinkedIn Profile</td>
<td>2B(I), 2B(A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cover Letter</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Academic Job Search</td>
<td>Academic CV and Statements of Research/Teaching</td>
<td>2F(B), 2H(A), 5D(B), 5I(B)</td>
</tr>
<tr>
<td>6</td>
<td>Industry Careers and Options</td>
<td>ABET, TUEE Analysis Memo</td>
<td>3D(I)</td>
</tr>
<tr>
<td>7</td>
<td>Industry Job Search</td>
<td>Industry Resume</td>
<td>3D(A), 5D(I), 5I(B)</td>
</tr>
<tr>
<td>8</td>
<td>Government and Non-Commercial Careers and Options</td>
<td>Government Application</td>
<td>5D(A), 5C(B)</td>
</tr>
<tr>
<td>9</td>
<td>Teamwork</td>
<td>Professional Portfolio</td>
<td>5C(B), 5F(B), 5F(I)</td>
</tr>
<tr>
<td>10</td>
<td>Project Management</td>
<td>Job Postings and Search Analysis</td>
<td>5G(B), 5G(I)</td>
</tr>
<tr>
<td>11</td>
<td>Empathy in Engineering Education</td>
<td>Career Plan</td>
<td>5H(A)</td>
</tr>
<tr>
<td>12</td>
<td>Professional Documents for Job Search</td>
<td>CV / Resume / Application</td>
<td>5I(I), 5I(A)</td>
</tr>
<tr>
<td>13</td>
<td>Professional Development Options</td>
<td>Career Plan</td>
<td>5J(B)</td>
</tr>
<tr>
<td>14</td>
<td>Entrepreneurial and Intrapreneurial Options</td>
<td>Professional e-Portfolio</td>
<td>5J(I)</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Grades
The course is graded on a standard A-E scale. Course grades will be calculated accordingly:

- **Participation - 20%**: To adequately participate in class, you must complete any required preparation work (readings, videos, etc.) and be engaged throughout each class period.
- **Interest in Engineering Education Statement - 10%**: See handout.
- **Group Presentation/Discussion on Topic of the Day - 20%** (10% each): See handout.
- **Synthesis Essays - 30%** (10% each): See handout.
- **Visualization - 20%**: See handout.

### Attendance
Attendance and active participation are required to pass this course and to have an impact on your teaching in a meaningful way. You may have up to two excused absences in this version of the course and still pass the class. If you will be absent, you must notify the instructor as soon as possible. Excused absences include being sick, attending a conference, having a job interview, etc. Unexcused absences are not acceptable.

### Students with Disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact Student Life Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

### Carmen
Carmen is OSU’s course management system. Please note that we will be using the Canvas version of Carmen. Carmen uses include:

- Check the “News” items for any course-related or on-campus activities announcements.
- Check your grades from the “Grades” link on the main toolbar in Carmen.
- Access materials for the course from the “Content” link on the main toolbar.
- Access evaluation tools (i.e., surveys, quizzes, etc.) from the “Activities” link on the main toolbar.

Carmen may be accessed at [http://carmen.osu.edu](http://carmen.osu.edu). For troubleshooting, call 688-HELP or go to [https://resourcecenter.odee.osu.edu/canvas/getting-started-canvas-students](https://resourcecenter.odee.osu.edu/canvas/getting-started-canvas-students).

### Academic Misconduct
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow...
the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute academic misconduct.

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct, so it is recommended that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If your instructor suspects that a student has committed academic misconduct in this course, he/she is obligated by University Rules to report suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.

Ohio State Sexual Harassment Policy
The University administration, faculty, staff, student employees, and volunteers are responsible for assuring that the University maintains an environment for work and study free from sexual harassment. Sexual harassment is unlawful and impedes the realization of the University's mission of distinction in education, scholarship, and service. Sexual harassment violates the dignity of individuals and will not be tolerated. The University community seeks to eliminate sexual harassment through education and by encouraging faculty, staff, student employees, and volunteers to report concerns or complaints. Prompt corrective measures will be taken to stop sexual harassment whenever it occurs. Source: http://hr.osu.edu/policy/policy115.pdf

Student Permission for Program Publicity
During your participation in this course, photographs, printed material, and videotapes may be made for the purpose of informing the university community and the general public about activities in the college. Student images in the above media may be used to promote college programs and to make public announcements of student accomplishments and those of other students. If you do not wish for your image to be used, please let your instructor know.

Information for Distressed Students
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance.

Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy.
Assessment: Assessment Unit Planning

Proposed PhD in Engineering Education

Program - Engineering Education (PH)

Outcome: Inclusive engagement with critical issues
1. A. Engage critical issues in the field with attention to inclusion of multiple perspectives and demographics

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Critical Thinking
Outcome Category (Other): Diversity

Assessment Methods

Direct - Other classroom assessment methods - ENGR 6200 - Learning theory, pedagogy and assessment course - discussion worksheet on Pedagogy, Epistemology, and Metacognition as well as midterm exam (Inactive)

Direct - Other classroom assessment methods - ENGR 6200 - Learning theory, pedagogy and assessment course - discussion worksheet on Pedagogy, Epistemology, and Metacognition as well as midterm exam (Active)

Related Goals
Program - Engineering Education (PH)
Skill-Cognitive - Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs

Outcome: History and Foundations
1. B. Analyze the history and foundations of the education of engineers and the discipline of engineering education in the US and international contexts

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Global Perspectives/Issues
Outcome Category (Other): Historical Perspective

Assessment Methods

Direct - Writing assignment - ENGR 6100 - Foundations and the Field of Engineering Education – written reflections on reading (Active)

Related Goals
Program - Engineering Education (PH)

Outcome: Characterize Potential Stakeholders

1.C. Characterize potential stakeholders and design appropriate engagement strategies

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Communication-Oral
Outcome Category (Other): Interaction with Selected Audiences

Assessment Methods
Direct - Writing assignment - ENGR 6200 - Learning theory, pedagogy and assessment course – course midterm exam (Active)

Related Goals

Outcome: Identify and Interpret Stakeholder Needs

1. D. Identify and interpret stakeholder needs to develop action plans

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Cultural Awareness
Outcome Category (Other): Interaction with Selected Audiences

Assessment Methods
Direct - Writing assignment - ENGR 6100 - Foundations and the Field of Engineering Education – written reflections on reading (Active)

Related Goals

Outcome: Contribute to high impact efforts

1. E. Contribute to high impact efforts to use and/or transform engineering education to best meet stakeholder needs

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Problem Solving
Outcome Category (Other): Integration and Synthesis

Assessment Methods
Direct - Graduate - Dissertation - Oral presentation/defense - engineering education dissertation defense (Active)
Program - Engineering Education (PH)

Skill-Cognitive - Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs

Outcome: Research with attention to inclusion and diversity

2. A. Research with attention to inclusion of multiple perspectives and demographics so that research outcomes are more universally relevant

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Diversity
Outcome Category (Other): Methods / Modes of Inquiry

Assessment Methods

Direct - Student Research - engineering education dissertation research (Active)

Related Goals

Program - Engineering Education (PH)

Skill-Cognitive - Design, conduct, and critique research in engineering education

Outcome: Demonstrate awareness of broadly applicable research

2. B. Demonstrate awareness of broadly applicable research opportunities, funding, resources, and communications (internal and external to the field)

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Information Literacy
Outcome Category (Other): Knowledge-Specialized

Assessment Methods

Direct - Writing assignment - ENGR 7900 - Professional Development in Engineering Education – career plan and statement writing assignment (Active)

Related Goals

Program - Engineering Education (PH)

Skill-Cognitive - Design, conduct, and critique research in engineering education

Outcome: Construct Appropriate Research Questions

2. C. Construct appropriate research questions in engineering education that address stakeholder needs and advance the field

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Methods / Modes of Inquiry

Assessment Methods

Direct - Graduate - Dissertation - Written document - engineering education dissertation written document (Active)

Related Goals
### Program - Engineering Education (PH)

**Skill-Cognitive** - Design, conduct, and critique research in engineering education

### Outcome: Design research

2. D. Design research that uses appropriate and evidence-based methods

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Methods / Modes of Inquiry

**Assessment Methods**

- Direct - Other classroom assessment methods - ENGR 7780 - Research Methods in Engineering Education – course term project (Active)

**Related Goals**

2. E. Collect, analyze, and interpret data using appropriate techniques

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Analytical Reasoning/Qualitative  
**Outcome Category (Other):** Analytical Reasoning/Quantitative

**Assessment Methods**

- Direct - Graduate - Dissertation - Oral presentation/defense - engineering education dissertation defense (Active)

**Related Goals**

2. F. Communicate results of research efforts in traditional and non-traditional forms

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Communication-Oral  
**Outcome Category (Other):** Communication-Visual, Communication-Written

**Assessment Methods**

- Direct - Publications - engineering education dissertation research (Active)

**Related Goals**
Program - Engineering Education (PH)

Skill-Cognitive - Design, conduct, and critique research in engineering education

### Outcome: Critique the Quality of Engineering Education Research

2. G. Critique the quality of engineering education research studies of various types presented in different forms

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Analytical Reasoning/Qualitative  
**Outcome Category (Other):** Analytical Reasoning/Quantitative, Critical Thinking

**Assessment Methods**

| Direct | Other classroom assessment methods | ENGR 7881 - Engineering Education Seminar – discussion, interaction, and reflection with multiple stakeholders and audiences within seminar series (Active) |

**Related Goals**

Program - Engineering Education (PH)  
Skill-Cognitive - Design, conduct, and critique research in engineering education

### Outcome: Analyze How Research Integrates into Field

2. H. Analyze how a broad array of research projects integrate into the field

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Integration and Synthesis

**Assessment Methods**

| Direct | Other classroom assessment methods | ENGR 7881 - Engineering Education Seminar – discussion, interaction, and reflection with multiple stakeholders and audiences within seminar series (Active) |

**Related Goals**

Program - Engineering Education (PH)  
Skill-Cognitive - Design, conduct, and critique research in engineering education

### Outcome: Manage Research Projects

2. I. Structure, manage, and implement research projects

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Clinical Skills/Experience  
**Outcome Category (Other):** Generalization and Application

**Assessment Methods**

| Direct | Graduate - The | Thesis/Comprehensive Examination - Written document | Engineering education dissertation written document (Active) |

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1110
Program - Engineering Education (PH)

Skill-Cognitive - Design, conduct, and critique research in engineering education

Outcome: Apply Engineering Mindset to Solve Problems

3. A. Apply an engineering mindset to devise solutions to complex problems with attention to inclusion of multiple perspectives and demographics

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Problem Solving

Assessment Methods

Direct - Portfolio - Engineering portfolio ± MEng or equivalent (Active)

Related Goals

Program - Engineering Education (PH)
Skill-Cognitive - Demonstrate, value, and apply engineering expertise

Outcome: Demonstrate Engineering Competence

3. B. Demonstrate engineering competence in at least one specific domain.

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Knowledge-Specialized
Outcome Category (Other): Professionalism (default for specialized skills and practices, e.g., patient care)

Assessment Methods

Direct - Portfolio - Engineering portfolio ± MEng or equivalent (Active)

Related Goals

Program - Engineering Education (PH)
Skill-Cognitive - Demonstrate, value, and apply engineering expertise

Outcome: Formulate Applications to Engineering Practice

3. C. Formulate applications of engineering education to engineering practice and vice versa

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Generalization and Application

Assessment Methods

Direct - Practicum/fieldwork - ENGR 7189.01 - GTA Preparation and Support – teaching practicum (Active)

Related Goals
Program - Engineering Education (PH)

Outcome: Identify Pathways to Lifelong Learning

3. D. Identify pathways for lifelong learning in engineering

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Continuous Learning and Adaptability

Assessment Methods

Direct - Other culminating project - ENGR 7900 - Professional Development in Engineering Education – professional e-portfolio (Active)

Related Goals

Program - Engineering Education (PH)
Skill-Cognitive - Demonstrate, value, and apply engineering expertise

Outcome: Educate with Attention to Inclusion

4. A. Educate with attention to inclusion of multiple perspectives and demographics so that every student has the opportunity to learn

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Communication-Instructional
Outcome Category (Other): Cultural Awareness, Diversity

Assessment Methods

Direct - Writing assignment - ENGR 6200 - Learning theory, pedagogy and assessment course – written reflections on reading (Active)

Related Goals

Program - Engineering Education (PH)
Skill-Cognitive - Create, teach, and assess courses and curricula

Outcome: Design a Course Founded in Learning Theory

4. B. Design a course or other significant educational experience founded in learning theory explicitly addressing stakeholder needs

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Communication-Instructional
Outcome Category (Other): Knowledge-Specialized

Assessment Methods

Direct - Practicum/fieldwork - ENGR 7189.02 - GTA Professional Development – teaching practicum (Active)
Program - Engineering Education (PH)

Skill-Cognitive - Create, teach, and assess courses and curricula

Outcome: Analyze Courses and Curriculum

4. C. Analyze how multiple courses integrate into a curriculum

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Communication-Instructional
Outcome Category (Other): Integration and Synthesis

Assessment Methods

Direct - Writing assignment - ENGR 6200 - Learning theory, pedagogy and assessment course – written reflections on reading (Active)

Related Goals

Program - Engineering Education (PH)
Skill-Cognitive - Create, teach, and assess courses and curricula

Outcome: Instruct a Course

4. D. Instruct a course or other significant educational experience using appropriate and evidence-based pedagogical techniques

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Clinical Skills/Experience
Outcome Category (Other): Communication-Instructional

Assessment Methods

Direct - Practicum/fieldwork - ENGR 7189.01 - GTA Preparation and Support – teaching practicum (Active)

Related Goals

Program - Engineering Education (PH)
Skill-Cognitive - Create, teach, and assess courses and curricula

Outcome: Assess and Improve Own Teaching

4. E. Assess and improve their own teaching through informed, inquiry-based practice

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Continuous Learning and Adaptability

Assessment Methods

Direct - Practicum/fieldwork - ENGR 7189.01 - GTA Preparation and Support – teaching practicum (Active)

Related Goals
Program - Engineering Education (PH)

Skill-Cognitive - Create, teach, and assess courses and curricula

Outcome: Develop Evaluation Tools

4. F. Develop effective tools to evaluate learning

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Integration and Synthesis

Assessment Methods

Direct - Use of Rubrics - ENGR 6200 - Learning theory, pedagogy and assessment course – rubric development (Active)

Related Goals

Program - Engineering Education (PH)
Skill-Cognitive - Create, teach, and assess courses and curricula

Outcome: Evaluate and Improve Student Learning

4. G. Evaluate and improve student learning responsibly, equitably, and in alignment with learning outcomes

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Analytical Reasoning/Qualitative
Outcome Category (Other): Analytical Reasoning/Quantitative, Continuous Learning and Adaptability

Assessment Methods

Direct - Other classroom assessment methods - ENGR 7189.02 - GTA Professional Development – teaching practicum (Active)

Related Goals

Program - Engineering Education (PH)
Skill-Cognitive - Create, teach, and assess courses and curricula

Outcome: Design and Implement Assessments

4. H. Design and implement evaluation/assessments of a variety of educational programming

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Clinical Skills/Experience
Outcome Category (Other): Generalization and Application

Assessment Methods

Direct - Other classroom assessment methods - ENGR 7189.02 - GTA Professional Development – teaching practicum (Active)

Related Goals
### Program - Engineering Education (PH)

**Skill-Cognitive** - Create, teach, and assess courses and curricula

### Outcome: Engage in Professional Activities

5. A. Engage in professional activities with attention to inclusion of multiple perspectives and demographics in order to create synergy in the midst of differences.

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Diversity  
**Outcome Category (Other):** Professionalism (default for specialized skills and practices, e.g., patient care)

### Related Goals

**Perspectives/Attitudes** - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits

### Outcome: Demonstrate a Mindset that Values Curiosity and Questioning

5. B. Demonstrate a mindset that values curiosity and questioning, finds and leverages connections across a wide range of ideas, and creates positive societal value

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Continuous Learning and Adaptability  
**Outcome Category (Other):** Creative Thinking

### Assessment Methods

**Direct** - Graduate - Candidacy/Qualifying Examination - Written document - engineering education oral candidacy exam (Active)

### Related Goals

**Perspectives/Attitudes** - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits

### Outcome: Function on Diverse Teams

5. C. Function effectively on diverse, multidisciplinary teams

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Teamwork

### Assessment Methods

**Direct** - Other culminating project - ENGR 7189.01 - GTA Preparation and Support – teaching practicum (Active)

### Related Goals
# Program - Engineering Education (PH)

## Outcome: Communicate Effectively

**Outcome:** Communicate effectively with a range of audiences using multiple modes and media

- **Planned Assessment Year:** Every Year
- **Planned Assessment Year:** Every Year
- **Planned Assessment Year:** Every Year
- **Planned Assessment Year:** Every Year

**Assessment Methods**

- **Direct - Other classroom assessment methods** - ENGR 7881 - Engineering Education Seminar – discussion, interaction, and reflection with multiple stakeholders and audiences within seminar series

**Related Goals**

**Program - Engineering Education (PH)**

**Perspectives/Attitudes** - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits

---

## Outcome: Handle Ethical Dilemmas

**Outcome:** Recognize, analyze, and equitably engage with professional ethical dilemmas

- **Planned Assessment Year:** Every Year
- **Planned Assessment Year:** Every Year
- **Planned Assessment Year:** Every Year
- **Planned Assessment Year:** Every Year

**Assessment Methods**

- **Direct - Graduate - Candidacy/Qualifying Examination - Written document** - engineering education candidacy exam

**Related Goals**

**Program - Engineering Education (PH)**

**Perspectives/Attitudes** - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits

---

## Outcome: Leadership

**Outcome:** Demonstrate effective leadership skills

- **Planned Assessment Year:** Every Year
- **Planned Assessment Year:** Every Year
- **Planned Assessment Year:** Every Year
- **Planned Assessment Year:** Every Year

**Assessment Methods**

- **Direct - Writing assignment** - ENGR 7900 - Professional Development in Engineering Education – professional portfolio

**Related Goals**

**Program - Engineering Education (PH)**

**Perspectives/Attitudes** - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits

---
Program - Engineering Education (PH)

Related Goals

<table>
<thead>
<tr>
<th>Program - Engineering Education (PH)</th>
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</thead>
<tbody>
<tr>
<td>Perspectives/Attitudes - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</td>
</tr>
</tbody>
</table>

Outcome: Teamwork and Project Management

5.G. Apply appropriate principles to manage teams and projects

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Teamwork
Outcome Category (Other): Professionalism (default for specialized skills and practices, e.g., patient care)

Related Goals

<table>
<thead>
<tr>
<th>Program - Engineering Education (PH)</th>
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</thead>
<tbody>
<tr>
<td>Perspectives/Attitudes - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</td>
</tr>
</tbody>
</table>

Outcome: Empathy and Cultural Competence

5. H. Demonstrate empathy and cultural competence across professional interactions

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Cultural Awareness
Outcome Category (Other): Professionalism (default for specialized skills and practices, e.g., patient care)

Assessment Methods

Direct - Graduate - Candidacy/Qualifying Examination - Written document - engineering education oral candidacy exam (Active)

Related Goals

<table>
<thead>
<tr>
<th>Program - Engineering Education (PH)</th>
</tr>
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<tbody>
<tr>
<td>Perspectives/Attitudes - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</td>
</tr>
</tbody>
</table>

Outcome: Job Search and Career Advancement Skills

5. I. Prepare professional documents and demonstrate effective communication skills appropriate to a variety of job search and career advancement processes

Outcome Status: Inactive
Planned Assessment Year: Every Year
Outcome Category (Primary): Professionalism
Outcome Category (Other): Communication-Oral, Communication-Visual, Communication-Written

Assessment Methods

Direct - Writing assignment - ENGR 7900 - Professional Development in Engineering Education – cv / resume / application development (Active)

Related Goals

05/02/2017 Generated by TracDat® a product of Nuventive 9/5/2017 - page 109 Page 12 of 13
# Program - Engineering Education (PH)

## Outcome: Lifelong Learning

5. J. Value and demonstrate commitment to continuing education and lifelong learning

**Outcome Status:** Inactive  
**Planned Assessment Year:** Every Year  
**Outcome Category (Primary):** Continuous Learning and Adaptability

### Related Goals

<table>
<thead>
<tr>
<th>Program - Engineering Education (PH)</th>
<th>Perspectives/Attitudes - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</th>
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</thead>
<tbody>
<tr>
<td>Program - Engineering Education (PH)</td>
<td>Perspectives/Attitudes - Identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</td>
</tr>
</tbody>
</table>
Introduction

Introduction:
The Ohio State University is constantly updating its curricula and programs. The recently established Department of Engineering Education (EED) will shape its practices and approach based on input from many of the engineering education stakeholders. This survey is directed towards potential and future students in order to help establish a student-centered program and curriculum within the OSU EED.

Targeted audience:

- Undergraduate students interested in Engineering Education graduate degrees
- Masters students interested in Engineering Education PhD
- Members of the Professional workforce seeking to expand knowledge or credentials
- Teachers, K12, and educational workforce seeking to expand knowledge or credentials
- Individuals interested in pursuing an education, certificate, or degree from the Department of Engineering Education at The Ohio State University

Consent Question: Do you allow the use of the survey for internal needs of The Ohio State University Department of Engineering Education?

Yes
No

Personal Background

What is your gender?

Male
Female
Other
I would prefer not to respond
What is your age?
Younger than 18
18-22
23-27
28-32
32+
I would prefer not to respond

Within which race do you identify. Check all that apply.
African American/Black
American Indian/Alaskan Native
Asian
European American/White
Hawaiian or Pacific Islander
Other
I would prefer not to respond

Are you Latino/a?
Yes
No
I would prefer not to respond

Are you a U.S. citizen?
Yes
No
I would prefer not to respond

I am from this region of the world:
I am from this part of the country:

North America
South America
Europe
Asia
Africa
Islandia

The Northeast
The Southeast
The West Coast
The Midwest
The South
I am from outside the U.S.A.

Educational Background

Please describe your previous areas of study - answer as follows:
(college/department/major) - if you have no previous areas of study answer N/A

Please describe your current areas of study - please answer as follows:
(college/department/major) - if you are not currently enrolled answer N/A

What is the highest level of education you have completed?
0-2 years of undergraduate
3+ years of undergraduate
Bachelors degree
Masters
Currently I am a Ph.D. Student
Currently I am Ph.D. Candidate

Please select which most closely represents your average GPA in higher education:

Above 3.5
3 - 3.5
2.7 - 3
below 2.7

How would you describe your current university enrollment? Check all that apply.

Full-time
Part-time
Not enrolled
I am part of the professional workforce

What are your potential limitations for pursuing graduate education?

____________________

What is the highest level of education you are interested in pursuing? (please check all that apply).

Undergraduate Degree
Masters Degree
Doctorate
I would like to supplement my Degrees with Professional Certificates
Not Applicable

I would be interested in completing an online graduate degree with a distance learning format:

Strongly Agree
Agree
Somewhat agree
Neither agree nor disagree
I am interested in pursuing full time graduate education:

Strongly Agree
Agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Disagree
Strongly disagree

During my graduate education I intend to have additional employment outside of the university (not including teaching, research, fellowships or other opportunities granted by the university)

Yes
No
Maybe
I do not know

Would you be interested in a compressed degree that would allow you to perform your professional responsibilities in parallel with degree completion? (example: Program for teachers with only a summer curriculum)

Yes
No

**Engineering Education**

I am aware that the field of Engineering Education exists, produces scholarly research, and produces Ph.D.s:

Strongly agree
I am knowledgeable about the field of Engineering Education:

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

I have aspirations to contribute to the field Engineering Education:

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

I am interested in obtaining a degree from The Ohio State University Department of Engineering Education (EED):

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

I am interested in obtaining a degree in Engineering Education at a university other than The Ohio State University:

Yes
No
I am not sure
Which programs of Engineering Education are you interested in? Please list.

My Pursuit.

I would be interested in a engineering education degree – where I am evaluated on scholarly teaching effectiveness:

Strongly Agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree

I would be interested in an engineering education degree – where I am evaluated on research performance:

Strongly Agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree

I would be interested in a balanced degree with both scholarly teaching and research activities being equally evaluated:

Strongly Agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree

I would be interested in a certificate in Engineering Education that would increase my engineering education knowledge without providing a full degree:

Strongly Agree
Degree Dynamics

What number of required courses should constitute a Master's level understanding of material?

1-5
6-10
10+

Classes do not correlate to degree level understanding.

What amount of structure do you most prefer in a class?

I prefer being left alone to learn and do my classwork
I prefer independence from the instructor
I prefer strong guidance and support from instructors
I prefer working together with my classmates to learn
I have no preference regarding class structure

I prefer my engineering education classes to be on campus and in-person as opposed to online (virtual, distance, and/or synchronous/asynchronous):

Strongly Agree
Agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Disagree
Strongly disagree

What percentage of course credits towards a graduate degree in engineering education should be taught from within an engineering education department?
I believe the following are important to my degree in engineering education

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs</td>
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<tr>
<td>To design, conduct, and critique research in engineering education</td>
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<td>To demonstrate, value, and apply engineering expertise</td>
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<td>To create, teach, and assess courses and curricula</td>
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<td>To identify, demonstrate, and value appropriate personal and professional skills, mindsets, and traits</td>
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</tbody>
</table>

What number of required courses should constitute a Ph.D. level understanding of material?

1-5
6-10
10+

Classes do not correlate to degree level understanding
Rank order how much weight the following requirements should carry with respect to engineering education degree attainment:

- Course Credit
- Impact within the field of Engineering Education
- Qualifying/Candidacy Exams
- Ph.D. Dissertation
- Dissertation Proposal
- Research Publications
- Teaching Experience
- Dissertation Oral Defense
- Additional Degree Specialization (Globalization, Leadership, Motivation, etc.)

Are there any mechanisms/requirements for degree attainment not listed in the previous question that you feel are important to include? Please explain.

On a scale from 1-5 please use the sliding scale to rate the listed approaches to Research Advising and how each corresponds to academic success: (5 = corresponds very strongly, 0 = no correlation)

- Close advising in hands-on approach
- Balanced mentoring with hands-on and independent approach intertwined
- Advising that is
On a scale from 0-5 to what extent are the listed activities important for EED professionals to acquire the skills necessary to succeed professionally?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>International Experience</td>
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<tr>
<td>External Collaboration</td>
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<tr>
<td>Industry internships</td>
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<tr>
<td>Leadership Role within Professional Society</td>
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<tr>
<td>Rotations within different OSU EED Research Laboratories</td>
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<tr>
<td>Discipline Based Educational Research</td>
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<tr>
<td>Grant Writing</td>
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<tr>
<td>Post-Degree Employment Opportunities</td>
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<tr>
<td>Availability of funds supporting degree completion</td>
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<tr>
<td>Informal Partnerships</td>
<td></td>
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</tbody>
</table>

I believe the following should count towards graduate degree completion in engineering education:
**My Degree.**

Please explain why you are interested in a Ph.D. within Engineering Education?

Which areas/specialization within EED do you anticipate being most critical to your future success: (Rate each independently)

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<tbody>
<tr>
<td><img src="circle" alt="Strongly Agree" /></td>
<td><img src="circle" alt="Agree" /></td>
<td><img src="circle" alt="Neither agree nor disagree" /></td>
<td><img src="circle" alt="Disagree" /></td>
<td><img src="circle" alt="Strongly disagree" /></td>
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<td><img src="circle" alt="Disagree" /></td>
<td><img src="circle" alt="Strongly disagree" /></td>
<td><img src="circle" alt="Strongly Agree" /></td>
</tr>
</tbody>
</table>
Based Learning

Engineering Leadership

Research Quality and Methods

Diversity and Inclusion

Engagement and Outreach

Engineering Ethics

Informal Learning

Qualitative Research Methods

Quantitative Research Methods

Mixed Methods Research

Evaluation and Assessment

Cognitive Studies

Engineering and Technical Communications

K12 Engineering Education

Faculty Development

Entrepreneurial Mindsets

Education Policy
Rank your interest in the specializations/areas within Engineering Education: (5 = strong interest, 0 = no interest)

<table>
<thead>
<tr>
<th>Specialization/area</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Graduate Studies</td>
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<td>Undergraduate Engineering</td>
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<td>First Year Engineering</td>
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<tr>
<td>Problem/Project Based Learning</td>
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<tr>
<td>Engineering Leadership</td>
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<td>Research Quality and Methods</td>
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<td>Diversity and Inclusion</td>
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<td>Engagement and Outreach</td>
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<tr>
<td>Engineering Ethics</td>
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<td>Informal Learning</td>
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<td>Qualitative Research Methods</td>
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<td>Quantitative Research Methods</td>
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<tr>
<td>Mixed Methods Research</td>
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<td>Evaluation and Assessment</td>
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<td>Cognitive Studies</td>
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<tr>
<td>Engineering and Technical</td>
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</table>
Communications

K12 Engineering Education

Faculty Development

Entrepreneurial Mindset

Education Policy

Please list any specializations/areas within Engineering Education not included on the list in which you are interested:

The Ohio State University and the OSU EED

What are the factors that make The Ohio State University most appealing? Please rank.

- Geographical location in Columbus, Ohio
- University size
- University reputation
- College of Engineering reputation
- The fact that OSU is a comprehensive university
- I am not familiar with The Ohio State University
- Other

If you answered other to the previous question, please explain. If not, proceed with this question left blank.
Please briefly explain why The Ohio State University is appealing.

What are the factors that make The Ohio State University Department of Engineering Education (EED) most appealing? Please rank.

- Newly established Department
- The Departments setting within The Ohio State University
- The EED leadership, faculty, and/or staff
- The EED’s Development from the Engineering Education Innovation Center
- I am not very familiar with the OSU EED
- Other: Explain.

If you answered other to the previous question, please explain. If not, proceed with this question left blank.

Please briefly explain why The Ohio State University Engineering Education Department is appealing.

Closing

In this section please share any additional thoughts that you feel are important with respect to your needs and desires when considering enrolling in an engineering education department and that could be helpful to inform the development of the new engineering education graduate program.

Please let us know from where it was that you received this survey:

Email
eetc.
If you would like follow up regarding your responses to this survey, please submit your email:

Thank you.

Thank you for participating in this survey.

Our website is: www.eed.osu.edu

If you are interested in being added to The Ohio State University Department of Engineering Education listserv please send an email to ___________.

Click to write Choice 1
Click to write Choice 2
Click to write Choice 3
February 3, 2017

Dr. Monica Cox, Chair, Department of Engineering Education  
Dr. Ann Christy, Engineering Education  
The Ohio State University

Dear Drs. Cox and Christy,

This letter is to express the Department of Teaching and Learning's support of the Department of Engineering Education's (EED) proposed Ph. D. in Engineering Education program. We currently have an engineering education area within our STEM Ph. D. area of study and have been in collaboration with EED and its predecessor EEIC in its development and implementation. While our program has some learning experiences on post-secondary education, our program is mainly focused on preparing researchers to research in P-12 education settings. EED's proposed Ph. D. program expands the opportunities for OSU students to more fully include developing researchers to work in post-secondary engineering education settings. The program looks like a good complement to our program. We see a number of opportunities for students in either program to take courses in the other department.

We look forward to continued collaboration with EED in both teaching and research.

Sincerely,

Dr. Christian Faltis  
Chair, Department of Teaching and Learning
## Budget for New Graduate Degree Programs

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
<td><strong>Projected Enrollment</strong></td>
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<tr>
<td>Head-count full time</td>
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<td>Head-count part time</td>
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<tr>
<td>Full Time Equivalent (FTE) enrollment</td>
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<tr>
<td><strong>Projected Program Income</strong></td>
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<tr>
<td>Tuition (paid by student or sponsor)</td>
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<tr>
<td>Externally funded stipends, as applicable</td>
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<tr>
<td>Expected state subsidy</td>
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<tr>
<td>Other income (if applicable, describe in narrative section below)</td>
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<tr>
<td><strong>TOTAL PROJECTED PROGRAM INCOME:</strong></td>
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<tr>
<td><strong>Program Expenses</strong></td>
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<tr>
<td>New Personnel</td>
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<td>• Faculty (e.g. tenure-track, clinical, professional)</td>
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<td>Full _____</td>
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<td>Part Time _____</td>
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<td>• Non-instruction (indicate role(s) in narrative section below)</td>
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<tr>
<td>Full _____</td>
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<td>Part time _____</td>
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<tr>
<td>New facilities/building/space renovation (if applicable, describe in narrative section below)</td>
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<tr>
<td>Tuition Scholarship Support (if applicable, describe in narrative section below)</td>
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<tr>
<td>Stipend Support</td>
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<td>(if applicable, describe in narrative section below)</td>
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<td>Additional library resources</td>
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<td>(if applicable, describe in narrative section below)</td>
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<tr>
<td>Additional technology or equipment needs</td>
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<td>(if applicable, describe in narrative section below)</td>
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<tr>
<td>Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)</td>
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<tr>
<td><strong>TOTAL PROJECTED EXPENSE:</strong></td>
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**Budget Narrative:** (Use narrative to provide additional information as needed based on responses above.)
A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO ESTABLISH A MASTER OF APPLIED NEUROSCIENCE DEGREE PROGRAM, COLLEGE OF MEDICINE

Whereas the goal of the program is to develop a biomedical workforce with expertise in the rapidly expanding field of neuroscience, with the intent of preparing the highest caliber of students equipped to effectively serve in a senior research position or in an academic setting as an instructor to promote advances in biomedical research and education; and

Whereas the 4-semester program will have a core didactic curriculum that is Neuroscience based; a more specialized program developed around specific career goals – a research laboratory career or a career in higher education; and a capstone project; and

Whereas the program will be housed in the Department of Neuroscience, College of Medicine, and will be administered by a Director, Co-Director, and a graduate faculty committee; and no new facilities are required and no additional costs are anticipated; and has the support of the leadership of the College of Medicine; and

Whereas the proposal was reviewed by a joint committee of the Council on Academic Affairs and the Graduate Council and then was approved by the full Council on Academic Affairs at its meeting on November 1, 2017,

Therefore be it resolved that the University Senate approve the proposal to establish a Master of Applied Neuroscience degree program and respectfully request approval by the Board of Trustees.
Georgia:

Following its review by the combined Council on Academic Affairs (CAA) and Graduate Council subcommittee, the proposal from the Department of Neuroscience, College of Medicine, to establish a Master of Applied Neuroscience degree program, was approved by the Council on Academic Affairs at its meeting on November 1, 2017. Thank you for attending the meeting to respond to questions/comments.

The proposal will now be sent to the University Senate with a request that it be included on the agenda for action at the Senate meeting on January 18, 2018. Professor Maria Miriti, Chair of CAA, will present the proposal but it is important that you or someone from the Department be there to respond to any substantive questions/comments. I will provide you with details as we get closer to that date. If approved by the Senate, we will request action on the proposal by the Board of Trustees at its meeting on February 2, 2018. Concurrently, Professor Scott Herness, Interim Dean of the Graduate School, will work with you on the steps for approval by the Ohio Department of Higher Education (ODHE).

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

If you have any questions please contact Professor Miriti (.1) or me.

Congratulations on the successful completion of this important stage in the review/approval process!

Randy

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210
614-292-5881 Office
smith.70@osu.edu
TO: Randy Smith, Vice Provost for Academic Programs
FROM: Jennifer Schluter, Faculty Fellow for Curriculum, Graduate School
DATE: 24 October 2017
RE: Proposal for a new tagged Masters in Applied Neuroscience

The Department of Neuroscience is proposing a new tagged Masters in Applied Neuroscience.

The proposal was received by the Graduate School in December 2015. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by the Faculty Fellow, on 4 December 2015, and revisions were requested that same day. Revisions were received on 18 August 2016, and the proposal received its second review by the combined GS/CAA Curriculum subcommittee in November 2016. Revisions were requested on 20 December 2016. These revisions were received on 30 January 2017. The revised proposal received its third review by the combined GS/CAA Curriculum subcommittee on 6 February 2017, and revisions were requested on 7 February 2017. Revisions were received in summer 2017, and the proposal received its fourth review by the combined GS/CAA Curriculum subcommittee on 5 October 2017. It was forwarded it on to the Graduate Council for their review on 6 October 2017. The proposal was reviewed and approved at the Graduate Council on 23 October 2017. The positive results of this review were shared with the proposers on 24 October 2017.
1. DESIGNATION OF NEW DEGREE PROGRAM: Master’s in Applied Neuroscience

INTRODUCTION

The goal of the proposed Master’s in Applied Neuroscience is to develop a biomedical work force with expertise in the rapidly expanding field of Neuroscience. The intent is to prepare the highest caliber of students equipped to effectively serve in a senior research position or in an academic setting as an instructor to promote advances in biomedical research and education in general, and specifically in the growing field of Neuroscience. The intent is to provide students with a Master’s level curriculum that will provide both the didactic course work as well as research and teaching training that will prepare students for careers requiring advanced biomedical training beyond the baccalaureate degree. A recent survey https://neurosciencemajor.osu.edu/careers-neuroscience by the Undergraduate Neuroscience Major at The Ohio State University (OSU) determined that graduates with a Bachelor of Science degree in Neuroscience found employment in several areas including, Pharmaceutical Sales, Laboratory Technician, Science Writer, Science Advocacy, Lab Animal Care Technician, Sales Engineer, Special Education Assistant, Health Educator/Community Health Workers, Public Policy and several other areas. In general these positions have salaries ranging from $25,000 to $44,000 per year.

The intent of developing the Applied Neuroscience Master’s Degree is to prepare students for advanced placement in a large number of biomedical fields that require a Master’s degree as the basis for employment or advancement. Based on various jobs websites (https://www.indeed.com/q-Ms-Neuroscience-jobs.html; http://work.chron.com/can-masters-degree-neuroscience-4161.html) graduates would be immediately prepared for careers including, but not limited to, Research Assistant or Research Associate in a scientific or clinical research laboratory, Senior Scientist in Pharmacology, Research Scientist in Human-Machine Interactions, Neuroscience Genomics Research Associate, Medical Science Liaison, Marketing Assistants, Computer Lab and/or Sales Assistants for biotechnical or pharmaceutical companies, Neuroimaging technicians, Science Teacher, Research and Teaching Administrator, Adviser in public and government Institutions, Academic journalist, Medical writer, Clinical data manager and Patent Agent. Salaries increased significantly in these fields ranging from $73,000 to $104,000. In addition, students who obtain a master’s level education in Neuroscience will be well-prepared to enter programs that may require additional training including medicine, dentistry, nurse practitioner, physician’s assistant, genetic counselor, biostatistician, speech-language pathologist, and public health. In summary, obtaining an Applied Neuroscience Master’s degree from The Ohio State University will expand employment opportunities well beyond what is available to individuals with a Bachelor’s Degree.

All students enrolled in the Master’s in Applied Neuroscience will take rigorous academic courses that will comprise a select subset of the courses developed for students studying to receive their Ph.D. in the Neuroscience Graduate Program. This course work, described below, will serve as the foundation for the program and provide the essential didactic knowledge they will need to be viable for advanced positions. In addition to the didactic coursework, students will then have a more specialized program developed around their specific career goals. Some students will specifically want a research/laboratory based career whereas others may be interested in higher education. Students on a research oriented track will be given extensive training in laboratory techniques under the guidance of experienced basic science and clinical science researchers. Those with an interest in pursuing a career in higher education will be mentored by faculty with extensive teaching credentials. Additional course work, as appropriate to the tracks, will be included as described below.

Faculty

The faculty involved in this program all have P status in the Graduate School. They are experienced mentors, having trained numerous Ph.D students as part of the Neuroscience Graduate Program (NGP). They participate in the didactic courses and are well-prepared to take students in the proposed Master’s program into their laboratories for training. In addition, many of the faculty in the Department of Neuroscience participate in teaching courses in the Neuroscience Undergraduate Major. This includes faculty who teach two of the three required core courses in the curriculum with enrollments of 140 - 190 students/semester as well as several elective courses. These faculty will serve as mentors to students.
interested in pursuing a pathway that will allow them to teach neuroscience courses at institutions of higher education.

The proposal is to make this a 4 semester program. A minimum of 30 semester credit hours will be required. To be in good standing in the Graduate School, a student must maintain a graduate cumulative point-hour ratio (CPHR) of 3.0 or better in all graduate credit courses and must maintain reasonable progress toward Graduate School or graduate program requirements.

CRITERIA FOR ADMISSION
Admission to the program would be limited to students with a baccalaureate from accredited institutions. Additional criteria would include demonstration of high promise based on their current professional activities. The minimum GPA for admission would be 3.0, although on average we would expect higher GPAs in the area of 3.4 – 4.0. GRE scores would be expected to be >70% in verbal and quantitative examinations. The proposed class size is initially 30 – 50 students. This likely would grow as the program becomes established.

DESCRIPTION OF THE PROPOSED CURRICULUM
The Master’s in Applied Neuroscience at OSU will have a core didactic curriculum that is Neuroscience based. The objective is to provide advanced level knowledge and skills that will be valuable for practicing professionals. Regardless of whether students choose a career pathway in research or academia, they will need basic knowledge of the organization and function of the nervous system and how it relates to disease processes. This core curriculum (NeuroSc 7001, 7002, 7050, 7100, 7200.01, and 7890) is made up of well-established courses taken by students enrolled in several graduate programs including the Neuroscience Graduate Program, Biomedical Science Graduate Program, Molecular, Cellular & Developmental Biology Graduate Program, etc. Courses also are taken by undergraduate students in the Neuroscience Honor’s Program, and students in other biologically based Master’s Programs (e.g., Exercise Physiology, Anatomy). Finally, they are applicable for students seeking a graduate minor in Neuroscience. Most of the courses needed for this degree are already approved. Some will need to be developed specific to the Applied Master’s degree. They syllabi for established and preliminary syllabi for courses to be developed are included in the Appendix.

ESTABLISHED COURSES
NeuroSc 7001: Foundations of Neuroscience I. This course provides students with an understanding of basic cellular, molecular, neurophysiological, and neuropharmacological principles. It also relates these principles to the basic organization of the normal and diseased nervous system. This is a letter graded course.

NeuroSc 7002: Foundations of Neuroscience II. This course covers basic neuroanatomy as well as the organization of select systems in the nervous system including motor, sensory, autonomic, and higher cognitive centers. It is designed to provide students with an understanding of how neural systems are organized and function and to relate this information to basic principles of behavior. This is a letter graded course.

NeuroSc 7050: Neurobiology of Disease. The intent of this course is to familiarize students with clinical and basic science research being carried out related to various diseases of the nervous system. The course also helps students develop critical thinking skills by having them discuss a relevant paper on each topic and to have them write an NIH style grant in which they develop a research project related to a specific neurological disease. This is a letter graded course.

NeuroSc 7100: Current Topics in Neuroscience. This course reviews recent literature under the direction of an expert in the field. They will be asked to critically evaluate the assigned papers with respect to the hypothesis of the study, techniques, writing style, and whether the data supports the conclusions. Critical thinking and ability to interpret relevant Neuroscience literature is essential for all types of positions. The papers selected for the course are correlated with material presented in NeuroSc 7001. This is an S/U graded course.
NeuroSc 7200.01: Neuroscience Laboratory. This is a laboratory component of NeuroSc 7002. The goals of this course are to familiarize students with the anatomy of the human brain, to relate anatomical material to radiographic images, and to use case studies to provide further understanding of human neuroanatomy and brain function. This is a letter graded course.

NeuroSc 7890: Seminar in Neuroscience. In this course, selected topics in neuroscience are presented by faculty, invited speakers from outside the university, and by students enrolled in the course. In addition, students discuss papers related to the research of outside speakers prior to their presentations. This is a letter graded course.

Statistics. If students have not had a statistics course as an undergraduate they will be required to take one of several courses offered by other departments at OSU. If they demonstrate proficiency in this area, the course will be waived. Demonstration of proficiency will be determined on a written examination that tests basic statistical concepts.

Electives: Students in both the research and education track may elect to take additional electives related to their specific career goals. Examples include but are not limited to:

- Biology 6001: College Biology Teaching
- EDUCST 7406: Course Design for Higher Education
- ESEPSY 7404: College Teaching
- BMI 5710 - Introduction to Biomedical Informatics
- BIOETHC 6000—Bioethics Theory and Foundations

NEW COURSES TO BE SUBMITTED FOR APPROVAL

NeuroSc 7000.1: Research Techniques. This will provide the necessary skills for students who have a goal to work in a basic science or clinical research laboratory either in academia or industry. They will be assigned to laboratories where they will become competent in various lab skills including but not limited to animal handling, PCR, immunohistochemistry, genetic screening, CRISPR, maintenance of lab notebooks, basic data analysis, microscopy, etc. This will be a letter graded course.

NeuroSc 7000.2: Education Techniques. Students intent on a career in an education setting (e.g., high school science, neuroscience courses at community or small liberal arts colleges) would be paired with a faculty member engaged in didactic teaching at the undergraduate and/or graduate level. These students will be assigned to a mentor with a primary focus in education where they will become competent in developing courses, giving lectures, grading exams, counseling students, etc. These will be a letter graded course.

NeuroSc 7530: Bioethics.
The intent of this course is to discuss issues related to: Research and Research Misconduct, Ethical issues involving human and/or animal subjects, HIPPA/FERPA regulations, Applied Medical Ethics, IRB/IACUC regulations, Authorship and publication issues, Data management and record keeping, Peer review; Confidentiality, Issues of collaboration, Conflict of interest, Ethical Conduct Toward Students/Peers, Ethics of Teaching. Readings will be assigned prior to each session and students will be given a short quiz at the beginning of each session on the topic to ensure they have reviewed the material. This also should enhance participation during each session. We will work with faculty in the Center for Bioethics in the College of Medicine to develop this course. This will be a letter graded course.

NeuroSc 7600: Capstone Project
The Capstone projects is designed to demonstrate that the students are able to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting—i.e., skills that will help prepare them for careers in the biomedical science field. The projects will require students to apply skills or investigate issues and to demonstrate research or education proficiency.
The objective of the capstone course is to allow the students to synthesize and integrate the knowledge from their didactic course work with laboratory and teaching skills. The goal of the capstone course is designed to evaluate the student’s ability to problem solve, carry out a critical analysis of scientific procedures and/or educational material, and their ability to communicate this information to their peers and instructors in the degree program. The course will determine if students are prepared to critically assess the literature, demonstrate competence in various lab skills or educational strategies analyses. The Capstone document will also constitute a portion of the University’s required master’s examination (described below). The ultimate educational goals of the Capstone Project is to demonstrate learning and proficiency, enhance student confidence and self-perception, and solidify educational and career aspirations.

The proposed sequence of core courses is as follows.

**Summer Semester: (7 Credit Hours)**
- NeuroSc 7530 - Bioethics – 3 credit hours
- NeuroSc 7000.X – Research/Education Techniques – 4 credit Hours

**Autumn Semester (15 Credit Hours):**
- NeuroSc 7001 Foundations of Neuroscience I – 6 credit hours
- NeuroSc 7100 – Current Topics in Neuroscience – 1 Credit hour
- NeuroSc 7000.X – Research/Education Techniques – 6 credit hours
- NeuroSc 7890 – Seminar Topics in Neuroscience – 2 Credit Hours

**Spring Semester (15 Credit Hours)**
- NeuroSc 7002 Foundations of Neuroscience II – 6 credit hours
- NeuroSc 7200.01 Neuroanatomy Laboratory (half semester) - 1 Credit Hour
- NeuroSc 7050 – Neurobiology of Disease – 3 Credit Hours
- NeuroSc 7000.X – Research/Education Techniques – 4 credit Hours
- NeuroSc 7890 – Seminar Topics in Neuroscience – 1 Credit Hours

**Summer Semester (3 credit hours):**
- NeuroSc 7600: Capstone Project (3 credit hours)

The minimum number of credit hours a student will earn is 40 (7 + 15 + 15 +3 = 40) although some will earn more if they choose to take electives as noted above.

**EVALUATION:** In addition to their letter grades in the core courses, students will receive a written evaluation at the end of each semester from their mentor (NeuroSc 7000.X). The comments will be reviewed by the Master’s Committee and discussed with the students.

**FINAL EVALUATION OF STUDENTS - MASTER’S EXAMINATION**

**Committee:** The Master’s Examination Committee will be composed of at least two Graduate Faculty members including the student’s mentor. The student’s advisor may invite other graduate faculty members to participate as members of the committee. The advisor of each master’s student will hold membership at the category M or P level in the Neuroscience Graduate Program. All members of the Master’s Examination Committee will be present during the oral portion of the examination and will participate fully in questioning the student as well as in the discussion and decision on the result.

**Examination:** The final examination will consist of both written and oral components to evaluate students. For the written portion, students will be asked to use the document from their Capstone Project as the written document for the Master’s Examination. They will submit a draft to the Master’s Examination Committee which must be approved by all members. In general, the written portion of the...
examination will consist of a detailed report of research they carried out in their mentor’s lab. This would include hypothesis development, background of the project, methods used to test the hypothesis, results, inclusion of appropriate citations and discussion of the findings. For students in the education track, they would be expected to develop a new course on paper, including rationale for the course, syllabus, study plans, methods of evaluation of students and sample lectures.

**Evaluation:** After submission, the full paper will be reviewed by members of the Master’s Examination Committee. When it is approved, students will have 2 weeks to prepare for an oral defense of their paper. At the oral defense, the focus will be on the paper itself, but topics from any of the courses they have taken may be included. The advisor will serve as the chair of the oral defense. Upon completion of the oral examination the Examination Committee will determine if the student has adequately addressed all questions and vote to pass or not pass the student.

**ADMINISTRATIVE ARRANGEMENTS FOR THE PROPOSED PROGRAM**

The Department of Neuroscience within the College of Medicine will be the administrative unit that has primary responsibility for administering the program. The Director, co-director, and a committee of graduate faculty will have primary responsibility for developing a handbook that specifically defines the requirements and responsibilities of faculty and students in accordance with the Graduate School Handbook. They also would be responsible for monitoring student progress. In addition to those duties specified in the Graduate School Handbook, the Neuroscience Master’s Committee will develop and evaluate the curriculum, establish program policies, standards, and procedures, screen applicants for admission to the program and make final determinations on admission, approve programs of study (as to general program requirements) for students in the program, conduct reviews of students at the end of each semester, receive and act on petitions from graduate students, hear and respond to graduate student grievances, and conduct any other program business that may arise.

**EVIDENCE OF THE NEED FOR THE PROGRAM**

Whereas several Ohio Universities offer Ph.D. degrees in Neuroscience that are primarily focused on a career in research, there are few Master’s degree programs. Two of note are

- **Kent State University** offers a Master’s of Science in Neuroscience. Although it is defined as a Master’s degree, preference is given to students applying for the Ph.D. Program. The description suggests that the Master’s degree is given as a terminal degree for students that complete the core course work and who also have some research experience but for whatever reason choose to end their graduate training at that point.

- **Wright State University** offers a Master’s of Science in Physiology and Neuroscience. The purpose of the master’s degree is to provide the student with a strong research-oriented background in one of several areas of physiology, biophysics, or neuroscience.

The Master’s in Applied Neuroscience at OSU would have a core curriculum that is Neuroscience based. However, it also will have components that would specifically focus on individual student needs. Depending on individual student interests, we will propose different rotations that they could enter to further help them in achieving their future career goals in research or teaching as described above.

In summary, this would be a unique program. It will allow students to explore different possibilities in a variety of biomedical careers with a neuroscience emphasis. Successful students would receive a Master’s degree at the end of the program which is a tangible acknowledgement that they have a certain level of expertise in a very important and rising biomedical field of study increasing their marketability, and their likelihood of obtaining a lab, academic, or industry related position. Students successfully completing the program would receive a letter of recommendation and a personal assessment.

**SPECIAL EFFORTS TO ENROLL AND RETAIN UNDERREPRESENTED GROUPS**

The proposed major would critically evaluate applications from under represented students and make every effort to ensure they are included in the class. For recruitment, we plan to specifically target several colleges within Ohio (e.g., Central State University, Wilberforce) that are Historically Black Colleges.
Information on the program in the form of posters, brochures and website information would be sent to these schools. All attempts will be made to personally contact faculty advisors in majors such as Biology, Psychology and Neuroscience in order to establish a working relationship between our program and their school. We plan to personally visit these schools for events including career days or research days to discuss the degree, how it could help them find better employment, and encourage qualified students to apply. We also will advertise in minority-oriented media. Included in the media will be images that reflect diversity in the program (e.g., women, African-Americans, Asian Americans). We will also provide information on the importance of diversity at The Ohio State University and resources available to them outside the Department of Neuroscience (e.g., Office of Diversity and Inclusion, Hale Black Cultural Center, Leadership Initiatives for Women of Color, Latino and Latin American Space for Enrichment and Research, Student Life Multicultural Center). Another goal would be to work with students to help them find financial support that may be offered by groups or agencies that focus on supporting underrepresented individuals. Finally, we will encourage them to attend the Graduate and Professional Student Recruitment Initiative which is attended by minority students who demonstrate an interest in graduate programs at The Ohio State University.

Retention of all students in the program is important. An important factor in retaining students is mentoring. Students will be assigned to labs with experience in mentoring undergraduate/early graduate students. We now have extensive experience in this area due to our involvement in the Undergraduate Neuroscience Major. Faculty in the Department have mentored 65 undergraduate students. In part, the success of this mentoring relationship is evidenced by the fact that undergraduate students from labs of our faculty have presented data at the Denman Research Forum. In the last 3 years, 8 students have received 1st, 2nd, 3rd, or 4th place awards. They also have presented at the Neuroscience Research Day and the College of Medicine Research Day. Students also are co-authors on faculty papers. This demonstrates that our faculty are excellent in mentoring students at all levels and in training them in lab skills. For underrepresented students, we will carefully monitor their progress and offer assistance as needed in the way of tutors, one-on-one counseling, and meeting with peers from this program or others with a similar focus. The focus of the program is to help students expand their professional development and to provide the necessary skills needed to make them more competitive and resilient.

AVAILABILITY AND ADEQUACY OF THE FACULTY AND FACILITIES AVAILABLE FOR THE NEW DEGREE PROGRAM.
No new facilities are required. Involved faculty will be those with graduate status in the Neuroscience Graduate Program. Individual faculty will be identified based on the needs of the program each year.

NEED FOR ADDITIONAL FACILITIES AND STAFF AND THE PLANS TO MEET THIS NEED.
The program would need an Administrative Associate to support the operational aspects of the program. This individual would be a staff member in the Department of Neuroscience. In addition, we will need to support 4-5 Teaching Assistants. As the program grows, we may need to hire part-time lecturers.

PROJECTED ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAM AND EVIDENCE OF INSTITUTIONAL COMMITMENT AND CAPACITY TO MEET THESE COSTS.
No additional costs are anticipated at this time. This degree program has the support and commitment of the Dean for Medical Education in the College of Medicine. His letter is attached to the submission.

CONCURRENCE.
Concurrence was obtained from the director of the Neuroscience Graduate Program. This program only offers a Ph.D. degree and is research based. It is not in conflict with this proposed Master’s Degree Program. Dr. Oberdick’s letter is attached.
APPENDIX 1

GENERAL PROGRAM GOALS
Upon completion of the Masters of Applied Neuroscience, students should attain:

1. advanced knowledge in subject matter relevant to the field of Neuroscience including cell and molecular neuroscience, neuroanatomy, neurophysiology, behavioral neuroscience, and translational neuroscience.

2. a working understanding of the scientific method as well as laboratory and/or teaching skills relevant to the field of Neuroscience.

3. knowledge and comprehension of statistics and experimental design.

4. knowledge and comprehension of the neuroscience research and education literature

5. a sense of responsibility as well as an understanding of the ethical dimensions of the discipline of Neuroscience. Students should develop ethical behaviors, cultural sensitivity, teamwork, and display professional conduct appropriate for an individual in a research or academic area.

6. verbal and written communication skills for teaching and interactions with peers within the scientific community

LEARNING OBJECTIVES
The general program goals will be measured by the following learning objectives.

1. Students will demonstrate competency in attaining advanced knowledge in neuroscience by:
   a. Posting final grades ≥ B in the base curriculum.
   b. Demonstrating their ability to apply this knowledge to other program goals such as interpreting literature, conveying this information to others in a classroom setting, applying it to their research experiences, and incorporating the information into formal and informal discussions with their peers or other faculty in the program.

2A. Students will demonstrate competency in understanding the scientific method as it relates to their lab efforts by their ability to:
   a. Follow a protocol that includes all steps in the procedure and demonstrate competency in preparing all reagents, equipment, and supplies needed to complete each step in the protocol.
   b. Complete procedures in a timely manner.
   c. Trouble shoot if there are unexpected problems that arise resulting in failure of an experiment.
   d. Analyze data generated from procedures carried out in the laboratory.
   e. Keep proper notes in a notebook (online or paper).
   f. Discuss results with their mentor and/or other members of the lab.
   g. Design the next set of experimental procedures to be carried out.

2B. Students will demonstrate competency in understanding educational theory by their ability to:
   a. Prepare lectures for a course which will be reviewed by the mentor.
   b. Present lectures to the mentor and following guidance for modifications.
   c. Present lectures to a class at an appropriate level for the student audience (i.e., undergraduate students, graduate students).
   d. Review the evaluation of the presentation with the mentor and make appropriate changes.
   e. Evaluate students in the class through tests to determine if information presented is consistent with student scores.
   f. Schedule appointments with students to review material presented and answer their questions.
3. Students will demonstrate competency in statistics by:
   a. Selecting appropriate tests during data analysis as confirmed by their mentor
   b. Assessing the quality of an exam question based on Difficulty and Discrimination Scores and
      revising questions as needed.

4. Students will demonstrate competency in understanding scientific or educational literature by:
   a. Explaining the purpose and goals of a given study.
   b. Critically assessing results of a given study.
   c. Determining the reproducibility of the data.
   d. Judging the relevance of the study relative to their ongoing studies.
   e. Discussing the literature with peers and/or faculty during seminars, lab meetings, or one on
      one sessions.

5. Students will demonstrate competency in professional and ethical behavior, cultural sensitivity,
   and teamwork by:
   a. Demonstrating co-operation with others in the laboratory or classroom
   b. Recognizing and responding to constructive criticism from their peers, mentors, and faculty.
   c. Demonstrating a willingness to assist others in the laboratory or classroom.

6. Students will demonstrate competency in verbal and written communication skills for teaching
   and interactions with peers within the scientific community by:
   a. Preparing presentations which will be reviewed by their mentors and members of the
      Master’s Committee.
   b. Presenting data at local (e.g., Neuroscience Research Day) and where possible national
      meetings (e.g., Annual meeting of the Society for Neuroscience).
   c. Employ feedback from those reviewing or attending the presentation.
   d. Successfully conveying to their Master’s Examination Committee their neuroscience
      knowledge base in both written and oral presentations.
   e. Participate in discussions during seminars, laboratory or educational meetings.
   f. After completing an experiment, they will discuss the data with their mentors or other
      knowledgeable members of the lab to determine if they understand the results of their
      studies.

Long term Assessment of the Program
We will track student success in gaining employment. This will be essential for evaluating the
effectiveness of the program. Periodically, alumni survey will be sent to graduates of the program
requesting information on their current positions.
Appendix 2 – Syllabi

ESTABLISHED COURSES

Foundations of Neuroscience I

NGSP 7001

06 credit hour  Fall Semester, 2016

1175 Graves Hall

8:30AM -9:50 AM

Course Directors: Dr. Candice Askwith and Dr. Christine Beattie

Module Leaders

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<tr>
<th>Basic Neurophysiology</th>
<th>Cellular and Molecular Module B</th>
<th>Neurotransmission and Glia Module C</th>
<th>Neurodevelopment Module D</th>
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<tr>
<td>Dr. Candice Askwith</td>
<td>Dr. John Oberdick</td>
<td>Dr. Min Zhou</td>
<td>Dr. Christine Beattie</td>
</tr>
<tr>
<td>4066B Graves Hall</td>
<td>226A Rightmire Hall</td>
<td>4066C Graves Hall</td>
<td>190 Rightmire Hall</td>
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<tr>
<td>(614) 688-7943</td>
<td>(614) 292-8714</td>
<td>(614) 366-9406</td>
<td>(614) 292-5113</td>
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<tr>
<td><a href="mailto:askwith.1@osu.edu">askwith.1@osu.edu</a></td>
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<td><a href="mailto:beattie.24@osu.edu">beattie.24@osu.edu</a></td>
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Course Objectives: To develop a working knowledge of the cellular, molecular, and neuro-physiological principles fundamental to neuroscience research and relate these principles to the normal and diseased nervous system. The course will consist of four modules. Module A will provide knowledge of neurophysiology: the ionic basis of electrical excitability of neurons, action potentials, synaptic transmission, and basic biophysics of neurons. Module B will cover the cellular and molecular aspects of the nervous system. Module C will cover more advanced topics such as neurotransmitter systems and the fundamental mechanisms of neuronal and glial communication. Module D will convey a foundational understanding of how the nervous system develops.

Text and Website: A textbook is not required; Relevant chapters found in any basic Cell Biology, Neuroscience, or Development textbook would be an excellent supplement. For neurophysiology, and basic neuroscience text book such as those authored by Kandel, Bear, Haines, Mathews, Nicholls, Purves, or Zigmond would contain chapters with relevant information. For cell and molecular biology, text books authored by Squire, (Fundamental Neuroscience) or Cell/Molecular Biology texts by Alberts or Roberts. For neurodevelopment, “Development of the nervous system” (Sanes, Rah, and Harris-available at the Health Sciences Library). Our web site is: http://carmen.osu.edu/.

Student Evaluation: Three Exams (33.33% each) taken in the classroom.
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<td>1</td>
<td>Wed 8/24/16</td>
<td>Course Overview/Membrane Potential and Ion Channels</td>
<td>C. Askwith/ C. Beattie</td>
<td><a href="mailto:askwith.1@osu.edu">askwith.1@osu.edu</a></td>
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<td>2</td>
<td>Fri 8/26/16</td>
<td>Ionic currents and Ohms Law</td>
<td>C. Askwith</td>
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<td>3</td>
<td>Mon 8/29/16</td>
<td>Ionic Basis of the Action Potential</td>
<td>G. Bishop</td>
<td><a href="mailto:bishop.9@osu.edu">bishop.9@osu.edu</a></td>
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<tr>
<td>4</td>
<td>Wed 8/31/16</td>
<td>Basic Electrophysiology Techniques</td>
<td>G. Bishop/C. Askwith</td>
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<td>5</td>
<td>Fri 9/02/16</td>
<td>Propagation/Modulation of Action Potentials</td>
<td>G. Bishop</td>
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<td>7</td>
<td>Wed 9/07/16</td>
<td>Synaptic Potentials</td>
<td>C. Askwith</td>
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<td>8</td>
<td>Fri 9/09/16</td>
<td>Synaptic Integration</td>
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<td>9</td>
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<td>Synaptic Plasticity: LTP/LTD</td>
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<td>Advanced Methods in Neurophysiology</td>
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<td>11</td>
<td>Fri 9/16/16</td>
<td>EXAM 1</td>
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<td>12</td>
<td>Mon 9/19/19</td>
<td>The Nucleus and Chromatin Structure</td>
<td>J. Oberdick</td>
<td><a href="mailto:oberdick.1@osu.edu">oberdick.1@osu.edu</a></td>
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<tr>
<td>13</td>
<td>Wed 9/21/16</td>
<td>Transcription Factors and Transcriptional Networks in Neuroscience</td>
<td>J. Oberdick</td>
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<tr>
<td>14</td>
<td>Fri 9/23/16</td>
<td>Protein Synthesis and Translational Control</td>
<td>C. G. Lin</td>
<td><a href="mailto:lin.492@osu.edu">lin.492@osu.edu</a></td>
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<tr>
<td>15</td>
<td>Mon 9/26/16</td>
<td>Protein Sorting and Trafficking</td>
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<td>16</td>
<td>Wed 9/28/16</td>
<td>Axonal transport and the cytoskeleton of nerve cells I</td>
<td>A. Brown</td>
<td><a href="mailto:brown.2302@osu.edu">brown.2302@osu.edu</a></td>
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<tr>
<td>#</td>
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<td>Instructor</td>
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<td>Axonal transport and the cytoskeleton of nerve cells II</td>
<td>A. Brown</td>
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<tr>
<td>16</td>
<td>Mon 10/03/2016</td>
<td>Signaling Pathways I</td>
<td>Chen Gu <a href="mailto:gu.49@osu.edu">gu.49@osu.edu</a></td>
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<td>17</td>
<td>Wed 10/05/2016</td>
<td>Signaling Pathways II</td>
<td>K. Obrietan <a href="mailto:obrrietan.1@osu.edu">obrrietan.1@osu.edu</a></td>
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<tr>
<td>18</td>
<td>Fri 10/07/2016</td>
<td>The Mitochondria</td>
<td>J. Oberdick</td>
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<tr>
<td>19</td>
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<td>High-Throughput DNA Sequencing and In Silico Applications</td>
<td>J. Oberdick</td>
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<td>Wed 10/12/2016</td>
<td>EXAM 2</td>
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<td>20</td>
<td>Mon 10/17/2016</td>
<td>Cell Biology of the Synapse</td>
<td>J. Jontes <a href="mailto:Jontes.1@osu.edu">Jontes.1@osu.edu</a></td>
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<td>21</td>
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<td>Excitatory and Inhibitory Amino acids</td>
<td>C. G. Lin</td>
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<tr>
<td>22</td>
<td>Mon 10/24/2016</td>
<td>Catecholamines: Dopamine, Epinephrine</td>
<td>H. Gu <a href="mailto:gu.37@osu.edu">gu.37@osu.edu</a></td>
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<tr>
<td>23</td>
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<td>Acetylcholine, Serotonin, Histamine</td>
<td>R. T. Boyd <a href="mailto:boyd.16@osu.edu">boyd.16@osu.edu</a></td>
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<tr>
<td>24</td>
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<td>Neuropeptides, ATP, and Other Neurotransmitters</td>
<td>C. Askwith</td>
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<td>Glia and Myelination</td>
<td>D. McTigue <a href="mailto:dana.mctigue@osumc.edu">dana.mctigue@osumc.edu</a></td>
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<tr>
<td>26</td>
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<td>Astrocyte Physiology</td>
<td>M. Zhou <a href="mailto:min.zhou@osumc.edu">min.zhou@osumc.edu</a></td>
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<tr>
<td>27</td>
<td>Wed 11/04/2016</td>
<td>Cell Survival and Death</td>
<td>S. Yoon <a href="mailto:yoon.84@osu.edu">yoon.84@osu.edu</a></td>
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<tr>
<td>28</td>
<td>Fri 11/07/2016</td>
<td>The extracellular matrix and axonal injury</td>
<td>Y. Shen <a href="mailto:yingjie.shen@osumc.edu">yingjie.shen@osumc.edu</a></td>
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<td>Topic</td>
<td>Instructor</td>
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<td>Wed 11/09/2016</td>
<td>EXAM 3</td>
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<td>Veterans Day</td>
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<td>Mon 11/14/2016</td>
<td>Overview of Nervous System Development and Neural Induction</td>
<td>C. Beattie</td>
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<td>Overview of Nervous System Development and Neural Induction</td>
<td>C. Beattie</td>
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<td>Wed 11/16/2016</td>
<td>Polarity and Regionalization</td>
<td>J. Oberdick</td>
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<td>31</td>
<td>Fri 11/18/2016</td>
<td>Neuro and Gliogenesis</td>
<td>A. Fischer</td>
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<td>Mon 11/21/2016</td>
<td>Determination and Differentiation</td>
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<td>Thanksgiving</td>
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<td>Fri 11/25/2016</td>
<td>NO CLASS</td>
<td>Thanksgiving</td>
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<td>35</td>
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<td>Mechanisms of Axon Guidance</td>
<td>C. Beattie</td>
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<td>36</td>
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<td>Target Selection and Topographic Maps</td>
<td>C. Beattie</td>
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<td>37</td>
<td>Fri 12/02/2016</td>
<td>Synapse Formation and Elimination</td>
<td>C. Beattie</td>
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<td>38</td>
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<td>Stem Cells</td>
<td>A. Fischer</td>
<td></td>
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<tr>
<td>39</td>
<td>12/07/2016</td>
<td>Methods in Neuroscience</td>
<td>C. Beattie/Oberdick</td>
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</table>

**Finals Week December 09th-15th (Fri-Thurs)** EXAM 4 To Be Determined

**Neuro 7100 Paper Discussion Class format**

Where: Graves 1165  
When: 9:00-10:15 AM Tuesday mornings  
Course Directors: Dr. Min Zhou and Dr. Andy Fischer

1. The lectures for 7100 will discuss a relevant, current paper the week following their presentation in NeuroSc 7001 by individuals giving the lectures.
2. Lecturers are responsible for selecting a paper and sending a PDF of the paper to Dr. Zhou at least 1 week before the discussion.

3. Lecturers will provide a PPT presentation of the figures.

4. Lecturers should include PPT schematic diagrams that explain any crucial or novel techniques used in the paper.

5. Students will volunteer or be called upon to interpret and discuss the figures.

6. Students are responsible for understanding the motivation behind the paper and be able to set up the paper and discuss all figures.

7. Lecturers will interject as needed to add relevant information, provide clarity for an unfamiliar method, clear-up any misconceptions, direct students attention to a missed point, etc.

8. It is expected that a student-led discussion will ensue around the questions provided by the lecturer.

9. Lecturers and course directors will ensure that all students are participating and will call on students if necessary.

Schedule:
Sept 1 - Overview
Sept 8 - Askwith
Sept 15 – Bishop
Sept 22 - Oberdick
Sept 29 – Brown
Oct 06 – Obrietan
Oct 13 - Jontes
Oct 20-break SfN
Oct 27 - Lin
Nov 3 - McTigue
Nov 10 - Zhou
Nov 17 - Beattie
Nov 24 - Fischer
NeuroSc/Dent 7002: FOUNDATIONS OF NEUROSCIENCE II  
(6 CR HOURS)  
SPRING SEMESTER 2017

FACULTY

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Office Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Georgia Bishop</td>
<td>3187 Graves Hall</td>
<td>2-8363</td>
<td><a href="mailto:bishop.9@osu.edu">bishop.9@osu.edu</a></td>
</tr>
<tr>
<td>Dr. Susan Travers</td>
<td>4153 Postle Hall</td>
<td>2-7619</td>
<td><a href="mailto:travers.3@osu.edu">travers.3@osu.edu</a></td>
</tr>
<tr>
<td>Dr. Derick Lindquist</td>
<td>049 Psychology Building</td>
<td>2-2236</td>
<td><a href="mailto:lindquist.40@osu.edu">lindquist.40@osu.edu</a></td>
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</tbody>
</table>

CLASSROOM: 1024 GRAVES HALL -SOUTHWEST (9TH AVENUE) SIDE OF GRAVES HALL ON THE FIRST FLOOR.

LECTURE FORMAT: Lectures will be given M, W, and Th from 8:30-10:00 AM. These are intended to provide an overview of the structure and function of the nervous system as well as general concepts of the organization of a region/system. They are not intended to be all inclusive. Students will be expected to read the textbook for supplemental information.

SUGGESTED TEXTBOOKS:

EXAM FORMAT: Individual instructors will prepare questions from their lectures. The number of questions will be proportional to the amount of time the instructor lectured. The written portion will consist of short answer, multiple choice, and fill in the blank questions. The exams are not cumulative. Each will cover material presented since the last exam.

Final Grade: Your final grade will be based on the total number of points you accumulate relative to the number of points available from all exams.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include suspension or dismissal from the University and a failing grade in this course. If you have any questions about the above policy, please contact me. Other sources of information on academic misconduct (integrity) include: COAM's web page (<http://oaa.osu.edu/coam/home.html>) "Eight Cardinal Rules of Academic Integrity" (<http://www.northwestern.edu/uacc/8cards.html>).

April 6, 2018, Board of Trustees meeting
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<th>DATE</th>
<th>TOPIC</th>
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<tr>
<td>1/9</td>
<td>Introduction to Course, Terminology &amp; Overview of Nervous System</td>
<td>Bishop</td>
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<tr>
<td>1/11</td>
<td>Arterial and Venous supply to CNS; Ventricles and flow of CSF</td>
<td>Bishop</td>
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<tr>
<td>1/13</td>
<td>Peripheral Nervous System; Functional Components of Nerves Autonomic Nervous System</td>
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<td>1/16</td>
<td><strong>No Class MLK holiday</strong></td>
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<td>1/18</td>
<td>Cranial nerves – components and peripheral distribution</td>
<td>Bishop</td>
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<td>1/19</td>
<td>Anatomical and Functional Organization of the Spinal Cord</td>
<td>Lerch</td>
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<td>1/23</td>
<td>Brainstem I</td>
<td>Travers</td>
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<td>1/25</td>
<td>Brainstem II</td>
<td>Travers</td>
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<td>1/26</td>
<td>Organization of Diencephalon (Thalamus) and Telencephalon</td>
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<td><strong>EXAM 1 Covers material from 1/9 through 1/26</strong></td>
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<td>2/1</td>
<td>Principles of Sensory Processing and Coding</td>
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<td>Somatosensory System: transduction touch</td>
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<td>Pain</td>
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<td>2/8</td>
<td>Taste</td>
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<td>2/9</td>
<td>Peripheral Muscle Receptors and spinal cord reflexes</td>
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<td>Descending pathways that control motor neurons</td>
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<td>2/13</td>
<td>Vestibular System</td>
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<td>Cerebellar Control of Movement</td>
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<td>2/16</td>
<td>Basal Ganglia Control of Movement</td>
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<td>Hypothalamus – General Organization</td>
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<td>2/23</td>
<td>Circadian Rhythms</td>
<td>Obrietan</td>
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<td>2/27</td>
<td>Reticular Formation – General Overview and Chemically Defined Pathways</td>
<td>Bishop</td>
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<td>3/1</td>
<td>Disruptions of Circadian Rhythms</td>
<td>Nelson</td>
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<td>Cerebral Cortex: Functional Organization of Association Areas</td>
<td>Givens</td>
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<td>3/6</td>
<td>Neuroendocrine Function</td>
<td>Leuner</td>
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<td>3/8</td>
<td>Limbic System: Overview and Aggression</td>
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<td>3/9</td>
<td>Hippocampus: Current concepts on function (Memory, Epilepsy)</td>
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<td>3/13-3/17</td>
<td><strong>SPRING BREAK NO CLASS</strong></td>
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<td>Psychiatric Disorders: Schizophrenia</td>
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<td>Behavioral Genetics</td>
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<td>3/23</td>
<td>Gene Therapy</td>
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<td>Sexual Dimorphism</td>
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<td>3/30</td>
<td>Sleep Circuits</td>
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<td>4/3</td>
<td>Neurobiology of Learning and Memory</td>
<td>Lindquist</td>
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<td>4/5</td>
<td>Stress – Overview of Neural Systems</td>
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<td>4/6</td>
<td>Stress – Autonomic control</td>
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<td>4/10</td>
<td>Interactions between Nervous System and Immune System</td>
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<td>The Aging Nervous System</td>
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<td>Drugs of Abuse</td>
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<td>fMRI studies in Behavior</td>
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<td>Study Day</td>
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NEUROSCI 7200.01 NEUROSCIENCE LABORATORY

LAB/DISCUSSION SCHEDULE

Course Directors: Dr. Georgia Bishop and Dr. Susan Travers

Lab Sessions will be in room 285 Hamilton Hall, unless otherwise noted. They will be held on Wednesdays from 10:15-noon. Gloves will be provided. Students should bring a probe, scissors, forceps, Nolte textbook which will be the reference atlas. You also will be provided with a video on brain dissection that will be used primarily for the laboratory on Feb. 15. This video must be returned before the practical exam.

Grades will be based on the following:
90% of your grade will be based on your score on the Laboratory Practical Exam. In this exam you will be asked to identify structures on whole brains, cross sections, dissected brains, and photographic images. Details on the format of the examination will be given during the lab session.

10% of your grade will be based on attendance and participation in identification of listed structures. This will also include participation and presentation of the Clinical Correlations. All members of the team assigned to a case study are expected to fully participate in presenting the case and in discussing the relevant neuroanatomical data needed to answer specific questions related to the case. You should be prepared to include pictures, cross sections, or gross brains as part of your presentation.

Details on what is covered in each lab is described in the Lab Manual.

Case Studies: Groups will be given a case study of a neurological disorder/trauma. Questions will follow the case which the group is expected to answer using whatever anatomical material or images they need. A computer and monitor will be available if students want to make up a short (3-4 slides) Powerpoint presentation. In addition, an overhead style projector will be available for demonstrating site of lesion, blood vessel involvement, etc. on gross brain/spinal cord material to the group. These sessions will be held on Feb. 1 and Feb. 8, 2017.

Jan. 11, 2017
Room 1024 Graves Hall Video – Dural sinuses, brain in situ ~ 45 minutes
Major Subdivisions of CNS
Venous Sinuses and Dural Folds

Jan. 18, 2017- 285 HAMILTON HALL:
Cranial Nerves – Origin on the brainstem
Arterial Supply of Brain
Meninges, Dural Folds, and Venous sinuses

Jan. 25, 2017 - 285 HAMILTON HALL:
Gross anatomy of spinal cord (cadaver)
Major landmarks on medulla, pons, midbrain on gross brain and cross sections
Feb. 1, 2017 - 285 HAMILTON HALL:
Case Studies – Spinal cord, cranial Nerve and medullary involvement
Gross anatomy of the Diencephalon, and Forebrain including cerebral cortex and subcortical nuclei

Feb. 8, 2017 - 285 HAMILTON HALL:
Case Studies – Pons and Midbrain Involvement
Sagittal View Brain
Cross Sections/Atlas Images of diencephalon and forebrain

Feb. 15, 2017 - 285 HAMILTON HALL:
Continue - Cross Sections/Atlas Images of diencephalon and forebrain.
Dissection of specific region of brain selected by group. A copy of the brain video will be provided to guide you in this dissection. The video will need to be returned at the end of this lab session.

Feb. 22, 2017 - 285 HAMILTON HALL:
REVIEW

March 1, 2017 – 285 Hamilton Hall
LAB PRACTICAL EXAM
NeuroSc 7050
Neurobiology of Disease

3 semester credits

Class schedule:
Class meets 2 times/week (Tuesday 9:00-9:55 am and Thursday 9:00-10:55 am)
1st meeting (Thursday): 2 lectures
2nd meeting (Tuesday): discussion of assigned paper

Course Director:
Dr. Chien-liang Glenn Lin    Dr. Andrej Rotter
Phone: 688-5433  Phone: 292-7747
Office: 4130 Graves Hall  Office: 5142 Graves Hall
E-mail: lin.492@osu.edu E-mail: rotter.1@osu.edu

Course description:
Neurobiology of Disease will explore the basis of major disease affecting the nervous system. Experts from throughout the university will provide state of the art overviews on the clinical, neuropathological, physiological and molecular features of diseases. Lecturers will also discuss key areas that hold promise for future research, including the development of rational therapies. Diseases to be discussed will include: neurodegenerative diseases, neurodevelopmental disorders, neurotrauma, brain tumors, seizure disorder, and multiple sclerosis. There will be a paper discussion following the lectures for each subject. Students will be required to write a 5-page research proposal and the proposals will be discussed on the final week of this course.

Grading:
The grade will be based on a research proposal, participation in paper discussion and class attendance.
Research Proposal 40 points
Paper discussion 40 points
Class attendance 20 points

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Schedule:
Week 1: Alzheimer’s disease I
Lecture 1: Clinical and neuropathological features of Alzheimer’s disease
Lecture 2: Molecular mechanisms and therapeutic approaches of Alzheimer’s disease
Paper discussion

Week 2: Alzheimer’s disease II
Lecture 1: Molecular mechanisms and therapeutic approaches of Alzheimer’s disease
Lecture 2: Molecular mechanisms and therapeutic approaches of Alzheimer’s disease
Paper discussion
Week 3: Motor neuron diseases
Lecture 1: Clinical and neuropathological features of ALS and SMA
Lecture 2: Molecular mechanisms and therapeutic approaches of SMA and ALS
Paper discussion

Week 4: Expanded repeat diseases
Lecture 1: Clinical and neuropathological features of Huntington’s disease
Lecture 2: Molecular mechanisms and therapeutic approaches of expanded repeat diseases
Paper discussion

Week 5: Seizure disorder
Lecture 1: Clinical and neuropathological features of epilepsy
Lecture 2: Molecular mechanisms and therapeutic approaches of epilepsy
Paper discussion

Week 6: Neurotrauma
Lecture 1: Clinical and neuropathological features of brain and spinal cord trauma
Lecture 2: Molecular features and therapeutic approaches of spinal cord trauma
Paper discussion

Week 7: Parkinson’s disease
Lecture 1: Clinical and neuropathological features of Parkinson’s disease
Lecture 2: Molecular mechanisms and therapeutic approaches of Parkinson’s disease
Paper discussion

Week 8: Neurodevelopmental disorders
Lecture 1: Clinical and neuropathological features of autism
Lecture 2: Molecular mechanisms and therapeutic approaches of autism
Paper discussion

Week 9: Brain tumors
Lecture 1: Clinical and neuropathological features of brain tumors
Lecture 2: Molecular mechanisms and therapeutic approaches of brain tumors
Paper discussion

Week 10: no class, spring break

Week 11: Multiple sclerosis
Lecture 1: Clinical and neuropathological features of multiple sclerosis
Lecture 2: Molecular mechanisms and therapeutic approaches of multiple sclerosis
Paper discussion

Week 12: Stroke
Lecture 1: Clinical and neuropathological features of stroke
Lecture 2: Molecular mechanisms and therapeutic approaches of stroke
Paper discussion

Week 13: Mental disorders
Lecture 1: Clinical and neuropathological features of mental disorders
Lecture 2: Molecular mechanisms and therapeutic approaches of mental disorders
Paper discussion

Week 14: proposal discussion

Week 15: proposal discussion
COURSES TO BE CREATED

NeuroSc 7530: Bioethics

1 semester hour

Class Schedule: 90 minute period meets once a week

COURSE DIRECTOR
Dr. Georgia Bishop
292-8363
3187W Graves Hall
bishop.9@osu.edu

OTHER FACULTY
Whereas, Dr. Bishop serves as course director and primary instructor, additional faculty will provide lectures in this course as noted on the class schedule below. They will provide contact information at the time of the lecture if there are questions.

COURSE DESCRIPTION:
The goal of the Bioethics Course is to discuss issues related to the ethical conduct related to research, medicine, undergraduate teaching, working with animals, working with minors. Case studies will be presented and discussed by the class.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include suspension or dismissal from the University and a failing grade in this course. If you have any questions about the above policy, please contact me. Other sources of information on academic misconduct (integrity) include: COAM's web page (<http://oaa.osu.edu/coam/home.html>) "Eight Cardinal Rules of Academic Integrity" (<http://www.northwestern.edu/uacc/8cards.html>)

GRADING:
Readings will be assigned prior to each class. A short quiz worth 5 points will be given at the beginning of the lecture (~ 10 minutes) on the assigned readings with the exception of the first lecture. It is possible to earn a cumulative total of 70 points. A grade of S/U will be given based on cumulative score on the quizzes (90%), attendance (5%) and class participation (5%).
OFFICE HOURS: By appointment.

ACCOMMODATIONS FOR DISABLED STUDENTS: Everything possible will be done to make every reasonable program or facility adjustment to assure success for each student.

SCHEDULE

Week 1: Research and research misconduct
Week 2: OSHA regulations
Week 3: Ethical issues involving human subjects; IRB
Week 4: Ethical issues involving animal subjects; IACUC
Week 5: Ethics in Industry
Week 6: Applied ethics – examples and discussion
Week 7: Applied ethics – examples and discussion
Week 8: Authorship and publication issues
Week 9: Data management and record keeping
Week 10: Confidentiality
Week 11: Ethics of Collaboration
Week 12: Conflict of interest
Week 13: FERPA/HIPPA regulations
Week 14: Working with minors
Week 15: Summary and Discussion
Course goals:

NeuroSc 7000.x: This will provide the necessary skills for students who have a goal to work in a basic science or clinical research laboratory either in academia or industry. They will be assigned to laboratories where they will become competent in various lab skills including but not limited to animal handling, PCR, immunohistochemistry, genetic screening, CRISPR, maintenance of lab notebooks, basic data analysis, microscopy, etc. This will be a letter graded course.

Students will be assigned to a mentor who will guide them through research techniques. Each mentor will set up a schedule to introduce students to the research topic of their laboratory, assign them to a project under the mentor's supervision or an individual of their designation (senior graduate student, postdoctoral fellow). Students will be taught techniques relevant to an individual who will continue on in a research environment. They will be taught to troubleshoot issues when an experiment fails.

The student cannot learn every biomedical technique. However, they will be taught basic skills on how to research a technique they are not familiar with, go over established protocols for a procedure, describe the process to their mentor. In this way, they will know how to approach new techniques as they move through their career.

The student will be given their own project during Spring semester which will serve as the basis for their Capstone project.

General Schedule:

Summer Semester: Introduction to the lab and on-going projects.
- Reading assignments related to research
- Participate in lab meetings
- Learn and carry out basic techniques used by the laboratory under supervision

Autumn Semester: More in depth appreciation of research and how it relates to other studies
- Develop critical thinking on research project
- Participate in lab meeting and give reports
- Begin to establish independence in carrying out projects
- Assist in preparation of presentations/give presentation at local venues
- Participate in preparation of manuscripts from members of the lab.

Spring Semester: Design their own project with input from the mentor
- Carry out the project
- Participate in lab meetings and give reports
- Establish independence in carrying out and trouble-shooting project
- Present data at local or national meeting
- If possible, prepare their own manuscript for publication with guidance

Summer Semester: Complete Capstone Project by writing a manuscript with introduction to the research topic, methods, results, and discussion.
NeuroSci 7000.2: Education Techniques. Students intent on a career in an education setting (e.g., high school science, neuroscience courses at community or small liberal arts colleges) would be paired with a faculty member engaged in didactic teaching at the undergraduate and/or graduate level. These students will be assigned to a mentor with a primary focus in education where they will become competent in developing courses, giving lectures, grading exams, counseling students, etc. These will be a letter graded course.

Students will be assigned to a mentor with primary teaching responsibilities.

Summer Semester: Work with mentor on preparing syllabi, setting up Carmen websites, preparing lecture material

Autumn Semester: Participate in the course(s) taught by mentor by preparing and giving their own lectures
Set up review sessions or be available for student consultation
Assist in setting up, administering, and grading exams.
Begin to develop a course of their own
Attend UCAT workshops on course development

Spring Semester: Take on more responsibility for the established course by giving more lectures, more student consultation, setting up Carmen site
Attend advanced UCAT workshops or take an elective in course development (see above)
Create a syllabus and lecture material for their own course that is reviewed by their mentor.

Summer Semester: Complete Capstone Project by completing development of a course, including lecture material, exams, evaluation strategies, setting up course objectives and learning goals.
NeuroSC 7600.X
CAPSTONE PROJECT

NeuroSc 7600.1 (Research Track)

Course Description: This course is designed to provide a platform where students will demonstrate what they have learned from working in a research laboratory. It will be organized into three 4 week sessions. In the first session of the Summer Semester, students will design their own research projects and present them to a panel of their peers and faculty members in the program. This includes identifying an independent research project, presenting the rationale for carrying out the project including background (review of the literature), techniques to be used, and statistical technique to be applied to determine if results are significant. In addition to presenting their own project, students are expected to provide objective feedback to others in the course regarding their project. In the second Summer Session, students will give a report on the status of their project. They also will be expected to prepare a poster for presentation at a session that will include presentations from all students completing the Applied Master’s in Neuroscience – Research Track. In the final session, they will prepare for their Master’s Defense.

Course Goal: The Capstone course should allow the student to demonstrate basic skills of a research technician in the field of Neuroscience. This course will provide the students with an opportunity to demonstrate their knowledge and ability to design and carry out a research project.

Schedule:
The course will be divided into two 4 week sessions. The final exam will be carried out in the third 4 week session to meet Graduate School Deadlines for graduation summer term. Students will be divided into working subgroups to support each other and to provide feedback.

Session 1:
Week 1: Identify research question to be addressed. Include background leading to study and its significance. Describe techniques to be used.

Week 2: Discussion of statistical tests to be applied to obtain significance. For example, how many animals are needed, how many repetitions, etc.

Week 3: Describe potential problems and how they will be addressed.

Week 4: Discuss potential interpretation of data.

Session 2:
Week 1: Preliminary results from experiments carried out.

Week 2: Draft of poster presentation summarizing project

Week 3: Preparation of poster presentation summarizing project.

Week 4: Poster presentation to peers and faculty. Prepare peer evaluation of assigned presentation.

Session 3:
Weeks 1-3: Finalize manuscript and schedule Master’s Defense including presentation of project to Master’s committee and oral exam in accordance with graduate school schedule for graduation during summer semester.
Course Description:
In this course students will demonstrate how the knowledge and skills learned throughout the semester is applicable to development of an original course at the graduate or undergraduate level. It will be organized into three 4 week sessions. In the first session, students in the education track will prepare a sample class that covers 3 weeks of their curriculum. The students should demonstrate competency in understanding educational theory by their ability to define learning goals and objectives and mechanisms for assessing these goals. Material developed for the course should reflect defined learning goals and objectives. Students will prepare a syllabus and lecture material that will be reviewed by the mentor and the student's Master's committee. The student should be able to incorporate suggestions to improve their teaching skills. In the second session, they will demonstrate the ability to present a selected lecture to a class at an appropriate level for the student audience. Other students in the track will serve as the “class” for each other’s presentations. In the final session, they will prepare for their Master’s Defense.

Course Goal: The Capstone course should allow the student to demonstrate basic skills of an educator in the field of Neuroscience. This course will provide the students with an opportunity to demonstrate their knowledge and ability to design and deliver course material.

Schedule:
The course will be divided into two 4 week sessions. The final exam will be carried out in the third 4 week session to meet Graduate School Deadlines for graduation summer term. Students will be divided into working subgroups to support each other and to provide feedback. Each week during the semester, students will submit a draft of the course they are developing. Feedback will be provided by their peer group and the mentor. Specific aspects of the course will be discussed each week.

Session 1:
Week 1: Name of the course, level of instruction, need for this type of course, class size, prerequisites.
Week 2: Learning Objectives and goals and how these are to be assessed.
Week 3: Revision of course and/or learning objectives/goals based on peer and mentor feedback.
Week 4: Syllabus preparation including all components that need to be included
(https://ucat.osu.edu/bookshelf/teaching-topics/designing-a-course/what-did-you-put-in-your-syllabus/)

Session 2:
Week 1: Example lecture in PPT format and example of assessment tool (i.e. examination over material in the sample course). Fill out form for submission of a course addressing all information needed.
Week 2: Presentation of sample lecture to peers. Prepare peer evaluation of assigned presentations.
Week 3: Presentation of sample lecture to peers. Prepare peer evaluation of assigned presentations.
Week 4: Presentation of sample lecture to peers. Prepare peer evaluation of assigned presentations.

Session 3:
Weeks 1-3: Finalize course and schedule Master's Defense including presentation of course development, lecture material, learning objectives and goals, and assessment tools to Master's committee and oral exam in accordance with graduate school schedule for graduation during summer semester.
September 1, 2015

M. Scott Herness, Ph.D.
Interim Vice Provost for Graduate Studies and
Dean of the Graduate School
250 University Hall
230 North Oval Mall
Columbus, Ohio 43210-1366

Dear Scott:

The College of Medicine has reviewed and fully endorses the proposed Master’s Degree in
Applied Neuroscience. The degree was unanimously endorsed by the College Education Review
Committee on June 30, 2015. The consensus of the committee was that the proposed program is
well thought out and sequenced and that the degree will facilitate advancement within the field
of neuroscience. The program is designed to provide a clear pathway for students interested in a
career related to neuroscience after they complete their undergraduate degree. The specific and
unique design of this program as a post-baccalaureate degree that has an integrated Career
Development and Pathways in Neuroscience components will allow students within the program
to firmly explore and solidify the next phase along their career path.

In summary the College of Medicine fully endorses the proposed Master’s Degree in Applied
Neuroscience. The proposed Master’s Degree in Applied Neuroscience has been appropriately
approved by the College of Medicine and has the full support and endorsement of the Dean. We
feel strongly that it will be a highly sought after program.

Sincerely,

Daniel M. Clinchot, MD
Vice Dean for Education
College of Medicine

E. Christopher Ellison, MD
Interim Dean, College of Medicine
August 3, 2017
RE: NGP concurrence with new Masters in Applied Neuroscience

Dr. Georgia Bishop, PhD
Professor, Department of Neuroscience
The Ohio State University Wexner Medical Center

Dear Georgia;

Thank you for discussing with me your plans for a new graduate program entitled Masters in Applied Neuroscience. As Co-Director of the Neuroscience Graduate Program (NGP), one of the four PhD-granting Interdisciplinary Graduate Programs in the Life Sciences at Ohio State, I have a deep interest in graduate-level training. Your plan for a new masters program meets an important critical need that is currently lacking at Ohio State. There are many students for whom a five-year PhD training program is not an option, and your proposed program would allow such students to demonstrate a graduate-level understanding of neuroscience principles and research, and better prepare them for the growing availability of neuroscience-related career opportunities.

Do not hesitate to contact me should any further input be needed as you move forward with plans for your new program.

Sincerely,

John Oberdick, Ph.D.
4073 Graves Hall
333 W. 10th Ave.
Columbus, Ohio 43210
Phone: 614-292-8714
Fax: 614-688-8742

John Oberdick, Associate Professor of Neuroscience & Co-Director, Neuroscience Graduate Program (NGP)
Ohio State University Wexner Medical Center
Jennifer,

Thank you for the quick turn around. We tried to be very specific in defining the focus of the program. What is the committee really looking for? Some of the comments are a bit confusing. For example, the issue with the resume preparation. One goal of the program is to help students get jobs after completing the program. The intent of the Master's degree is to give them lab and teaching skills which qualifies them to work in a lab or in academia. However they also have to know how to prepare an excellent resume and to learn proper interview skills. My experience with undergrads, and even some grads is that these are skills that often are lacking or less than well-developed. With respect to the S/U grade, we have graduate courses in the Ph. D. Neuroscience Graduate Program with that grade designation such as journal clubs, seminars and independent studies. The 7520 course would fall into that category. Our major didactic courses all have letter grades. as would be expected. If necessary, we can change these courses to a letter grade. We would be happy to work with someone from UCAT. Just let me know if they are willing to help and who to contact. Are there any other specific comments we need to address? I do appreciate your help with this.

Georgia

From: Schluter, Jennifer <schlueter.10@osu.edu>
Sent: Tuesday, February 7, 2017 10:17 AM
To: Bishop, Georgia
Cc: Toft, Jill A.; Herness, Scott
Subject: Re: proposed Master's in Applied Neuroscience

Dear Georgia:

At our Feb 6 meeting, the combined Grad School/CAA curriculum subcommittee met and reviewed your revised proposal for a tagged master’s in neuroscience. We noted the many ways in which you had revised the proposal to address our concerns, and I want you to know how grateful we are for that work.

However, the committee is still unsatisfied with some of the fundamental aspects of the proposal, including the focus of the program and its learning goals and assessment strategies. We talked at length about how much time you have put in to this proposal, how certain we are that this will, ultimately, be a valuable tagged master’s, and how much we want it to succeed. But, because the proposal must still be vetted at several levels above us, we are concerned that it will not move through without a more complete overhaul. And so we are returning it to you for another pass.

My sense is that you have been striving to address our feedback in contained ways when the issues that have been raised by the subcommittee will require a more global overhaul of the proposal, with especially careful reflection on—and articulation of—its goals and aims. For one small example: the narrative in the revised proposal has worked to minimize the job market prep aspects (such as learning goals focused on resume creation) but the syllabus for Neuroscience 7520 is still a course that, as it stands, appears to be entirely about resume creation and interview preparation (and also
graded S/U, which seems less than rigorous for a tagged master’s). In this way, the verbiage about the program seems not to fit with its developing content.

I have reached out to Alan Kalish, director of the University Center for the Advancement of Teaching, to see if his office could be approached for assistance in curriculum and program development. This is something they do all the time for various departments and programs across campus. He—or Teresa Johnson—would be delighted to work one on one with you and your colleagues to think through the aspirations you have for this tagged master’s, to guide you toward a strengthened vision of your program, and to help you get that vision onto paper. I think that seeking his assistance is the right next step in your revision process, and I am happy to make the initial introduction if you would like.

The subcommittee and I thank you for your work on this proposal, and look forward to reading a revision. Let me know if you have questions.

Best,
Jen

Jennifer Schlueter, PhD
Faculty Fellow for Curriculum, Graduate School
Associate Chair for Curriculum, Department of Theatre
Associate Professor | Lab Series Coordinator | Editor, Theatre/Practice
1108 Drake Center, 1849 Cannon Dr, Columbus, OH 43210
614-292-5821 | www.jenniferschlueter.com | theatre.osu.edu

From: "Schlueter, Jennifer" <schlueter.10@osu.edu>
Date: Tuesday, December 20, 2016 at 2:17 PM
To: "Bishop, Georgia" <bishop.9@osu.edu>
Cc: "Toft, Jill A." <toft.20@osu.edu>, "Herness, Scott" <herness.1@osu.edu>
Subject: proposed Master’s in Applied Neuroscience

Dear Professor Bishop:

At our November meeting, the combined Grad School/CAA Curriculum Subcommittee (which I chair as Faculty Fellow) reviewed your revised request to approve the new Master of Applied Neuroscience.

The committee is grateful for your work to respond to the feedback from the Subcommittee last year on the first version of this proposal. On several points we still need further clarification and reframing, however.

1. **The looming issue is still the focus of the program.** As Catherine Montalto, last year’s chair of
the GS/CAA Curriculum Subcommittee, wrote to you in item 2 of the attached notes here, “the focus, as currently written, appears to be on students who are unsuccessful in getting accepted to medical school, and the post-baccalaureate program is posited to somehow result in a strengthened re-application to professional school…. Yet, a tagged master’s degree is usually viewed as a terminal degree that produces content and skills that lead to employment…. The committee struggled with identifying that goal.” This revised proposal is still very soft in these respects. We note your statement, on page 1, that “potential career paths includ[e] medicine, research, academia, or industry.” But more specifics throughout the proposal—indeed, in its bedrock aims—are needed to clarify that the true intent of the program is that of a terminal degree focused on employment. This is to say: what are you training students to do? At present, it seems as though the program’s primary goal is still acceptance to medical school. To help this become clearer to the Subcommittees (and subsequent committees), specific job titles beyond “professions that are seeking applicants with some form of clinical and/or research experience…” are needed.

2. **Learning goals and assessment.** Learning Goals should express the core educational aims of the tagged Master’s program at a level appropriate for graduate student, which usually expects that students have added new scholarship to the area (a thesis) or demonstrated mastery by applying this new knowledge to a unique situation (a capstone project, exam, or case study). Currently, the Learning Goals as articulated continue to be a mix of aims that are appropriate to a Master’s program and that are merely skills that should be obtained along the way. For example: Learning Goal 5 (“Prepare a proper resume and demonstrate excellent interview skills”) is merely a skill to be obtained. It is not an appropriate Learning Goal for a Master’s program. And the fact that it continues to be included as such is part of what leads the Subcommittee to view this tagged Master’s as focused on acceptance to medical school and not, as framed, as truly terminal.

In some cases, your Learning Goals mix Goals with Assessment strategies. For example: “2. Develop lab/clinical skills best suited for their individual goals as demonstrated by positive evaluations from their rotation mentors” combines an assessment strategy (positive evaluations) with the goal itself (development of lab/clinical skills). In addition, the inclusion of a phrase like “best suited for their individual goals” suggests a lack of innate focus on clear outcomes in the program itself. You may consider reaching out to Thomas Mitchell.815 or Amy Ferketich.1, Graduate School Faculty Fellows focused on assessment for assistance in this process.

Once your Learning Goals are reframed, Assessment strategies will need revision. The Subcommittee wondered if you were considering piloting the program in some way to assess its efficacy?

The Subcommittee wants to encourage you and your colleagues to spend time revisiting, reviewing, and revising this material because clarifying Master’s-appropriate Learning Goals and Assessment strategies will, we believe, help you reframe this program (and therefore the proposal) to more effective ends than currently articulated.

**The rest of the concerns raised by the Subcommittee really spin out from these two larger concerns. They include:**

1. **Neuroscience 6193.** This course will be repeated 3 times in the program for a total of 8-12 credits. We recognize your desire to keep the course flexible and emphasizing student interests and needs. However, this contributes to the sense that the overall tagged Master’s is unfocused. It
August 18, 2016

Dr. Scott Herness, Interim Vice Provost and Dean
Graduate School
250D University Hall
230 N Oval Mall
Columbus, OH 43210

Dear Dr. Herness,

The Department of Neuroscience would like to resubmit our proposal for a Master of Applied Neuroscience to the Council on Academic Affairs Curriculum Subcommittee. We have responded to the feedback and requests provided by the committee following our initial submission as follows.

1. We have deleted all references to a Master of Science in the proposal and refer to it as a Master of Applied Neuroscience.

2. We have clarified the focus of the program and clearly indicate that it is not a post-baccalaureate bridge program. We have now indicated how the degree will produce content and skill that leads to employment or advanced training.

3. The academic content for the lab rotations has been more clearly defined.

4. We have included a description of how the program will prepare students for specific positions in industry or advanced degree programs.

5. We have included a syllabus in the appendix of the document for the proposed new courses.

6. We have contacted the Registrar’s office and are in the process of developing a Degree Audit rather than using advising sheets. This will provide both the students and faculty access to information related to an individual’s progress in the program. A draft is included in the Appendix.
7. We have described our special efforts to enroll and retain underrepresented groups in this proposal and will elaborate in the full proposal when it moves forward to the Ohio Department of Higher Education.

8. Learning goals have been revised as requested.

    If you have any further questions, feel free to contact me. We thank you for your reconsideration of our proposal.

Sincerely yours,

Georgia Bishop, Ph.D.
Professor and Vice Chair
Department of Neuroscience

bishop.9@osu.edu
614-292-8363
DRAFT Proposal for Master of Applied Neuroscience
To: Georgia Bishop and Courtney DeVries
cc: Daniel M. Clinchot

Good afternoon,

The Graduate School/Council on Academic Affairs Curriculum Subcommittee met on Friday, December 4, 2015 and reviewed the proposal for a Master of Applied Neuroscience.

The committee’s feedback and requests are summarized below.

1. The committee assumes that the proposed program is a tagged master’s degree, specifically a Master of Applied Neuroscience, but this should be clearly stated in the proposal. The last page of the proposal refers to a “Master of Science in Applied Neuroscience” in the “Assessment of Goals” section. If indeed the program is a tagged master’s degree, the reference to a “Master of Science in Applied Neuroscience” should be removed.

2. The committee expressed concern that the focus of the Master of Applied Neuroscience program is underdeveloped and not clearly articulated. Further, the focus, as currently written, appears to be on students who are unsuccessful in getting accepted to medical school, and the post-baccalaureate program is posited to somehow result in a strengthened re-application to professional school (for example, the program includes “teaching strategies for raising scores on standardized exams”). Yet, a tagged master’s degree is usually viewed as a terminal degree that produces content and skill that leads to employment. The degree’s name, Applied Neuroscience, suggests that the focus of the degree is to acquire advanced knowledge in the content area of neuroscience and be able to apply that knowledge towards some applied goal. The committee struggled with identifying that goal. The preparation of application to another professional program through a Master’s degree is in itself not an academic goal. At times the proposal seemed more of a post-baccalaureate bridge program than a graduate program. Please clearly articulate the academic content of and the expertise in neuroscience developed through completion of this academic program.

3. Elaborate on the academic content students are likely to develop through the lab rotations in the first and second semesters (total of 6-10 credit hours). The final semester of enrollment includes 2-credit hours of independent studies “with focus on exam/dossier/application” -- please elaborate on how the focus of this concluding experience is determined.

4. Additionally, describe the relationship between the content of the tagged master’s degree program and specific positions in industry, allowing us to understand the “return” these students will receive to two more years of education, or the “value added” of this investment.

5. For each of the proposed new courses, please provide a course syllabus; at a minimum the one page OAA syllabus template should be developed for each new course.

6. Please provide an advising sheet clearly communicating program requirements.

7. When this proposal moves forward to the Ohio Department of Higher Education, the special efforts to enroll and retain underrepresented groups will need to be fully developed and the special efforts that will be taken by faculty associated with the tagged master in applied neuroscience degree will need to be described. The guidelines for the full proposal can be accessed at this link: http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%2020102403.pdf
8. Please review the materials previously provided by Dean Herness to guide the development of learning goals and assessment that are measureable and appropriate to the level of instruction. The content in the learning goals, as currently written, appears to re-iterate the program focus, rather than outcomes for student learning. The expectation of a Master’s degree is that a student has successfully demonstrated advanced knowledge in a specialized academic area. At the graduate level, the student should not only have successfully demonstrated the acquisition of new knowledge but additionally have added new scholarship to that area (a thesis) or been able to demonstrate mastery of this new knowledge by applying it to a new and unique situation (e.g. a capstone project). An assessment plan can clearly articulate these goals, i.e. what should the student be able to know or do by time s/he graduates?, where does the student acquire this knowledge?, how is the student expected to demonstrate competence/mastery of this knowledge?.

Please incorporate changes into a revised proposal and summarize these changes in a cover letter. Once this information is received, the committee will return to the review of the proposal.

Please let me know if you have additional questions.

Thank you.

Chair
Graduate School/Council on Academic Affairs Curriculum Subcommittee
1. DESIGNATION OF NEW DEGREE PROGRAM: Tagged Master’s in Applied Neuroscience

RATIONALE FOR NEED FOR THE NEW DEGREE PROGRAM

The goal of the proposed Master’s in Applied Neuroscience is to provide students with a Master’s level curriculum that will provide both the didactic course work as well as research and clinical experiences that will prepare students for advanced training in a career in the biomedical field. Students who graduate with a Bachelor’s Degree in Neuroscience may go into several different fields. A recent survey by the Undergraduate Neuroscience Major at The Ohio State University (OSU) determined that graduates of the program, (https://neurosciencemajor.osu.edu/careers-neuroscience) found employment in several areas including, Pharmaceutical Sales, Laboratory Technician, Science Writer, Science Advocacy, Lab Animal Care Technician, Sales Engineer, Special Education Assistant, Health Educator/Community Health Workers, Public Policy and several other areas. In general these positions have salaries ranging from $25,000 to $44,000 per year. A few positions had higher salaries, such as advertising, promotions and marketing managers ($124,850) however, these required additional training and or additional work experience.

Students who had obtained a master’s level education in Neuroscience had additional career opportunities including Nurse Practitioner, Physician’s Assistant, Genetic Counselor, Biostatistician, Speech-Language Pathologist, and Public Health. Although many of these positions required additional training, the typical entry-level education requirement was a Master’s Degree in a relevant scientific field (e.g., Neuroscience). Salaries increased significantly in these fields ($73,000 to $104,000). Finally, many students majoring in neuroscience are interested in pursuing an advanced degree in medicine, dentistry, veterinary medicine, neuropsychology, social work, clinical psychology, and academia, with the goal of becoming a professional research scientist, practitioner, and/or college professor. A Bachelor’s degree in neuroscience can provide students with an excellent background for these programs and many easily make the transition from undergraduate to professional school. These students would not be the target population for this Master’s degree. However, for others, decisions on a career path are not as clear and they may be in a position of deciding which career path is best for them. Further, many programs have additional requirements, beyond academics, such as clinical or research experience. The proposed tagged Masters in Applied Neuroscience is designed to prepare students for careers that require a Master’s degree as the basis for acceptance into their programs as well as for students who want to enhance their marketability for professions that are seeking applicants with some form of clinical and/or research experience as well as an advanced knowledge base in a relevant scientific area.

The major focus will be on having candidates take graduate level courses which already have been developed for students in the Ph.D. program in Neuroscience. However, in addition to course work, there are additional factors that will make a student a more competitive candidate for these programs or positions. A key factor that will enhance their marketability is research or clinical experience at a level beyond what they may have carried out as undergraduate students as described below under Curriculum. The intent is not to make this a post-baccalaureate program, but rather to make it a rigorous program involving courses, as well as lab or clinical rotations.

The Master’s in Applied Neuroscience at OSU will have a core curriculum that is Neuroscience based. However, it also will have components that would specifically focus on potential career paths including medicine, research, academia, or industry. Depending on individual student interests, we will propose different rotations that they could enter to further help them decide the proper career choice. For example, a student that might be interested in graduate school in Neuroscience to further pursue a career in academia would be placed in a research lab. A student considering medical school or physician assistant school would be assigned to a Neurologist or Neurosurgeon for a shadowing experience.

2. DESCRIPTION OF THE PROPOSED CURRICULUM

The proposal is to make this a 4 semester program. A minimum of 30 semester credit hours is required. To be in good standing in the Graduate School, a student must maintain a graduate cumulative point-hour ratio (CPHR) of 3.0 or better in all graduate credit courses and must maintain reasonable progress toward Graduate School or graduate program requirements. All instructors have been approved by the
Neuroscience Graduate Program and have P status in the Graduate School. All of the following are core courses that all students in the program will take. No Specializations are intended to appear on the student transcript. The proposed sequence of core courses is as follows.

**Summer Semester: (3 Credit Hours)**
NeuroSc xxxx: Pathways in Neuroscience – 3 Credit Hours (See description below)

**Autumn Semester (12 – 14 Credit Hours):**
- NeuroSc 7001 Foundations of Neuroscience I – 6 credit hours
- NeuroSc 7100 – Current Readings in Neuroscience – 1 Credit hour
- NeuroSc 7510 – Pathways in Neuroscience – 2 Credit Hours (See description below)
- NeuroSc 6193 – Individual Studies in Neuroscience (e.g., lab rotations, shadowing) – 3-5 credit hours

**Spring Semester (12 – 14 Credit Hours)**
- NeuroSc 7002 Foundations of Neuroscience II – 6 credit hours
- NeuroSc 7200.01 Neuroanatomy Laboratory (half semester) - 1 Credit Hour
- NeuroSc 7050 – Neurobiology of Disease – 3 Credit Hours
- NeuroSc 7520–Career Development – 2 credit hours
- NeuroSc 6193 – Individual Studies in Neuroscience (e.g., lab Rotations, shadowing) – 3-5 credit hours

**Summer Semester (7 credit hours):**
- NeuroSc 7530 - Bioethics – 1 credit hour (see description below)
- NeuroSc 6193 – Individual Studies in Neuroscience with a focus on preparation of written and oral examination – 2 credit hours
- NeuroSc 7890 – Seminar Topics in Neuroscience – 2 Credit Hours

This core curriculum (NeuroSc 7001, 7100, 7002, 7200.01, 7050, and 7890) is made up of well-established courses taken by students enrolled in the Neuroscience Graduate Program. These courses also are available to students in other graduate programs as well as undergraduate students in the Honor's Program. Finally, they are applicable for students seeking a graduate minor in Neuroscience. Thus, requiring them for students in the Master's of Applied Neuroscience underscores that this program is designed to provide a strong Neuroscience core curriculum as well as providing individualized career exploration opportunities.

In the NeuroSc 6193 course, lab rotation content will be designed by the student and their rotation mentor. As noted above, for students interested in an academic career, the goal is to have them demonstrate that they can design an experiment, carry it out, analyze data, present data to peers and faculty, and to produce a publication. They need to demonstrate that they have basic lab skills, are able to take direction, show attention to details and, most importantly, show critical thinking skills. Other students intent on a career in a clinical setting (e.g., medicine, clinical psychology, dentistry, nurse practitioner, physician assistant, etc.). For students interested in these careers, we would expect them to identify a clinical mentor (from a list of faculty willing to take on these students) and to work with him/her. This would not be a simple shadowing experience. The students would identify a specific area of interest or a subset of patients with a specific medical condition to research.

**Mentor Evaluation:** In addition to their letter grades in the core courses, students will receive a written evaluation from their rotation mentor at the end of each semester.

**DESCRIPTION OF NEW COURSES TO BE DEVELOPED**

Three new courses are to be developed. These include, Pathways in Neuroscience, Career Development, and Bioethics. Although students will have different career goals, they will all participate in
these courses as this is designed to provide students with the basic skills needed to succeed at the next level regardless of their chosen career pathway. A description of these new courses follows.

The intent of the Pathways in Neuroscience course is to have it serve as a gateway that would expose students to faculty from different biomedical disciplines including Ph.D.s whose primary focus is research, Medical Doctors, Physician Assistants, Allied Medical Professionals, and other health related professionals as well as representatives from different biomedical-related industries, and faculty from small colleges. The intent is to make this an interactive course where discussions of pros and cons and future projections of workforce need for each career are discussed. Students would have the opportunity to ask questions and explore their interests. This course would be taught during the first summer semester in which the student is enrolled. Many students come in with a fairly firm idea of specifically what they want to do. However, this course would allow them to be exposed to other potential paths in case they decide to move their careers in a different direction. This would be an S/U graded course. Grading will be based on attendance and participation. See syllabus in Appendix.

The goal of the Career Development course is to provide students with the necessary skills needed to pursue a specific career path. Although students will have different career goals, they will participate in all sessions as this is designed to provide them with the basic skills needed to succeed at the next level regardless of their chosen career pathway. Skills to be taught include, but are not limited to:

1. Development of the skills needed to prepare a resume/application for professional or graduate school. Students will develop their own resume which will be reviewed and critiqued by other students in the course.
2. Development of interviewing skills. Students will learn the art of having a successful interview through in-class sessions as well by participating in mock interviews. The mock interviews will be set up for the students and conducted by expert faculty in their chosen career track.
3. Development of strategies to improve test taking skills. Faculty skilled in the art of performing well on national standardized exams will provide insight on how different exams are designed and how students can develop strategies for studying and organizing material so that they improve their performance.
4. Development of excellent presentation skills by facilitating discussion/presentations of what they are doing during their individualized career rotations.

See syllabus in Appendix.

The goal of the Bioethics Course is to discuss issues related to:
Research and Research Misconduct
Ethical issues involving human and/or animal subjects
HIPPA regulations
Applied Medical Ethics
IRB/IACUC regulations
Authorship and publication issues
Data management and record keeping
Peer review; Confidentiality
Issues of collaboration
Conflict of interest

See syllabus in Appendix

3. FINAL EVALUATION OF STUDENTS - MASTER’S EXAMINATION

Committee: The Master’s Examination Committee will be composed of at least two Graduate Faculty members including the student’s advisor. The student’s advisor may invite other graduate faculty members to participate as members of the committee. The advisor of each master’s student will hold membership at the category P level in the Neuroscience Graduate Program. All members of the Master’s Examination Committee will be present during the oral portion of the examination and will participate fully in questioning the student as well as in the discussion and decision on the result.
Examination: The final examination will consist of both written and oral components to evaluate students. For the written portion, students will be asked to write a substantial paper that is specifically related to their professional goals. They will submit a draft to the Master’s Examination Committee which must be approved by all members. Once the draft is approved the students will write the formal document. For those interested in academia, industry, or research positions, the written portion of the examination will consist of a detailed report of research they carried out in their advisor’s lab. This would include hypothesis development, background of the project, methods used to test the hypothesis, results and discussion of the findings. For those interested in clinical professions (medicine, occupational therapy, physical therapy, physician assistant, nurse practitioner, etc) the document would be based on presentation of a neurological disorder based on their clinical rotation that provides details on the background of a patient's diagnosis, treatments carried out by the physician, prognosis, and research being carried out on the disease/disorder. All HIPPA guidelines will be followed to ensure anonymity of the selected patients.

Evaluation: After submission, the full paper will be reviewed by members of the Master’s Examination Committee. When it is approved, students will have 2 weeks to prepare for an oral defense of their paper. At the oral defense, the focus will be on the paper itself, but topics from any of the courses they have taken may be included. The advisor will serve as the chair of the oral defense. Upon completion of the oral examination the Examination Committee will determine if the student has adequately addressed all questions and vote to pass or not pass the student.

4. ADMINISTRATIVE ARRANGEMENTS FOR THE PROPOSED PROGRAM
The Department of Neuroscience within the College of Medicine will be the administrative unit that has primary responsibility for administering the program. The Director, co-director, and a committee of graduate faculty will have primary responsibility for developing a handbook that specifically defines the requirements and responsibilities of faculty and students in accordance with Graduate School Handbook. They also would be responsible for monitoring student progress. In addition to those duties specified in the Graduate School Handbook, the Neuroscience Master’s Committee will develop and evaluate the curriculum, establish program policies, standards, and procedures, screen applicants for admission to the program and make final determinations on admission, approve programs of study (as to general program requirements) for students in the program, conduct reviews of students at the end of each semester, receive and act on petitions from graduate students, hear and respond to graduate student grievances, and conduct any other program business that may arise.

5. EVIDENCE OF THE NEED FOR THE PROGRAM
Whereas several Ohio Universities offer Ph.D. degrees in Neuroscience that are primarily focused on a career in research, there are few Master's degree programs. Two of note are

Kent State University offers a Master's of Science in Neuroscience. Although it is defined as a Master’s degree, preference is given to students applying for the Ph.D. Program. The description suggests that the Master’s degree is given as a terminal degree for students that complete the core course work and who also have some research experience but for whatever reason choose to end their graduate training at that point.

Wright State University offers a Master’s of Science in Physiology and Neuroscience. The purpose of the master’s degree is to provide the student with a strong research-oriented background in one of several areas of physiology, biophysics, or neuroscience.

The Master’s in Applied Neuroscience at OSU would have a core curriculum that is Neuroscience based. However, it also will have components that would specifically focus on individual student needs. Depending on individual student interests, we will propose different rotations that they could enter to further help them in achieving their future career goals, as described above.

In summary, this would be a unique program. It does not guarantee placement in a professional program but allows students to explore different possibilities in biomedical careers. Successful students would receive a Master's degree at the end of the program which is a tangible acknowledgement that they have
a certain level of expertise in a very important and rising biomedical field of study increasing their marketability and their likelihood of being admitted to a professional program, lab position, or industry related position. Students successfully completing the program would receive a letter of recommendation and a personal assessment.

6. PROSPECTIVE ADMISSION TO THE PROGRAM
Admission to the program would be limited to students with a baccalaureate from accredited institutions. Additional criteria would include demonstration of high promise based on their current professional activities. The minimum GPA for admission would be 3.0, although on average we would expect higher GPAs in the area of 3.4 – 4.0. GRE scores would be expected to be >70% in verbal and quantitative examinations. The proposed class size is initially 30 – 50 students. This likely would grow as the program becomes established.

7. SPECIAL EFFORTS TO ENROLL AND RETAIN UNDERREPRESENTED GROUPS
Individuals in underrepresented groups often have the greatest difficulty in enrolling in professional schools. The proposed major would critically evaluate applications from these individuals and make every effort to ensure they are included in the class. In addition, there are several colleges within Ohio (e.g., Central State University, Wilberforce) that are Historically Black Colleges and these would be the targets of selective mailings and visitations at career days to discuss the degree and encourage qualified students to apply.

8. AVAILABILITY AND ADEQUACY OF THE FACULTY AND FACILITIES AVAILABLE FOR THE NEW DEGREE PROGRAM.
No new facilities are required. We would need to recruit existing clinical faculty that are willing to serve as mentors to the students and to allow them to rotate with them in the clinics. Research faculty will be those with graduate status in the Neuroscience Graduate Program. Clinical faculty will be those with M or P graduate status. They will have TIUs in Departments such as Neurology, Neurosurgery, Psychiatry, Neuroradiology, Neuropathology, Anesthesia, Oral Biology, Orthodontics, University Laboratory Animal Resources (ULAR), Veterinary Biosciences, Veterinary Clinical Sciences, or Veterinary Preventive Medicine. Individual faculty will be identified based on the needs of the program each year.

9. NEED FOR ADDITIONAL FACILITIES AND STAFF AND THE PLANS TO MEET THIS NEED.
The program would need Administrative Associate assistance to support the operational aspects of the program. This individual would be a staff member in the Department of Neuroscience. In addition, we will need to support 4-5 Teaching Assistants. As the program grows, we may need to hire part-time lecturers.

10. PROJECTED ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAM AND EVIDENCE OF INSTITUTIONAL COMMITMENT AND CAPACITY TO MEET THESE COSTS.
No additional costs are anticipated at this time. Attached is a letter of support and commitment from the Dean for Medical Education in the College of Medicine.
APPENDIX 1

LEARNING GOALS

Upon completion of the Master's of Applied Neuroscience, students should:

1. Demonstrate an advanced knowledge base in the field of Neuroscience including cell and molecular neuroscience, neuroanatomy, neurophysiology, behavioral science, and translational neuroscience based on grades obtained in the core courses.

2. Develop lab/clinical skills that are best suited for their individual goals as demonstrated by positive evaluations from their rotation mentors.

3. Develop presentation skills to demonstrate their ability to communicate their research/clinical experience to their peers and to faculty in the program. The ultimate goal is to successfully defend their written document at the time of their Master’s examination.

4. Achieve a Master's Degree which will allow them to be more competitive for a positions in academia, medical schools, graduate schools, dental schools, veterinary schools, or industry.

5. Prepare a proper resume and demonstrate excellent interview skills by receiving a passing score in the Career Development Course.

Assessment of goals will be accomplished as follows.

1. Based on the written and oral portion of their final examination, the students should be able to convey to their Master’s Examination Committee their neuroscience knowledge base. The written portion also allows them to convey to the Committee what they have accomplished during their rotations in a clear, concise and professional format. The Committee will determine if this goal is met following the oral portion of their examination.

2. Students will demonstrate competency in the broad discipline of neuroscience based on grades obtained in the core curriculum which covers each of these topics.

3. We will track students to identify what positions they take after successfully completing the Master’s of Applied Neuroscience.

4. Resume preparation and interview skills will be evaluated in the Pathways in Neuroscience and Career Development courses that all students will be required to complete. Written feedback will be presented to the students on both their resumes and interview skills. They will not be given credit for the course until faculty determine these skills are achieved.

5. If students maintain a minimum 3.0 GPA in their courses and pass their oral and written examination, they will be awarded a Master’s of Applied Neuroscience degree. We will track their success in being accepted into various professional programs. This will be essential for evaluating the effectiveness of the program.

6. Student success rates in being accepted into their chosen career path will be calculated and used as a measure to improve the career focused aspects of the program.

7. Periodically, alumni survey will be sent to graduates of the program requesting information on their current positions.
Appendix 2

NEUROSC 7510: Pathways in Neuroscience

2 semester hours

Class Schedule: 90 minute period meets once a week

COURSE DIRECTOR
Dr. Georgia Bishop
292-8363
3187W Graves Hall
bishop.9@osu.edu

OTHER FACULTY
Whereas, Dr. Bishop serves as course director and primary instructor, additional faculty will provide lectures in this course as noted on the class schedule below. They will provide contact information at the time of the lecture if there are questions.

WEBSITE: http://carmen.osu.edu

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include suspension or dismissal from the University and a failing grade in this course. If you have any questions about the above policy, please contact me. Other sources of information on academic misconduct (integrity) include: COAM's web page (<http://oaa.osu.edu/coam/home.html>) "Eight Cardinal Rules of Academic Integrity" (<http://www.northwestern.edu/uacc/8cards.html>)

GRADING: A grade of S/U will be given based on attendance and class participation.

OFFICE HOURS: By appointment.

ACCOMODATIONS FOR DISABLED STUDENTS: Everything possible will be done to make every reasonable program or facility adjustment to assure success for each student.
**COURSE DESCRIPTION:**
The intent of the Pathways in Neuroscience course is to have it serve as a gateway that would expose students to faculty from different biomedical disciplines including Ph.D.s whose primary focus is research, Medical Doctors, Physician Assistants, Allied Medical Professionals, and other health related professionals as well as representatives from different biomedical-related industries, and faculty from small colleges. The intent is to make this an interactive course where discussions of pros and cons and future projections of workforce need for each career are discussed. Students would have the opportunity to ask questions and explore their interests. This course would be taught during the first summer semester in which the student is enrolled.

**Week 1:** Introduction and Overview of course  
**Week 2:** Ph. D. in Neuroscience - Research  
**Week 3:** Ph. D. in Neuroscience - Research  
**Week 4:** M.D. - Clinical  
**Week 5:** M. D. - Clinical  
**Week 6:** Physician Assistant/Nurse Practitioner  
**Week 7:** Physical Therapist/Occupational Therapist  
**Week 8:** Batelle (industry)  
**Week 9:** Industry (e.g., pharmaceutical, biotechnology)  
**Week 10:** Industry (e.g., pharmaceutical, biotechnology)  
**Week 11:** Veterinarian/Dentist  
**Week 12:** Faculty from small college  
**Week 13:** Faculty from small college  
**Week 14:** Dean for Admissions to Medical School  
**Week 15:** Summary and Discussion
Syllabus
NeuroSc 7520: Career Development in Neuroscience

2 semester hours

Class Schedule: 90 minute period meets once a week

COURSE DIRECTOR
Dr. Georgia Bishop
292-8363
3187W Graves Hall
bish.9@osu.edu

OTHER FACULTY
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GRADING:
A grade of S/U will be given based on attendance and class participation.

OFFICE HOURS: By appointment.

ACCOMMODATIONS FOR DISABLED STUDENTS: Everything possible will be done to make every reasonable program or facility adjustment to assure success for each student.

COURSE DESCRIPTION:
The goal of the Career Development course is to provide students with the necessary skills needed to pursue a specific career path. Although students will have different career goals, they will participate in all sessions as this is designed to provide them with the basic skills needed to succeed at the next level regardless of their chosen career pathway.
Week 1: Introduction and Overview of course

Week 2: Resume preparation.

Week 3: Resume preparation and in-class review

Week 4: Art of the Interview

Week 5: Art of the Interview

Week 6: In-class practice interview

Week 7: In-class practice interview

Week 8: In-class practice interview.

Week 9: Development of strategies to improve test taking skills.

Week 10: Development of strategies to improve test taking skills.

Week 11: Student Presentations

Week 12: Student Presentations

Week 13: Student Presentations

Week 14: Student Presentations

Week 15: Summary and Discussion
Syllabus
NeuroSc 7530: Bioethics

2 semester hours

Class Schedule: 90 minute period meets once a week

COURSE DIRECTOR
Dr. Georgia Bishop
292-8363
3187W Graves Hall
bishop.9@osu.edu

OTHER FACULTY
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GRADING:
A grade of S/U will be given based on attendance and class participation.

OFFICE HOURS: By appointment.

ACCOMMODATIONS FOR DISABLED STUDENTS: Everything possible will be done to make every reasonable program or facility adjustment to assure success for each student.

COURSE DESCRIPTION:
The goal of the Bioethics Course is to discuss issues related to the ethical conduct related to research, medicine, undergraduate teaching, working with animals, working with minors. Case studies will be presented and discussed by the class.
Week 1: Research and research misconduct
Week 2: HIPPA regulations
Week 3: Ethical issues involving human subjects; IRB
Week 4: Ethical issues involving animal subjects; IACUC
Week 5: Ethics in Industry
Week 6: Applied ethics – examples and discussion
Week 7: Applied ethics – examples and discussion
Week 8: Authorship and publication issues
Week 9: Data management and record keeping
Week 10: Confidentiality
Week 11: Ethics of Collaboration
Week 12: Conflict of interest
Week 13: FERPA regulations
Week 14: Working with minors
Week 15: Summary and Discussion
To whom it may concern,

I am writing this letter in strong support of the proposed Master’s in Applied Neuroscience that will be offered by the Department of Neuroscience.

Existing Programs:
The Department does not have specific undergraduate or graduate major programs. We actively participate in the Undergraduate Major in Neuroscience in conjunction with the Department of Psychology. As noted on the website for this major “The Neuroscience Signature Program is a joint venture by the College of Arts and Sciences and the College of Medicine.” Faculty in the Department play a major role in the curriculum for this major, including teaching two of the required core courses (NeuroSc 3000: Introduction to Neuroscience and NeuroSc 3050: Structure and Function of the Nervous System). In addition, to these core courses, electives developed by faculty in the Department of Neuroscience include: NeuroSc 3010: Introduction to Neurophysiology; NeuroSc. 22025: History of Neuroscience; NeuroSc 4050: Neurogenetics; NeuroSc 4100: Basic and Clinical Foundations of Neurological Disease; NeuroSc 4623: Biological Clocks and Behavior; NeuroSc 4640: Neuronal Signal Transduction; NeuroSc 4850: Contemporary Topics in Neuroscience; NeuroSc 5644: Behavioral Endocrinology; NeuroSc 5790H: Developmental Neuroscience. In addition students can sign up for internships and research hours with individual faculty in the Department.

In addition to undergraduate teaching, we are also an integral part of the interdisciplinary Neuroscience Graduate Program. Several courses have been developed and are taught by faculty in this program including NeuroSc7001: Fundamentals of Neuroscience I; NeuroSc 7002: Fundamentals of Neuroscience II; NeuroSc 7050: Neurobiology of Disease; NeuroSc 7100: Current Topics in Neuroscience; NeuroSc 7200.01 and 7200.02: Neuroscience Laboratory; NeuroSc 7500: Neuroimmunology. In
addition, students register for research for their dissertation (NeuroSc 8999) with faculty in the department.

Through the Neuroscience Graduate Program, students in other graduate programs may apply for a minor in Neuroscience. They are required to take 12 hours of graduate level Neuroscience courses offered by the Department of Neuroscience.

Finally, faculty also participate in teaching medical students. One member of the faculty currently serves as Block Leader for the Neurological Block. Some of the students in this block are in a combined MD/Ph.D. program.

Taken together, the Department of Neuroscience has extensive experience in didactic teaching and research training of students at the undergraduate, graduate, and professional levels through interactions with existing programs.

Review Process

The faculty review student and peer evaluations of instruction annually. These evaluations are included in the annual review of faculty and where needed, steps needed to improve the curriculum are discussed with the faculty member’s mentoring committee and me. In addition, faculty teaching in courses review student performance at each examination, and adjust material as needed when areas of difficulty are identified. Student input, especially at the graduate level, is sought during their annual review process. Peer evaluation is an essential component of this evaluation and faculty ask members of their mentoring committee to evaluate their teaching at least annually. If problems are identified, then they work together, with the course directors, to correct them.

Based on our experience at multiple student levels, I strongly support this proposed Master’s in Applied Neuroscience Degree. I believe that it will fill a needed niche to help students identify the correct career path after completing their undergraduate degrees. I approve the proposed program.

Sincerely,

Randy J. Nelson,
Distinguished University Professor
Brumbaugh Chair in Brain Research and Teaching
Professor and Chair, Department of Neuroscience

April 6, 2018, Board of Trustees meeting
**MASTER OF SCIENCE REQUIREMENTS**

**APPLIED NEUROSCIENCE**

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**AT LEAST ONE REQUIREMENT HAS NOT BEEN SATISFIED**

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<tr>
<th>NO</th>
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</table>

- **APPLIED NEUROSCIENCE CORE - COMPLETE 9 COURSES**
  - **FROM:** NEUROSC 7001, 7002, 7050, 7100, 7200, 7890

- **INDIVIDUAL STUDIES I - COMPLETE 3-5 HOURS**
  - **FROM:** NEUROSC 6193

- **INDIVIDUAL STUDIES II - COMPLETE 3-5 HOURS**
  - **FROM:** NEUROSC 6193

- **INDIVIDUAL STUDIES III - COMPLETE 2 HOURS**
  - **FROM:** NEUROSC 6193

---

**** END OF ANALYSIS ****
FY2018 New Fundraising Activity Report

Monthly Activity
7/1/2017 through 2/28/2018

Target = (Last 3 FY % of total achieved at month end) * (Current Annual Goal)

Cumulative Totals

<table>
<thead>
<tr>
<th>February</th>
<th>$0</th>
<th>$50</th>
<th>$100</th>
<th>$150</th>
<th>$200</th>
<th>$250</th>
<th>$300</th>
<th>$350</th>
<th>$400</th>
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<tbody>
<tr>
<td>Last FY</td>
<td>$409</td>
<td></td>
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<td>Target</td>
<td>$376</td>
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</tbody>
</table>
## FY2018 New Fundraising Activity Report

### Activity by Donor Type

**7/1/2017 through 2/28/2018**

<table>
<thead>
<tr>
<th>Donor Type</th>
<th>7/1/2017 - 2/28/2018</th>
<th>% Change</th>
<th>7/1/2016 - 2/28/2017</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individuals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>63,815</td>
<td>$93,152,032</td>
<td>-2%</td>
<td>65,329</td>
</tr>
<tr>
<td>Non-Alumni</td>
<td>141,167</td>
<td>$57,983,253</td>
<td>5%</td>
<td>134,870</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>204,982</strong></td>
<td><strong>$151,135,286</strong></td>
<td><strong>2%</strong></td>
<td><strong>200,199</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Donor Type</th>
<th>7/1/2017 - 2/28/2018</th>
<th>% Change</th>
<th>7/1/2016 - 2/28/2017</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporations</td>
<td>6,069</td>
<td>$185,482,092</td>
<td>0%</td>
<td>6,040</td>
</tr>
<tr>
<td>Foundations</td>
<td>1,235</td>
<td>$31,692,829</td>
<td>14%</td>
<td>1,081</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>1,643</td>
<td>$47,502,402</td>
<td>-2%</td>
<td>1,672</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>8,947</strong></td>
<td><strong>$264,677,322</strong></td>
<td><strong>2%</strong></td>
<td><strong>8,793</strong></td>
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<table>
<thead>
<tr>
<th>Donors</th>
<th>Dollars</th>
<th>Donors</th>
<th>Dollars</th>
<th>% Change</th>
<th>Dollars</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>63,815</td>
<td>$93,152,032</td>
<td>-2%</td>
<td>65,329</td>
<td>$66,905,926</td>
<td>39%</td>
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<tr>
<td>Non-Alumni</td>
<td>141,167</td>
<td>$57,983,253</td>
<td>5%</td>
<td>134,870</td>
<td>$44,514,460</td>
<td>30%</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>204,982</strong></td>
<td><strong>$151,135,286</strong></td>
<td><strong>2%</strong></td>
<td><strong>200,199</strong></td>
<td><strong>$111,420,386</strong></td>
<td><strong>30%</strong></td>
</tr>
</tbody>
</table>

April 6, 2018, Board of Trustees meeting
FY2018 New Fundraising Activity Report

Activity by Donor Type - Pelotonia Impact
7/1/2017 through 2/28/2018

**Donors**

<table>
<thead>
<tr>
<th>Donor Type</th>
<th>OSU Only Donors</th>
<th>Joint Donors</th>
<th>Pelotonia Only Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>47,730</td>
<td>76,664</td>
<td>2,535</td>
</tr>
<tr>
<td>Non-Alumni</td>
<td>4,758</td>
<td>5,556</td>
<td>343</td>
</tr>
<tr>
<td>Corporations</td>
<td>11,327</td>
<td>58,947</td>
<td>3,191</td>
</tr>
<tr>
<td>Foundations</td>
<td>4,758</td>
<td>5,556</td>
<td>343</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>11,327</td>
<td>58,947</td>
<td>3,191</td>
</tr>
</tbody>
</table>

**Dollars**

<table>
<thead>
<tr>
<th>Donor Type</th>
<th>OSU Only Donors</th>
<th>Joint Donors - $ to OSU</th>
<th>Pelotonia Only Donors - $ to Pelotonia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>$86.09</td>
<td>$43.94</td>
<td>$170.78</td>
</tr>
<tr>
<td>Non-Alumni</td>
<td>$4.69</td>
<td>$6.45</td>
<td>$9.95</td>
</tr>
<tr>
<td>Corporations</td>
<td>$0.94</td>
<td>$0.90</td>
<td>$2.75</td>
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<tr>
<td>Foundations</td>
<td>$1.43</td>
<td>$6.69</td>
<td>$2.00</td>
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<tr>
<td>Other Organizations</td>
<td>$0.31</td>
<td>$0.31</td>
<td>$0.26</td>
</tr>
</tbody>
</table>
### FY2018 New Fundraising Activity Report

#### Activity by Unit - Dollars

**April 6, 2018, Board of Trustees meeting**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Alumni</th>
<th>Non-Alumni</th>
<th>Corporations</th>
<th>Foundations</th>
<th>Other Organizations</th>
<th>Total</th>
<th>Goal</th>
<th>% Achieved</th>
<th>vs. Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences (College of)</td>
<td>$13,207,100</td>
<td>$9,739,875</td>
<td>$1,605,653</td>
<td>$1,648,461</td>
<td>$3,212,368</td>
<td>$27,782,478</td>
<td>$40,800,000</td>
<td>69%</td>
<td>-1%</td>
</tr>
<tr>
<td>Business (Fisher College of)</td>
<td>$9,831,888</td>
<td>$8,109,760</td>
<td>$3,980,976</td>
<td>$366,727</td>
<td>$227,387</td>
<td>$11,020,508</td>
<td>$20,000,000</td>
<td>49%</td>
<td>-14%</td>
</tr>
<tr>
<td>Education and Human Ecology (College of)</td>
<td>$1,133,057</td>
<td>$124,624</td>
<td>$1,255,301</td>
<td>$215,310</td>
<td>$154,128</td>
<td>$1,434,388</td>
<td>$3,000,000</td>
<td>35%</td>
<td>-33%</td>
</tr>
<tr>
<td>Engineering (College of)</td>
<td>$4,403,207</td>
<td>$236,468</td>
<td>$15,318,857</td>
<td>$731,570</td>
<td>$8,080,563</td>
<td>$39,889,464</td>
<td>$70,000,000</td>
<td>42%</td>
<td>-26%</td>
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<tr>
<td>Food, Agricultural and Environ Sciences (College of)</td>
<td>$4,409,517</td>
<td>$1,070,033</td>
<td>$5,786,043</td>
<td>$1,694,219</td>
<td>$5,345,571</td>
<td>$22,284,782</td>
<td>$30,000,000</td>
<td>74%</td>
<td>6%</td>
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<tr>
<td>Law (Michael E. Moritz College of)</td>
<td>$877,307</td>
<td>$72,625</td>
<td>$4,835,525</td>
<td>$335,125</td>
<td>$6,199,090</td>
<td>$10,603,000</td>
<td>$12,000,000</td>
<td>103%</td>
<td>35%</td>
</tr>
<tr>
<td>Public Affairs (John Glenn College of)</td>
<td>$82,500</td>
<td>$46,144</td>
<td>$11,500</td>
<td>$4,278</td>
<td>$7,903</td>
<td>$207,323</td>
<td>$2,000,000</td>
<td>10%</td>
<td>-85%</td>
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<td>Social Work (College of)</td>
<td>$293,181</td>
<td>$29,443</td>
<td>$14,330</td>
<td>$19,977</td>
<td>$83,381</td>
<td>$1,300,000</td>
<td>$1,600,000</td>
<td>83%</td>
<td>-13%</td>
</tr>
<tr>
<td><strong>Regional Campuses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Association</td>
<td>$264,856</td>
<td>$48,751</td>
<td>$25,229</td>
<td>$1,500</td>
<td>$690</td>
<td>$341,026</td>
<td>$500,000</td>
<td>65%</td>
<td>-5%</td>
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<tr>
<td>OSU Marion</td>
<td>$21,125</td>
<td>$466,135</td>
<td>$8,540</td>
<td>$18,510</td>
<td>$14,064</td>
<td>$327,374</td>
<td>$500,000</td>
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<td>-31%</td>
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<tr>
<td>OSU Marion</td>
<td>$52,324</td>
<td>$39,233</td>
<td>$56,727</td>
<td>$11,652</td>
<td>$204,267</td>
<td>$800,000</td>
<td>$100,000</td>
<td>30%</td>
<td>-45%</td>
</tr>
<tr>
<td>OSU Newark</td>
<td>$480,050</td>
<td>$287,208</td>
<td>$21,200</td>
<td>$19,954</td>
<td>$500,000</td>
<td>$800,000</td>
<td>$125,000</td>
<td>125%</td>
<td>-17%</td>
</tr>
<tr>
<td><strong>Academic Support Units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WOSSU Public Stations</td>
<td>$21,555</td>
<td>$1,526,576</td>
<td>$2,986,162</td>
<td>$520,560</td>
<td>$12,988</td>
<td>$7,000,000</td>
<td>$13,200,000</td>
<td>55%</td>
<td>-6%</td>
</tr>
<tr>
<td>University</td>
<td>$17,329</td>
<td>$490,000</td>
<td>$116,161</td>
<td>$277,773</td>
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<td>$2,540,000</td>
<td>$2,540,000</td>
<td>100%</td>
<td>-1%</td>
</tr>
<tr>
<td><strong>Medical and Health Sciences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Wexner Medical Center</td>
<td>$6,088,506</td>
<td>$16,962,190</td>
<td>$27,307,486</td>
<td>$12,211,438</td>
<td>$3,732,111</td>
<td>$31,924,701</td>
<td>$70,000,000</td>
<td>88%</td>
<td>-2%</td>
</tr>
<tr>
<td>Heart (Ross)</td>
<td>$305,311</td>
<td>$10,490,036</td>
<td>$423,826</td>
<td>$464,100</td>
<td>$558,170</td>
<td>$12,048,500</td>
<td>$12,048,500</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Cancer (James / Solove)</td>
<td>$1,083,374</td>
<td>$1,205,771</td>
<td>$4,582,244</td>
<td>$1,497,470</td>
<td>$5,283,207</td>
<td>$14,244,067</td>
<td>$24,000,000</td>
<td>49%</td>
<td>-5%</td>
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<td>Neurosciences (College of)</td>
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<td>$844,919</td>
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<td>$830,648</td>
<td>$2,361,347</td>
<td>$7,099,041</td>
<td>$15,000,000</td>
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<td>-25%</td>
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<tr>
<td>Wexner Medical Center</td>
<td>$9,809,003</td>
<td>$31,172,046</td>
<td>$32,118,716</td>
<td>$6,255,356</td>
<td>$19,099,017</td>
<td>$31,924,918</td>
<td>$13,000,000</td>
<td>78%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Health Sciences Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dentistry (College of)</td>
<td>$2,367,451</td>
<td>$33,870</td>
<td>$482,995</td>
<td>$113,239</td>
<td>$244,466</td>
<td>$3,472,842</td>
<td>$7,000,000</td>
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<td>-19%</td>
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<td>Nursing (College of)</td>
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<td>$10,406,036</td>
<td>$432,826</td>
<td>$464,100</td>
<td>$558,170</td>
<td>$12,048,500</td>
<td>$12,048,500</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Medical Center (Wexner)</td>
<td>$1,083,374</td>
<td>$1,205,771</td>
<td>$4,582,244</td>
<td>$1,497,470</td>
<td>$5,283,207</td>
<td>$14,244,067</td>
<td>$24,000,000</td>
<td>49%</td>
<td>-5%</td>
</tr>
<tr>
<td>Pharmacy (College of)</td>
<td>$617,234</td>
<td>$138,563</td>
<td>$674,966</td>
<td>$308,080</td>
<td>$1,183,755</td>
<td>$2,922,198</td>
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<td>64%</td>
<td>-5%</td>
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<tr>
<td>Public Health (College of)</td>
<td>$295,964</td>
<td>$32,223</td>
<td>$99,083</td>
<td>$208,268</td>
<td>$393,482</td>
<td>$1,534,933</td>
<td>$2,000,000</td>
<td>77%</td>
<td>-5%</td>
</tr>
<tr>
<td>Veterinary Medicine (College of)</td>
<td>$6,143,225</td>
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<td>$2,937,840</td>
<td>$1,699,513</td>
<td>$875,297</td>
<td>$13,589,797</td>
<td>$16,000,000</td>
<td>84%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Health Sciences Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical and Health Sciences</td>
<td>$20,153,386</td>
<td>$34,709,059</td>
<td>$38,486,163</td>
<td>$13,421,371</td>
<td>$23,059,740</td>
<td>$155,827,081</td>
<td>$166,200,000</td>
<td>76%</td>
<td>-7%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$93,152,052</td>
<td>$57,883,253</td>
<td>$185,482,992</td>
<td>$31,692,829</td>
<td>$47,592,402</td>
<td>$415,813,600</td>
<td>$550,000,000</td>
<td>70%</td>
<td>-3%</td>
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</tbody>
</table>

Target = (last 3 FY's % total achieved at month end) * (Current Annual Goal)
FY2018 New Fundraising Activity Report
Activity by Unit - Progress
7/1/2017 through 2/28/2018

Target = \((\text{Last 3 FY } \% \text{ of total achieved at month end}) \times \text{(Current Annual Goal)}\)

### Activity by Unit - Progress

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Activity</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences (College of)</td>
<td></td>
<td>54%</td>
</tr>
<tr>
<td>Business (Fisher College of)</td>
<td></td>
<td>43%</td>
</tr>
<tr>
<td>Education and Human Ecology...</td>
<td></td>
<td>42%</td>
</tr>
<tr>
<td>Engineering (College of)</td>
<td></td>
<td>74%</td>
</tr>
<tr>
<td>Food, Agricultural and Enviro...</td>
<td></td>
<td>103%</td>
</tr>
<tr>
<td>Law (Michael E Moritz College of)</td>
<td></td>
<td>109%</td>
</tr>
<tr>
<td>Public Affairs (John Glenn College of)</td>
<td></td>
<td>110%</td>
</tr>
<tr>
<td>Social Work (College of)</td>
<td></td>
<td>88%</td>
</tr>
</tbody>
</table>

### Regional Campuses

<table>
<thead>
<tr>
<th>Academic Support Units</th>
<th>Activity</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Association</td>
<td></td>
<td>54%</td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>Libraries</td>
<td></td>
<td>51%</td>
</tr>
<tr>
<td>Scholarship and Student Support</td>
<td></td>
<td>54%</td>
</tr>
<tr>
<td>Student Life</td>
<td></td>
<td>54%</td>
</tr>
<tr>
<td>University-wide Fundraising</td>
<td></td>
<td>109%</td>
</tr>
<tr>
<td>Wexner Center for the Arts</td>
<td></td>
<td>110%</td>
</tr>
<tr>
<td>WOSU Public Stations</td>
<td></td>
<td>125%</td>
</tr>
</tbody>
</table>

### Wexner Medical Center

<table>
<thead>
<tr>
<th>Health Sciences</th>
<th>Activity</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancer (James / Solove)</td>
<td></td>
<td>59%</td>
</tr>
<tr>
<td>Heart (Ross)</td>
<td></td>
<td>45%</td>
</tr>
<tr>
<td>Medical Center (Wexner)</td>
<td></td>
<td>59%</td>
</tr>
<tr>
<td>Medicine (College of)</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Neurosciences</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Health Sciences

<table>
<thead>
<tr>
<th>Academic Support Units</th>
<th>Activity</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry (College of)</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>Nursing (College of)</td>
<td></td>
<td>38%</td>
</tr>
<tr>
<td>Optometry (College of)</td>
<td></td>
<td>64%</td>
</tr>
<tr>
<td>Pharmacy (College of)</td>
<td></td>
<td>79%</td>
</tr>
<tr>
<td>Public Health (College of)</td>
<td></td>
<td>77%</td>
</tr>
<tr>
<td>Veterinary Medicine (College of)</td>
<td></td>
<td>84%</td>
</tr>
</tbody>
</table>

Target = \((\text{Last 3 FY } \% \text{ of total achieved at month end}) \times \text{(Current Annual Goal)}\)
April 6, 2018, Board of Trustees meeting

FY2018 New Fundraising Activity Report
Cumulative
7/1/2017 through 2/28/2018

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$21</td>
<td>$50</td>
<td>$66</td>
<td>$92</td>
<td>$116</td>
<td>$170</td>
<td>$198</td>
<td>$220</td>
<td>$249</td>
<td>$292</td>
<td>$329</td>
<td>$392</td>
</tr>
<tr>
<td>2016</td>
<td>$34</td>
<td>$57</td>
<td>$92</td>
<td>$115</td>
<td>$154</td>
<td>$220</td>
<td>$239</td>
<td>$313</td>
<td>$354</td>
<td>$385</td>
<td>$415</td>
<td>$457</td>
</tr>
<tr>
<td>2017</td>
<td>$69</td>
<td>$115</td>
<td>$167</td>
<td>$193</td>
<td>$297</td>
<td>$355</td>
<td>$381</td>
<td>$409</td>
<td>$436</td>
<td>$469</td>
<td>$494</td>
<td>$530</td>
</tr>
<tr>
<td>2018</td>
<td>$60</td>
<td>$102</td>
<td>$177</td>
<td>$256</td>
<td>$289</td>
<td>$354</td>
<td>$373</td>
<td>$416</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Monthly Receipts - Last FY vs. Target vs. Actual**

<table>
<thead>
<tr>
<th>Month</th>
<th>Last FY</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>$26</td>
<td>$27</td>
<td>$20</td>
</tr>
<tr>
<td>Aug.</td>
<td>$37</td>
<td>$33</td>
<td>$34</td>
</tr>
<tr>
<td>Sept.</td>
<td>$46</td>
<td>$33</td>
<td>$75</td>
</tr>
<tr>
<td>Oct.</td>
<td>$23</td>
<td>$29</td>
<td>$23</td>
</tr>
<tr>
<td>Nov.</td>
<td>$28</td>
<td>$31</td>
<td>$28</td>
</tr>
<tr>
<td>Dec.</td>
<td>$77</td>
<td>$83</td>
<td>$72</td>
</tr>
<tr>
<td>Jan.</td>
<td>$33</td>
<td>$35</td>
<td>$25</td>
</tr>
<tr>
<td>Feb.</td>
<td>$22</td>
<td>$31</td>
<td>$15</td>
</tr>
<tr>
<td>Mar.</td>
<td>$29</td>
<td>$28</td>
<td>$0</td>
</tr>
<tr>
<td>Apr.</td>
<td>$21</td>
<td>$24</td>
<td>$0</td>
</tr>
<tr>
<td>May</td>
<td>$18</td>
<td>$28</td>
<td>$0</td>
</tr>
<tr>
<td>June</td>
<td>$42</td>
<td>$49</td>
<td>$0</td>
</tr>
</tbody>
</table>

Target = (Last 3 FY % of total achieved at month end) * (Current Annual Goal)

**Cumulative Totals**

<table>
<thead>
<tr>
<th>Month</th>
<th>Last FY</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>$6,119</td>
<td>$7,17</td>
<td>$119</td>
</tr>
</tbody>
</table>

April 6, 2018, Board of Trustees meeting
### FY2018 Philanthropic Receipts Report

**Receipts by Donor Type**

7/1/2017 through 2/28/2018

<table>
<thead>
<tr>
<th></th>
<th>Donors</th>
<th>Dollars</th>
<th>Donors</th>
<th>Dollars</th>
<th>% Change</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individuals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>63,551</td>
<td>$46,383,271</td>
<td>65,868</td>
<td>$55,530,238</td>
<td>-4%</td>
<td>-16%</td>
</tr>
<tr>
<td>Non-Alumni</td>
<td>140,916</td>
<td>$38,518,106</td>
<td>135,182</td>
<td>$40,800,069</td>
<td>4%</td>
<td>-6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>204,467</td>
<td>$84,901,377</td>
<td>201,050</td>
<td>$96,330,307</td>
<td>2%</td>
<td>-12%</td>
</tr>
<tr>
<td><strong>Organizations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporations</td>
<td>6,144</td>
<td>$125,269,941</td>
<td>6,162</td>
<td>$99,728,680</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td>Foundations</td>
<td>1,287</td>
<td>$33,991,361</td>
<td>1,130</td>
<td>$46,958,087</td>
<td>14%</td>
<td>-28%</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>1,696</td>
<td>$49,809,278</td>
<td>1,742</td>
<td>$50,205,163</td>
<td>-3%</td>
<td>-1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9,127</td>
<td>$209,070,579</td>
<td>9,034</td>
<td>$196,891,930</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>213,594</td>
<td>$293,971,956</td>
<td>210,084</td>
<td>$293,222,237</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Graphs

- **Donors**
  - Alumni: 6,144 (3%)
  - Non-Alumni: 140,916 (66%)
  - Corporations: 1,287 (1%)
  - Foundations: 1,696 (1%)
  - Other Organizations: 63,551 (30%)

- **Dollars**
  - Alumni: $49,809,278 (17%)
  - Non-Alumni: $33,991,361 (11%)
  - Corporations: $125,269,941 (43%)
  - Foundations: $38,518,106 (13%)
  - Other Organizations: $46,383,271 (16%)
### FY2018 Philanthropic Receipts Report

**Receipts by Donor Type - Pelotonia Impact**

**7/1/2017 through 2/28/2018**

#### Donors

- **Alumni**
- **Non-Alumni**
- **Corporations**
- **Foundations**
- **Other Organizations**

#### Dollars

- **OSU Only Donors**
- **Joint Donors**
- **Pelotonia Only Donors**

---

<table>
<thead>
<tr>
<th>Donors</th>
<th>OSU Only Donors</th>
<th>Joint Donors</th>
<th>Pelotonia Only Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>47,466</td>
<td>76,413</td>
<td>1,010</td>
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<tr>
<td>Non-Alumni</td>
<td>4,780</td>
<td>5,585</td>
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</tr>
<tr>
<td>Corporations</td>
<td>11,305</td>
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<tr>
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<tbody>
<tr>
<td>Alumni</td>
<td>$38.41</td>
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<td>$6.68</td>
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<td>$0.26</td>
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<tr>
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<td>$1.06</td>
<td>$0.91</td>
<td>$0.17</td>
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<tr>
<td>Other Orgs</td>
<td>$1.19</td>
<td>$0.31</td>
<td>$0.26</td>
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April 6, 2018, Board of Trustees meeting

**FY2018 Philanthropic Receipts Report**

**Receipts by Donor Type - Pelotonia Impact**

**7/1/2017 through 2/28/2018**

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April 6, 2018, Board of Trustees meeting

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**7/1/2017 through 2/28/2018**

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April 6, 2018, Board of Trustees meeting

**FY2018 Philanthropic Receipts Report**

**Receipts by Donor Type - Pelotonia Impact**

**7/1/2017 through 2/28/2018**

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April 6, 2018, Board of Trustees meeting

**FY2018 Philanthropic Receipts Report**

**Receipts by Donor Type - Pelotonia Impact**

**7/1/2017 through 2/28/2018**

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<tr>
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<td>$1.19</td>
<td>$0.31</td>
<td>$0.26</td>
</tr>
</tbody>
</table>

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April 6, 2018, Board of Trustees meeting
### April 6, 2018, Board of Trustees meeting

This document contains financial information regarding the Ohio State University, including budget and achievement data for various departments and units. Below is a structured representation of the data provided in the document:

#### University

**Total Goal % Achieved**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Goal Achieved</th>
<th>Revenue Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colleges</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences (College of)</td>
<td>$4,493,247</td>
<td>$7,885,178</td>
</tr>
<tr>
<td>Business (Fisher College of)</td>
<td>$2,763,482</td>
<td>$4,747,336</td>
</tr>
<tr>
<td>Education and Human Ecology (College of)</td>
<td>$830,188</td>
<td>$1,319,310</td>
</tr>
<tr>
<td>Engineering (College of)</td>
<td>$3,272,202</td>
<td>$1,198,542</td>
</tr>
<tr>
<td>Food, Agricultural and Envir Sciences (College of)</td>
<td>$2,434,906</td>
<td>$1,885,919</td>
</tr>
<tr>
<td>Law (Michael E. Moritz College of)</td>
<td>$1,330,804</td>
<td>$1,285,929</td>
</tr>
<tr>
<td>Public Affairs (John Glenn College of)</td>
<td>$230,888</td>
<td>$97,276</td>
</tr>
<tr>
<td>Social Work (College of)</td>
<td>$147,230</td>
<td>$86,571</td>
</tr>
<tr>
<td><strong>Regional Campuses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSU Lima</td>
<td>$135,104</td>
<td>$26,200</td>
</tr>
<tr>
<td>OSU Mansfield</td>
<td>$32,050</td>
<td>$8,039</td>
</tr>
<tr>
<td>OSU Marion</td>
<td>$81,791</td>
<td>$67,191</td>
</tr>
<tr>
<td>OSU Newark</td>
<td>$665,403</td>
<td>$20,498</td>
</tr>
<tr>
<td><strong>Academic Support Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Association</td>
<td>$990,184</td>
<td>$18,717</td>
</tr>
<tr>
<td>Athletics</td>
<td>$10,088,586</td>
<td>$4,768,562</td>
</tr>
<tr>
<td>Libraries</td>
<td>$808,272</td>
<td>$628,490</td>
</tr>
<tr>
<td>Scholarship and Student Support</td>
<td>$2,344,044</td>
<td>$1,313,042</td>
</tr>
<tr>
<td>Student Life</td>
<td>$339,656</td>
<td>$332,473</td>
</tr>
<tr>
<td>University-wide Fundraising</td>
<td>$1,579,984</td>
<td>$486,547</td>
</tr>
<tr>
<td>Wexner Center for the Arts</td>
<td>$245,753</td>
<td>$146,670</td>
</tr>
<tr>
<td>WOSU Public Stations</td>
<td>$943,610</td>
<td>$1,394,440</td>
</tr>
<tr>
<td><strong>University</strong></td>
<td>$17,338,382</td>
<td>$8,948,859</td>
</tr>
<tr>
<td><strong>Medical and Health Sciences</strong></td>
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<td></td>
</tr>
<tr>
<td>Wexner Medical Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cancer (James / Solove)</td>
<td>$4,922,672</td>
<td>$15,495,253</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>$46,383,271</td>
<td>$30,989,750</td>
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</table>

**Note:** Target = (Last 3 FY % of total achieved at month end) * (Current Annual Goal)

**FY2018 Philanthropic Receipts Report**

<table>
<thead>
<tr>
<th>Receipts by Unit - Dollars</th>
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<td>7/1/2017 through 2/28/2018</td>
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---

**Target** = (Last 3 FY % of total achieved at month end) * (Current Annual Goal)

**Data Source:** The Ohio State University

---

**Year to Date Target**

- **April 6, 2018, Board of Trustees meeting**

---

**Units and Colleges**

- Arts and Sciences (College of)
- Business (Fisher College of)
- Education and Human Ecology (College of)
- Engineering (College of)
- Food, Agricultural and Envir Sciences (College of)
- Law (Michael E. Moritz College of)
- Public Affairs (John Glenn College of)
- Social Work (College of)

---

**Regional Campuses**

- OSU Lima
- OSU Mansfield
- OSU Marion
- OSU Newark

---

**Academic Support Units**

- Alumni Association
- Athletics
- Libraries
- Scholarship and Student Support
- Student Life
- University-wide Fundraising
- Wexner Center for the Arts
- WOSU Public Stations

---

**University**

- $17,338,382

---

**Medical and Health Sciences**

- Wexner Medical Center
- Cancer (James / Solove)
- Heart (Ross)
- Medicine (College of)
- Neuroscience

---

**Health Sciences Colleges**

- Dentistry (College of)
- Nursing (College of)
- Pharmacy (College of)
- Public Health (College of)
- Veterinary Medicine (College of)

---

**Health Sciences**

- $4,288,857

---

**Medical and Health Sciences**

- $12,912,385

---

**Grand Total**

- $46,383,271
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<tr>
<th>Unit</th>
<th>Alumni</th>
<th>Non-Alumni</th>
<th>Corporations</th>
<th>Foundations</th>
<th>Other Organizations</th>
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<td>213,594</td>
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NOTE: Donors may give to multiple units but are only counted once in totals.
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<th></th>
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<th>7/1/2016 - 2/28/2017</th>
<th>% Change</th>
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<td><strong>Outright Gifts</strong></td>
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<td><strong>Total Receipts</strong></td>
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<td><strong>Planned Gifts</strong></td>
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<td><strong>Total Receipts</strong></td>
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<td><strong>1,263</strong></td>
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</table>

NOTE: donors may give through multiple gift types but are only counted once in totals.
Receipts by Unit - Progress

Target = (Last 3 FY % of total achieved at month end) * (Current Annual Goal)

Colleges
- Arts and Sciences (College of)
- Business (Fisher College of)
- Education and Human Ecology...
- Engineering (College of)
- Food, Agricultural and Enviro...
- Law (Michael E Moritz College of)
- Public Affairs (John Glenn College of)
- Social Work (College of)

Regional Campuses

Academic Support Units
- Alumni Association
- Athletics
- Libraries
- Scholarship and Student Support
- Student Life
- University-wide Fundraising
- Wexner Center for the Arts
- WOSU Public Stations

Wexner Medical Center
- Cancer (James / Solove)
- Heart (Ross)
- Medical Center (Wexner)
- Medicine (College of)
- Neurosciences

Health Sciences
- Dentistry (College of)
- Nursing (College of)
- Optometry (College of)
- Pharmacy (College of)
- Public Health (College of)
- Veterinary Medicine (College of)
Establishment of Named Designated Professorship (University)

The Dr. H. Lee “Buck” Mathews Designated Professorship in Marketing
Established April 6, 2018, with a gift from Steven Trulaske (MA 1980, MBA 1982); used to support a distinguished teacher, researcher, and scholar in the Department of Marketing & Logistics.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Total Commitment</th>
</tr>
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<tbody>
<tr>
<td>$45,000.00</td>
<td>$180,000.00</td>
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</table>

Per year for four years

Change in Name and Description of Named Endowed Fund (University)

From: The Dairy Science Chair in Lactational Physiology and Mammary Health
To: The Dairy Science Fund in Lactational Physiology and Mammary Health

Establishment of Named Endowed Chair (Foundation)

The Saul and Sonia Schottenstein Chair in Israel Studies
Established February 11, 2011, with gifts from the estate of Saul Schottenstein via his trustee, Susan Schottenstein Diamond; used to support an endowed chair position dedicated to Israel Studies in the College of Arts and Sciences. Revised and position established April 6, 2018.

$2,005,476.67 $2,005,476.67

Establishment of Named Endowed Professorship (Foundation)

Edwin H. and E. Christopher Ellison Professorship
Established April 6, 2018, with gifts from colleagues, family, and friends and a fund transfer from OSU Surgery LLC to honor the accomplishments of the late Dr. Edwin H. Ellison and of his son, Dr. E. Christopher Ellison, as both physicians have made a significant impact on the field of general surgery at The Ohio State University; used to support a professorship for a nationally or internationally recognized physician faculty member in clinical or academic leadership in the field of surgery. Revised and position established April 6, 2018.

$1,008,360.00 $1,008,360.00

Establishment of Named Endowed Funds (Foundation)

College of Medicine Dean’s Discretionary/Priority Fund
Established April 6, 2018, with an estate gift from Max Gerke (MD 1951); used at the discretion of the dean of the College of Medicine.

$482,456.80 $482,456.80

The Dr. H. Lee “Buck” Mathews Professorship Fund in Marketing
Established April 6, 2018, with a gift from Steven Trulaske (MA 1980, MBA 1982); distribution shall be held in the distribution account or reinvested in the endowment principal until March 30, 2021. Should the gifted endowment principal balance reach $1,000,000 on or before March 30, 2021, the endowment shall be revised and used to support a distinguished teacher, researcher, and scholar in the Department of Marketing & Logistics. Should the gifted endowment principal balance not reach $1,000,000 on or before March 30, 2021, the endowment shall be revised and used by the chair of the Department of Marketing & Logistics.

$200,000.00 $1,000,000.00
The Phyllis Burton Donovan Scholarship Fund
Established April 6, 2018, with gifts from Timothy R. Donovan (BS 1978) and Elaine K. Donovan; used to provide renewable scholarship(s) to a student(s) who demonstrate financial need with preference given to candidates who graduated from South High School in Columbus, Ohio (or successor in interest).

Phyllis Cummins and Donald Dyche Real Estate Endowed Fund
Established April 6, 2018, with gifts from Phyllis Cummins (BS 1973) and Donald Dyche; used to support a speaker series to bring real estate professionals and other industry leaders to Columbus to participate in targeted lectures and discussions specific to the real estate industry.

The Lewis Family Scholarship Fund
Established April 6, 2018, with gifts from Brian W. (BA 1976) and Sherri Lyn Lewis; used to provide merit-based, tuition-only scholarships to undergraduate students enrolled in the College of Arts and Sciences who are studying in the Department of Geography and have a minimum 3.0 grade point average with preference given to candidates who are majoring in geographic information science and interested in cartography.

Lilja Hill Endowed Scholarship Fund
Established April 6, 2018, with gifts from James R. (BME 1969) and Judith L. (BSN 1969) Hill; used to provide renewable scholarships to undergraduate students from the state of Ohio who are ranked as juniors or seniors, have a minimum 2.5 grade point average, and are involved in a student organization(s), volunteer in the community, and demonstrate leadership abilities. Fifty percent of the annual distribution shall be awarded to candidates who are enrolled in the College of Nursing and fifty percent shall be awarded to candidates who are enrolled in the College of Engineering with a major in the Department of Mechanical and Aerospace Engineering.

Greater Jacksonville Undergraduate Scholarship Fund
Established April 6, 2018, with gifts from the Ohio State Alumni Club of Greater Jacksonville; used to provide scholarships to undergraduate students with first preference given to students from the greater Jacksonville, Florida area.

David and Martha Rader Endowed Scholarship Fund
Established April 6, 2018, with a gift from Mr. David (BA 1968) and Dr. Martha (BS 1968, MS 1982, PhD 1986, MPH 2008) Rader; used to provide scholarships to undergraduate students from southern Ohio or West Virginia who demonstrate financial need and are pursuing a degree in the STEM (science, technology, engineering, and math) pathway.

The Richard L. and C. Joyce Brown Endowed Scholarship Fund
Established April 6, 2018, with gifts from Richard L. Brown and C. Joyce Brown; used to provide scholarships to incoming first-year students enrolled at The Ohio State University at Marion who are majoring in Education, have attended Marion Harding High School for at least their junior and senior years of high school education and were in the top one-third of their graduating class.

Phillip and Suzanne Faulkner International Scholarship Fund
Established April 6, 2018, with a gift from Phillip Faulkner (BS 1958) as part of the Joseph A. Alutto Global Leadership Initiative; used to provide scholarships to undergraduate or graduate students enrolled in the Max M. Fisher College of Business who are pursuing critical, action-based learning experiences around the world.

$130,245.60 $130,245.60
$100,000.00 $100,000.00
$70,000.00 $70,000.00
$60,175.00 $60,175.00
$60,000.00 $60,000.00
$60,000.00 $60,000.00
$58,604.99 $58,604.99
$57,500.00 $57,500.00
The Terry Rue Schultz Scholarship Fund for Clinical Excellence
Established April 6, 2018, with gifts from family, friends, and colleagues; used to provide one scholarship to a fourth year student enrolled in the College of Optometry who demonstrates leadership abilities and excels with patient care.

Paul and Sandra Watkins Endowed Fund for University Archives
Established April 6, 2018, with gifts from Paul E. (BS 1958) and Sandra J. Watkins and friends; used for the operations of the University Archives.

Class of 1985 Veterinary Student Endowed Scholarship Fund
Established April 6, 2018, from the College of Veterinary Medicine Class of 1985; used to provide scholarships to students enrolled in the College of Veterinary Medicine.

The Gillian Groves and Gerald Petersen Endowed Scholarship Fund for Women in Engineering
Established April 6, 2018, with gifts from Gillian Groves (BS 1979, BS 1982) and Gerald Petersen; used to provide one or more scholarships to undergraduate and/or graduate students enrolled in the College of Engineering who are participants in the Women in Engineering program and have a minimum 3.0 grade point average with preference given to candidates who are ranked second year or higher.

The Dr. Joe Barr and Dr. Mary Jo Stiegemeier Endowed Fund for the Advancement of Cornea and Contact Lens Education in the College of Optometry
Established April 6, 2018, with gifts from Dr. Joseph T. Barr (OD 1977, MS 1979) and Dr. Mary Jo Stiegemeier (BS 1981, OD 1983); used to support the research of one graduate student in the College of Optometry who demonstrates a specific interest in enhancing his or her cornea and contact lens education and knowledge.

The Greg and Becky Reinhart Endowed Scholarship Fund
Established April 6, 2018, with gifts from Greg (BS 1983, MS 1985, PhD 1990) and Becky Reinhart; used to provide scholarships to students enrolled in the College of Food, Agricultural, and Environmental Sciences who are exploring non-traditional animal science careers, who demonstrate interests in human nutrition, companion animals, and animal well-being and One Health efforts that involve collaboration across multiple disciplines to attain optimal health for people, animals and the environment with preference given to graduate students.

Dr. Joel B. Cornacoff Memorial Scholarship Endowment Fund
Established April 6, 2018, with a gift from Rebecca Cornacoff (BS 1974, MS 1976, PhD 1979, DVM 1985); used to provide a scholarship to one student who has a minimum 3.0 grade point average.

The Rocky River High School Endowed Scholarship Fund
Established April 6, 2018, with gifts from an anonymous donor; used to provide a scholarship to one first-year undergraduate student who graduated from Rocky River High School in Rocky River, Ohio or its successor(s) who has a 3.5 grade point average, demonstrates financial need, and shows interest in majoring in business, engineering, or education with preference given to candidates who demonstrate leadership abilities.
The Hermann Family Women & Philanthropy Endowed Scholarship Fund
Established April 6, 2018, with gifts from Susan E. Hermann (BA 1982); used to provide a scholarship to an undergraduate, graduate, or professional/doctoral student who demonstrates financial need.

$50,501.56 $250,000.00

The Major Thomas B. Basehart Army ROTC Endowed Scholarship Fund
Established April 6, 2018, with gifts from Helene “Ingrid” Basehart (BS 1981), Hubert “Harry” Basehart (MA 1965, PhD 1972), and John Richard “Dick” Basehart (PhD 1974); used to provide scholarships to outstanding Army ROTC cadets ranked as juniors who demonstrate financial need with preference given to students active in Scabbard and Blade.

$50,400.00 $50,400.00

The John Parker and John Rankin Scholarship Fund
Established April 6, 2018, with gifts from Dr. Robert (BS 1981, MS 1987) and Mrs. Beth (BS 1982) Buehler; used to provide a scholarship/scholarships to a student/students with particular attention to, but not limited to, students served by the Bell National Resource Center on the African American Male.

$50,400.00 $50,400.00

W. Dean Sweet Agricultural Economics Endowed Scholarship Fund
Established April 6, 2018, with gifts from Sweet Manufacturing, Inc., given in support of The Pat and Bobby Moser Scholars Program; used to provide one scholarship to an undergraduate student enrolled in the College of Food, Agricultural, and Environmental Sciences pursuing a major in the Department of Agricultural, Environmental and Development Economics or the Agricultural Business Program.

$50,075.00 $50,075.00

Courtney and Reba Lilley Nursing Scholarship Fund
Established April 6, 2018, with gifts from Steven R. and Kelly Lilley and Christopher A. (BS 1984) and Pam Lilley; used to provide scholarship support for senior nursing students with preference given to candidates from Urbana, Canton or Cleveland, Ohio.

$50,000.20 $50,000.20

The Burton Abrams Dissertation in Economics Endowed Grant Fund
Established April 6, 2018, with a gift from Burton A. Abrams (MA 1972, PhD 1974); used to provide grants to PhD students in the College of Arts and Sciences, Department of Economics who are working on a dissertation related to one of the following topics in this order of preference: 1) money and banking, 2) international economics, 3) public choice/public finance, 4) any topic with strong public policy implications.

$50,000.00 $100,000.00

Eismen Family Medical Scholarship Endowment Fund
Established April 6, 2018, with a gift from Dr. Jerome N. (MD 1967) and Karen E. (BS 1967) Eisman; used to provide scholarships to medical students who demonstrate financial need.

$50,000.00 $50,000.00

B.J. (Jim) and Elizabeth Gerko Charleton Scholarship Fund
Established April 6, 2018, with gifts from Elizabeth C. Cole; used to provide a renewable scholarship to a student from Guernsey County, Ohio or Noble County, Ohio with preference given to students who graduated from Meadowbrook High School in Byesville, Ohio or Shenandoah High School in Sarahsville, Ohio.

$50,000.00 $50,000.00

Hagedorn Scotts Miracle-Gro Legacy Endowment Fund
Established April 6, 2018, with a gift from The Hagedorn Legacy Foundation; used to provide scholarships to entrepreneurial minded students in any major who have a minimum 2.5 grade point average, demonstrate financial need, and have participated in and successfully completed the Legacy Scholars Program.

$50,000.00 $1,000,000.00
High Hopes Endowed Veterinary Scholarship Fund  
Established April 6, 2018, with gifts from Beth B. Jones; used to provide need-based scholarships for second, third, and fourth-year students pursuing their Doctor of Veterinary Medicine at the College of Veterinary Medicine.  

Carl and Mary Leier Support Fund for Geriatric Medicine  
Established April 6, 2018, with gifts from Dr. Carl V. Leier and Jolene F. Leier; used to support the Geriatrics Fellowship Program at the Ohio State University Wexner Medical Center to attract and retain more candidates in geriatric medicine and to foster their long-term success in this important specialty directed at the medical care of our senior citizens.

The Nationwide and Davis Family Endowed Scholarship Fund  
Established April 6, 2018, with a gift from Nationwide Mutual Insurance Company, in honor of Kenneth D. Davis' (BS 1976, MS 1977) retirement from the Board; used to provide a scholarship(s) to an undergraduate student(s) enrolled in the College of Food, Agricultural, and Environmental Sciences who is (are) from Highland County, Ohio or graduated from a Highland County high school with preference given to incoming freshmen or transfer students who have been involved in 4-H or FFA for multiple years.

Bishun, Kamla, Jagaroshani, and Paras Pandey Endowed Scholarship Fund  
Established April 6, 2018, with gifts from Bishun and Kamla Pandey and Aditya and Sheela Pandey; used to provide scholarships to undergraduate students attending The Ohio State University at Marion with preference given to students majoring in science, engineering, or math and first consideration given to candidates with a minimum 3.2 grade point average.

David C. Rader International Scholarship Fund  
Established April 6, 2018, with gifts from David C. Rader (BS 1971, MBA 1972) and matching funds from The Joseph A. Alutto Graduate Global Leadership Initiative; used to provide scholarship(s) to undergraduate or graduate students enrolled in Max M. Fisher College of Business who are pursuing critical, action-based learning experiences around the world.

Michael and Andee Rupe Endowed Scholarship Fund  
Established April 6, 2018, with gifts from Michael C. Rupe (BA 1992) and Andee L. Rupe (BA 1992); used to provide renewable scholarships to undergraduate students enrolled in the College of Arts and Sciences who demonstrate financial need and graduated from a high school in the state of Ohio with preference given to new first-year students.

Solak-Blake Family Endowed Scholarship Fund  
Established April 6, 2018, with gifts from Kevin S. and Debra Ann (BS 1976) Blake; used to provide scholarships for students attending the Newark campus who are pursuing a major in pre-nursing, pre-allied medicine, or pre-medicine. Candidates must be graduates of Newark Catholic High School in Newark, Ohio or its successor.

The Connie L. Salts Dean's Discretionary Endowment Fund  
Established April 6, 2018, with a gift from the estate of Dean E. Salts, in honor of his late wife Connie L. Salts; used at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

Total: $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $50,000.00 + $44,086.77 = $440,866.77
From: The Janet Garmhausen Bock Enrichment Fund for Ph.D. Students in Nursing
To: The Janet Garmhausen Bock Scholarship Fund for Students in Landscape Architecture

Change in Name of Named Endowed Fund (Foundation)
From: The John F. Isler Endowed Scholarship Fund
To: The John F. and Dorothy L. Isler Endowed Scholarship Fund

From: The School of Earth Sciences Field Experience Travel Fund
To: The School of Earth Sciences Field Camp Experience Travel Fund

Change in Description of Named Endowed Fund (Foundation)
Colonel James D. Allshouse Endowed Scholarship Fund
The Karl Danneberger Turfgrass Science Fund
The George R. and Genevieve B. Gist Endowed Chair in Ohio State University Extension
Matt and Stephanie Magee Family Fund

TOTAL $5,613,657.75
The Dr. H. Lee “Buck” Mathews Designated Professorship in Marketing

The Board of Trustees of The Ohio State University shall establish The Dr. H. Lee “Buck” Mathews (MBA 1963, PhD 1966) Designated Professorship in Marketing effective April 6, 2018, with a gift from Steven Trulaske (MA 1980, MBA 1982).

This fund supports a distinguished teacher, researcher, and scholar in the Department of Marketing & Logistics. Appointment to the position shall be recommended to the Provost by the dean of the Max M. Fisher College of Business, in consultation with the chair of the Department of Marketing & Logistics or his/her designee and approved by the University’s Board of Trustees.

This designated professorship position shall cease to exist four years from the date it is established unless another funding source is identified.

The Dairy Science Fund in Lactational Physiology and Mammary Health

The Dairy Science Chair in Lactational Physiology and Mammary Health was established April 8, 1988, by the Board of Trustees of The Ohio State University, with gifts from industry, alumni, faculty and friends of the Department of Dairy Science. The name and description were revised September 7, 1990. Effective April 6, 2018, the fund name and description shall be revised.

The annual distribution shall be used to provide support for salary, research and/or program support for the work of a faculty member in the field of lactational physiology and mammary health. In the absence of such a faculty member, distribution shall be used to support research directed to the improvement of dairy management and dairy cow production. Expenditures shall be recommended by the chair of the Department of Animal Science and approved by the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that this fund should benefit the University in perpetuity. The University reserves the right to modify the purposes of this fund, however, (1) in consultation with the donors, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University shall consult the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees, in accordance with the policies of the University.

Jacques Zakin Award Fund

The Board of Trustees of The Ohio State University shall establish the Jacques Zakin Award Fund effective February 2, 2018, with a fund transfer by the College of Engineering from the Zakin Honorary Fund, a current use fund established with gifts from friends and family to recognize his impactful career.

The annual distribution from this fund shall be used to provide awards to graduate students enrolled in the College of Engineering, Department of Chemical and Biomolecular Engineering. Expenditures may include additional support for graduate assistants or fellowship appointments. Recipients will be selected by the college’s scholarship committee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.
The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the College of Engineering that the endowment established herein should benefit the University in perpetuity. The University reserves the right to modify the purposes of this fund, however, if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees, in accordance with the policies of the University.

The Saul and Sonia Schottenstein Chair in Israel Studies

The Saul and Sonia Schottenstein Chair Fund in Israel Studies was established February 11, 2011 by the Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with gifts from the estate of Saul Schottenstein via his trustee, Susan Schottenstein Diamond. The required funding level for a chair has been reached, the fund name is being revised, and the position is being established April 6, 2018.

The intent of this fund is to provide a chair position dedicated to Israel Studies in the College of Arts and Sciences.

The annual distribution from this fund shall be used to support an endowed chair position in Israel Studies. Per the request of the donor’s representative, to qualify candidates must meet the following criteria:

- Demonstrate ability and commitment to teach and be a community, faculty, and student resource for Israel Studies.
- Be sufficiently fluent in Hebrew and be knowledgeable about contemporary Israeli society and culture. He/She must understand, acknowledge and respect the importance of promoting scholarship about the modern State of Israel as a member of the global community and a central part of the Jewish life and the homeland of the Jewish people.
- Possess expertise that may include, but is not limited to: History, Philosophy, Political Science, Music, English, Near Eastern Languages and Cultures, Germanic Languages and Literatures, Classics, Art, Economics, Comparative Studies, or the sciences.
- Must be able and willing to teach courses on the history of modern Zionism and Israel using texts and approaches generally accepted in the field including at least one lecture course relating to an aspect of modern Zionism and Israel must be offered annually through a joint course listing with the Melton Center for Jewish Studies. Must also be able and willing to provide scholarly mentoring to students in studying and learning about modern Israel.
- Demonstrate ability and commitment to discover, research and provide information to students who wish to have internships related to Israel and the area of Israel Studies, collaborating with programs such as an internship program stationed at the Israel-American Chamber of Commerce.
- Must agree to use the official name of the chair in all printed and electronic materials regarding the chair including letterheads, envelopes, business cards, brochures, websites, and other publications and promotional materials.
- Must agree to be affiliated with the Melton Center for Jewish Studies at the University as a resource and contributing member.
The University agrees to honor this request to the extent allowable by federal or state law or university policy. The University reserves the right to modify any selection criteria should the criteria be found, in whole or in part, to be contrary to federal or state law or university policy at any time in the future.

A member of the Susan and Jon Diamond family or a family designee, preferably a noted Israel Studies scholar, shall serve as a member of the search committee to help identify candidates. The search committee shall be appointed by the executive dean of the College of Arts and Sciences. The chair holder shall be appointed by the Board of Trustees of The Ohio State University as recommended by the search committee and approved by the executive dean of the College of Arts and Sciences. The term of the chair will be determined at the time of appointment and performance in the position will be reviewed annually. Reappointment to the chair is contingent on positive performance evaluations.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be reinvested in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult Susan Schottenstein Diamond, should she be alive, and the executive dean and vice provost of the College of Arts and Sciences. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

**Edwin H. and E. Christopher Ellison Professorship**

The Edwin H. and E. Christopher Ellison Endowment Fund was established November 9, 2012, by the Board of Trustees of The Ohio State University in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation with gifts from colleagues, family, and friends and a fund transfer from OSU Surgery LLC to honor the accomplishments of the late Dr. Edwin H. Ellison and of his son, Dr. E. Christopher Ellison, as both physicians have made a significant impact on the field of general surgery at The Ohio State University. The required funding level for a professorship has been reached. Effective April 6, 2018, the position shall be established and the fund name and description shall be changed.

Dr. E. Christopher Ellison has been a member of the Department of Surgery since 1984, when he joined the faculty as assistant professor, having returned to his home town of Columbus, Ohio, to complete his general surgery residency training at The Ohio State University. During his nearly three decades at Ohio State, Dr. Ellison has shared his knowledge, experience, and insight with colleagues and students, and has published over 100 peer-reviewed articles and co-authored 2 books, the 9th Edition of Zollinger’s Atlas of Surgical Operations and The Coming Shortage of Surgeons. His leadership has benefited many areas of the medical center, including past directorships of the Division of General Surgery and the general surgery residency program; chairperson of the Department of Surgery since 2000; vice dean for Clinical Affairs and the chief executive officer of the Faculty Group Practice (having led the two-year integration effort to develop it from the past affiliated physician group). He has been honored as a College of Medicine Distinguished Professor and as the holder of the Robert M. Zollinger Chair in Surgery.

Dr. Edwin “Eddie” H. Ellison (1918-1970) also served as an inspiration to his colleagues, residents, and medical students as a surgical scientist and educator. He studied biochemistry, completing his undergraduate, graduate, and medical degree education at Ohio State. After serving in the Army Medical Corps, he returned to Ohio State in 1949, where he co-identified the Zollinger-Ellison Syndrome in 1955; was promoted to professor in the Department of Surgery in 1957; and named “Man of the Year” by medical students for his superb teaching. Dr. Ellison authored more than 130 scientific publications and later became the chairperson of the division of Surgery at Marquette University.

The annual distribution from this fund shall support a professorship in support of a nationally or internationally recognized physician faculty member in clinical or academic leadership in the field of Surgery. The appointment to the professorship, known as the Edwin H. and E. Christopher Ellison Professorship, shall be made by the Board of Trustees of The Ohio State University as recommended by the senior vice president for Health Sciences and by the dean of the College of Medicine in consultation with the chairperson of the Department of Surgery. The activities of the
professorship holder shall be reviewed no less than every four years by the dean to determine compliance with the intent of the donor, as well as the academic and research standards of the University.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be reinvested in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. Should unforeseen circumstances arise in the future so that the need for this endowment ceases to exist, then another use as nearly aligned with the original intent of the contribution as good conscience and need dictate shall be designated by the Foundation’s Board of Directors and the University’s Board of Trustees. In making this alternate designation, the Boards shall seek advice from a representative of the donors and as recommended by the chairperson of the Department of Surgery, in consultation with the dean of the College of Medicine and the senior vice president for Health Sciences.

**College of Medicine Dean’s Discretionary/Priority Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the College of Medicine Dean’s Discretionary/Priority Fund effective April 6, 2018, with an estate gift from Max Gerke (MD 1951).

The annual distribution from this fund shall be used at the discretion of the dean of the College of Medicine.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Medicine.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Medicine. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

**The Dr. H. Lee “Buck” Mathews Professorship Fund in Marketing**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Dr. H. Lee “Buck” Mathews (MBA 1963, PhD 1966) Professorship Fund in Marketing effective April 6, 2018, with a gift from Steven Trulaske (MA 1980, MBA 1982).

Until March 30, 2021, the annual distribution from this fund shall be held in the distribution account or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College of Business. Should the gifted endowment principal balance reach $1,000,000 on or before March 30, 2021, the endowment shall be revised to The Dr. H. Lee “Buck” Mathews Professorship in Marketing. Thereafter, the annual distribution from this fund shall be used to support a distinguished teacher, researcher, and scholar in the Department of Marketing & Logistics. Appointment to the position shall be recommended to the Provost by the college’s dean, in consultation with the department’s chair or his/her designee and approved by the University’s Board of Trustees.

Should the principal balance not reach $1,000,000 by March 30, 2021, the endowment shall be revised to The Dr. H. Lee “Buck” Mathews Fund in Marketing and the annual distribution shall be used by the chair of the Department of Marketing & Logistics, in consultation with the dean of the Max M. Fisher College of Business.

After March 30, 2021, the fund may be revised when the gifted endowment principal reaches the minimum funding level required at that date for a professorship position.
In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College of Business or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the Max M. Fisher College of Business or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Phyllis Burton Donovan Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Phyllis Burton Donovan Scholarship Fund effective April 6, 2018, with gifts from Timothy R. Donovan (BS 1978) and Elaine K. Donovan.

The annual distribution from this fund shall be used to provide renewable scholarship(s) to a student(s) who demonstrate financial need. Preference shall be given to candidates who graduated from South High School in Columbus, Ohio (or successor in interest). Selection of the recipient(s) and award amount shall be at the discretion of Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of Student Financial Aid.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult Student Financial Aid. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

Phyllis Cummins and Donald Dyche Real Estate Endowed Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Phyllis Cummins and Donald Dyche Real Estate Endowed Fund effective April 6, 2018, with gifts from Phyllis Cummins (BS 1973) and Donald Dyche.

A portion of the annual distribution from this fund shall be used to support a speaker series to bring real estate professionals and other industry leaders to Columbus to participate in targeted lectures and discussions specific to the real estate industry. Expenditures shall be approved by the dean of the Max M. Fisher College of Business or his/her designee.

The remaining portion of the annual distribution shall be used to provide support for students doing research in real estate with preference given to PhD students doing dissertation research. Recipients will be selected by the dean of the Max M. Fisher College of Business or his/her designee, in consultation with Student Financial Aid.
The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College of Business or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the Max M. Fisher College of Business or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Lewis Family Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Lewis Family Scholarship Fund effective April 6, 2018, with gifts from Brian W. (BA 1976) and Sherri Lyn Lewis.

The annual distribution from this fund shall be used to provide merit-based, tuition-only scholarships to undergraduate students enrolled in the College of Arts and Sciences who are studying in the Department of Geography and have a minimum 3.0 grade point average. First preference shall be given to candidates who are majoring in geographic information science and interested in cartography. Second preference shall be given to candidates who are majoring in geographic information science. Recipients will be selected by the chair of the department or his/her designee, in consultation with Student Financial Aid. Scholarships are renewable as long as recipients meet the selection criteria and are in good standing with the University.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the executive dean of the College of Arts and Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the executive dean of the College of Arts and Sciences or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

Lilja Hill Endowed Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Lilja Hill Endowed Scholarship Fund April 6, 2018, with gifts from James R. (BME 1969) and Judith L. (BSN 1969) Hill.
The annual distribution from this fund shall be used to provide renewable scholarships to undergraduate students from the state of Ohio who are ranked as juniors or seniors and have a minimum 2.5 grade point average. Candidates must be involved in a student organization(s), volunteer in the community, and demonstrate leadership abilities. Fifty percent of the annual distribution shall be awarded to candidates who are enrolled in the College of Nursing. Recipients shall be selected by Nursing’s scholarship committee. The remaining distribution shall be awarded to candidates who are enrolled in the College of Engineering with a major in the Department of Mechanical and Aerospace Engineering. Recipients shall be selected by the department’s scholarship committee. All scholarships are awarded in consultation with Student Financial Aid.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the deans of the College of Nursing and the College of Engineering or their designees.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the deans of the College of Nursing and the College of Engineering or their designees. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

Greater Jacksonville Undergraduate Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Greater Jacksonville Undergraduate Scholarship Fund effective April 6, 2018, with gifts from the Ohio State Alumni Club of Greater Jacksonville.

The annual distribution from this fund shall be used to provide scholarships to undergraduate students with first preference given to students from the greater Jacksonville area. Candidates may/will be interviewed, ranked and recommended to Student Financial Aid by the Ohio State Alumni Club of Greater Jacksonville. Scholarship recipients shall be selected by the director of Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of Student Financial Aid or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of Student Financial Aid or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

David and Martha Rader Endowed Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the David and Martha Rader Endowed Scholarship Fund effective April 6, 2018.
Fund effective April 6, 2018, with a gift from Mr. David (BA 1968) and Dr. Martha (BS 1968, MS 1982, PhD 1986, MPH 2008) Rader.

The annual distribution from this fund shall be used to provide scholarships to undergraduate students from Southern Ohio or West Virginia who demonstrate financial need. Candidates must be pursuing a degree in the STEM (science, technology, engineering, and math) pathway. Scholarships are renewable if the recipients remain in good standing with the University and are working towards a degree. Recipients shall be selected by Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of Student Financial Aid or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of Student Financial Aid or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Richard L. and C. Joyce Brown Endowed Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Richard L. and C. Joyce Brown Endowed Scholarship Fund effective April 6, 2018, with gifts from Richard L. Brown and C. Joyce Brown.

The annual distribution from this fund shall be used to provide scholarships to incoming first-year students enrolled at The Ohio State University at Marion (the Marion Campus) who are majoring in Education. Recipients must have attended Marion Harding High School for at least their junior and senior years of high school education and were in the top one-third of their graduating class. Scholarships are renewable and can be transferred to other Ohio State campuses as long as the students remain in good standing academically and are making continuous progress toward a degree in education. Recipients will be selected by the dean/director of the Marion Campus or his/her designee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean/director of The Ohio State University at Marion or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean/director of The Ohio State University at Marion or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.
The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Phillip and Suzanne Faulkner International Scholarship Fund effective April 6, 2018, with a gift from Phillip Faulkner (BS 1958) as part of the Joseph A. Alutto Global Leadership Initiative.

The annual distribution from this fund shall provide scholarships to undergraduate or graduate students enrolled in the Max M. Fisher College of Business who are pursuing critical, action-based learning experiences around the world. Recipients shall be selected by the college’s Office of Global Business, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College of Business or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the Max M. Fisher College of Business or his/her designee.

Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Terry Rue Schultz Scholarship Fund for Clinical Excellence

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Terry Rue Schultz (BS 1972, OD 1974) Scholarship Fund for Clinical Excellence effective April 6, 2018, with gifts from family, friends, and colleagues.

The annual distribution from this fund shall be used to provide one scholarship to a fourth year student enrolled in the College of Optometry who demonstrates leadership abilities and excels with patient care. Recipients will be selected by the college’s scholarship committee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Optometry or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Optometry or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.
The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Paul and Sandra Watkins Endowed Fund for University Archives effective April 6, 2018, with gifts from Paul E. (BS 1958) and Sandra J. Watkins and friends.

The annual distribution from this fund shall be used for the operations of the University Archives at the discretion of the directors of the Archives and the University Libraries.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the directors of the Archives and the University Libraries or their designees.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the directors of the Archives and the University Libraries or their designees. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Class of 1985 Veterinary Student Endowed Scholarship Fund effective April 6, 2018, with gifts from the College of Veterinary Medicine Class of 1985.

The annual distribution from this fund shall be used to provide scholarships to students enrolled in the College of Veterinary Medicine. Recipients will be selected by the college’s scholarship committee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Veterinary Medicine or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Veterinary Medicine or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Gillian Groves and Gerald Petersen Endowed Scholarship Fund for Women in Engineering effective April 6, 2018, with gifts from Gillian Groves and Gerald Petersen and friends.
Scholarship Fund for Women in Engineering effective April 6, 2018, with gifts from Gillian Groves (BS 1979, BS 1982) and Gerald Petersen.

The annual distribution from this fund shall be used to provide one or more scholarships to undergraduate and/or graduate students enrolled in the College of Engineering who are participants in the Women in Engineering program and have a minimum 3.0 grade point average. Preference shall be given to candidates who are ranked second year or higher. Recipients will be selected by the director of the college’s Office of Diversity and Inclusion or his/her designee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Dr. Joe Barr and Dr. Mary Jo Stiegemeier Endowed Fund for the Advancement of Cornea and Contact Lens Education in the College of Optometry

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Dr. Joe Barr and Dr. Mary Jo Stiegemeier Endowed Fund for the Advancement of Cornea and Contact Lens Education in the College of Optometry effective April 6, 2018, with gifts from Dr. Joseph T. Barr (OD 1977, MS 1979) and Dr. Mary Jo Stiegemeier (BS 1981, OD 1983).

The annual distribution from this fund shall be used to support the research of one graduate student in the College of Optometry who demonstrates a specific interest in enhancing his or her cornea and contact lens education and knowledge. Recipients shall be selected by the dean of the College of Optometry or his/her designee.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Optometry or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Optometry or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Greg and Becky Reinhart Endowed Scholarship Fund
The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Greg and Becky Reinhart Endowed Scholarship Fund effective April 6, 2018, with gifts from Greg (BS 1983, MS 1985, PhD 1990) and Becky Reinhart. The annual distribution from this fund shall be used to provide scholarships to students enrolled in the College of Food, Agricultural, and Environmental Sciences who are exploring non-traditional animal science careers, who demonstrate interests in human nutrition, companion animals, and animal well-being and One Health efforts that involve collaboration across multiple disciplines to attain optimal health for people, animals, and the environment. First preference shall be given to graduate students. Second preference shall be given to undergraduate students ranked as juniors or seniors. Annual distribution may also be used for, but is not limited to, research projects, conference travel, or program support. Scholarship recipients shall be selected by the college’s scholarship committee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

Dr. Joel B. Cornacoff Memorial Scholarship Endowment Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Dr. Joel B. Cornacoff Memorial Scholarship Endowment Fund effective April 6, 2018, with a gift from Rebecca Cornacoff (BS 1974, MS 1978) in memory of Dr. Joel B. Cornacoff (BS 1974, MS 1976, PhD 1979, DVM 1985). The annual distribution from this fund shall be used to provide a scholarship to one student. The scholarship may be used for tuition, research competitions, and room & board. Candidates must have a minimum 3.0 grade point average. Recipients will be selected by Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of Student Financial Aid or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the
University and the Foundation shall consult the director of Student Financial Aid or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Rocky River High School Endowed Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Rocky River High School Endowed Scholarship Fund effective April 6, 2018, with gifts from an anonymous donor.

The annual distribution from this fund shall be used to provide a scholarship to one first-year undergraduate student who graduated from Rocky River High School in Rocky River, Ohio or its successor(s). Candidates must have a 3.5 grade point average, demonstrate financial need, and show interest in majoring in business, engineering, or education. Preference shall be given to candidates who demonstrate leadership abilities. Recipients will be selected by Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal of The Rocky River High School Endowed Scholarship Fund at the discretion of Student Financial Aid.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult Student Financial Aid. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Hermann Family Women & Philanthropy Endowed Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Hermann Family Women & Philanthropy Endowed Scholarship Fund effective April 6, 2018, with gifts from Susan E. Hermann (BA 1982).

The annual distribution from this fund shall be used to provide a scholarship to an undergraduate, graduate, or professional/doctoral student who demonstrates financial need. The scholarship will be renewable for eight semesters as long as the recipient remains in good standing with The Ohio State University. Recipients will be recommended by the scholarship committee of the Women & Philanthropy organization and approved by the director of Women & Philanthropy, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the president and CEO of The Ohio State University Alumni Association, Inc., or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.
It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the president and CEO of The Ohio State University Alumni Association, Inc., or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Major Thomas B. Basehart Army ROTC Endowed Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Major Thomas B. Basehart Army ROTC Endowed Scholarship Fund effective April 6, 2018, with gifts from Helene “Ingrid” Basehart (BS 1981), Hubert “Harry” Basehart (MA 1965, PhD 1972), and John Richard “Dick” Basehart (PhD 1974).

The annual distribution from this fund shall be used to provide scholarships to outstanding Army ROTC cadets ranked as juniors who demonstrate financial need. Preference shall be given to students active in Scabbard and Blade. Recipients shall be selected by the professor of military science, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the chair of the Department of Military Science.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the chair of the Department of Military Science. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The John Parker and John Rankin Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The John Parker and John Rankin Scholarship Fund effective April 6, 2018, with gifts from Dr. Robert (BS 1981, MS 1987) and Mrs. Beth (BS 1982) Buehler.

The annual distribution from this fund shall be used to provide a scholarship/scholarships to a student/students. It is the donors’ desire that the scholarships be awarded with particular attention to, but not limited to, students served by the Bell National Resource Center on the African American Male, but if no such students meet the scholarship criteria as determined by the Center, to students of the Young Scholars Program. If no such candidates are identified by the Program, the annual distribution may be used to provide scholarships to economically disadvantaged students served by the University. Recipients shall be chosen by the Office of Diversity and Inclusion Selection Committee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the director of the Office of Diversity and Inclusion or his/her designee.
The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the director of the Office of Diversity and Inclusion or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

W. Dean Sweet Agricultural Economics Endowed Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the W. Dean Sweet Agricultural Economics Endowed Scholarship Fund effective April 6, 2018, with gifts from Sweet Manufacturing, Inc., given in support of The Pat and Bobby Moser Scholars Program.

The annual distribution from this fund shall be used to provide one scholarship to an undergraduate student enrolled in the College of Food, Agricultural, and Environmental Sciences pursuing a major in the Department of Agricultural, Environmental and Development Economics or the Agricultural Business Program. Eligible students may be enrolled at the Columbus or Wooster (Ohio State ATI) Campus, have a 2.5 or higher grade point average and demonstrate financial need. Recipients will be selected by the College’s scholarship committee, in accordance to current guidelines established by the dean of the college or his/her designee, in consultation with Student Financial Aid. The scholarship shall be renewable as long as the recipient continues to meet the requirements.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

Courtney and Reba Lilley Nursing Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Courtney and Reba Lilley Nursing Scholarship Fund effective April 6, 2018, with gifts from Steven R. and Kelly Lilley and Christopher A. (BS 1984) and Pam Lilley.

The annual distribution from this fund shall be used to provide scholarship support for senior nursing students with preference given to candidates from Urbana, Canton, or Cleveland, Ohio. Recipients will be selected by the College’s scholarship committee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Nursing or his/her designee.
The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Nursing or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Burton Abrams Dissertation in Economics Endowed Grant Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Burton Abrams Dissertation in Economics Endowed Grant Fund effective April 6, 2018, with a gift from Burton A. Abrams (MA 1972, PhD 1974).

The annual distribution from this fund shall be used to provide grants to PhD students in the College of Arts and Sciences, Department of Economics who are working on a dissertation related to one of the following topics in this order of preference: 1) money and banking, 2) international economics, 3) public choice/public finance, 4) any topic with strong public policy implications. Candidates will be selected by the chair of the department or his/her designee, in consultation with Student Financial Aid. Grants may be used for travel to conferences, hardware and software, and other expenses that facilitate the completion of a dissertation.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the executive dean of the College of Arts and Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the executive dean of the College of Arts and Sciences or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

Eisman Family Medical Scholarship Endowment Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Eisman Family Medical Scholarship Endowment Fund effective April 6, 2018, with a gift from Dr. Jerome N. (MD 1967) and Karen E. (BS 1967) Eisman.

The annual distribution from this fund shall be used to provide scholarships to medical students who demonstrate financial need. Scholarships may be used for tuition and additional educational expenses (including books). Recipients will be selected by the College of Medicine’s scholarship committee and approved by the college’s dean or his/her designee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.
In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Medicine or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Medicine or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

**B.J. (Jim) and Elizabeth Gerko Charleton Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the B.J. (Jim) and Elizabeth Gerko Charleton Scholarship Fund effective April 6, 2018, with gifts from Elizabeth C. Cole.

The annual distribution from this fund shall be used to provide a renewable scholarship to a student from Guernsey County, Ohio or Noble County, Ohio. Preference shall be given to students who graduated from Meadowbrook High School in Byesville, Ohio or Shenandoah High School in Sarahsville, Ohio. Recipients will be selected by Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of Student Financial Aid.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult Student Financial Aid. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

**Hagedorn Scotts Miracle-Gro Legacy Endowment Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Hagedorn Scotts Miracle-Gro Legacy Endowment Fund effective April 6, 2018, with a gift from The Hagedorn Legacy Foundation.

For the first four years, fifty percent (50%) of the endowed fund’s annual distribution shall be held in the distribution account to be used in subsequent years and only for the purposes of the endowment. Thereafter, the annual distribution shall be used to provide scholarships to entrepreneurial minded students in any major who have a minimum 2.5 grade point average and demonstrate financial need. Scholarships shall be awarded to students who have participated in, and successfully completed, the Legacy Scholars Program. If there are no candidates who have completed the Legacy Scholars Program, scholarships shall be awarded to candidates who are participating in student programs related to the Center for Innovation and Entrepreneurship. Recipients will be selected by the Undergraduate Scholarship Committee of the Max M. Fisher College of Business, in consultation with Student Financial Aid. Scholarships are renewable for a period of four years.
Understanding that the needs of students change over time, the awarding criteria may be adjusted if mutually agreed upon by The Hagedorn Legacy Foundation, the Foundation, and the University.

The University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the Max M. Fisher College of Business or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

High Hopes Endowed Veterinary Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the High Hopes Endowed Veterinary Scholarship Fund effective April 6, 2018, with gifts from Beth B. Jones.

The annual distribution from this fund shall be used to provide need-based scholarships for second, third, and fourth-year students pursuing their Doctor of Veterinary Medicine at the College of Veterinary Medicine. Recipients will be selected by the dean of the college or his/her designee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Veterinary Medicine or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Veterinary Medicine or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

Carl and Mary Leier Support Fund for Geriatric Medicine

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Carl and Mary Leier Support Fund for Geriatric Medicine effective April 6, 2018, with gifts from Dr. Carl V. Leier and Jolene F. Leier.

The annual distribution from this fund shall be used to support the Geriatrics Fellowship Program at the Ohio State University Wexner Medical Center. It is the intent of this support fund to attract and retain more candidates in geriatric
medicine and to foster their long-term success in this important specialty, directed at the medical care of our senior citizens. The ultimate aim is to assist the Department of Internal Medicine, Division of General Internal Medicine and Geriatrics to become a world-renowned center of training and research in geriatric care. Expenditures shall be allocated by the section chief of Geriatrics or his/her designee and approved by the dean of the College of Medicine or his/her designee.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the section chief of Geriatrics or his/her designee and the dean of the College of Medicine or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Medicine or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Nationwide and Davis Family Endowed Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish The Nationwide and Davis Family Endowed Scholarship Fund effective April 6, 2018, with a gift from Nationwide Mutual Insurance Company, in honor of Kenneth D. Davis' (BS 1976, MS 1977) retirement from the Board.

The annual distribution from this fund shall be designated to the College of Food, Agricultural, and Environmental Sciences. Funds shall be used to provide a scholarship(s) to an undergraduate student(s) enrolled in the college who is (are) from Highland County, Ohio or graduated from a Highland County high school. First preference shall be given to incoming freshmen or transfer students who have been involved in 4-H or FFA for multiple years. Second preference shall be given to returning students who have been involved in 4-H or FFA for multiple years and continue to lead and serve in the University or local community. The scholarship(s) may be renewed if no eligible incoming students are identified. The scholarship(s) may be used for tuition, room & board, and additional educational expenses (including books). Recipients shall be selected by the college’s scholarship committee, in consultation with Student Financial Aid.

The Ohio State University's mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Food, Agricultural, and Environmental Sciences or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

Bishun, Kamla, Jagaroshani, and Paras Pandey Endowed Scholarship Fund
The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Bishun, Kamla, Jagaroshani, and Paras Pandey Endowed Scholarship Fund effective April 6, 2018, with gifts from Bishun and Kamla Pandey and Aditya and Sheela Pandey.

The annual distribution from this fund shall be used to provide scholarships to undergraduate students attending The Ohio State University at Marion with preference given to students majoring in science, engineering, or math. First consideration shall be given to candidates with a minimum 3.2 grade point average (GPA), second consideration shall be given to candidates with a minimum 3.0 GPA. Scholarships may be used for tuition, room and board, and study abroad travel expenses and fees.

Recipients will be selected by The Ohio State University at Marion’s scholarship committee, in consultation with a sciences or engineering faculty member and Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean/director of The Ohio State University at Marion or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean/director of The Ohio State University at Marion or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

David C. Rader International Scholarship Fund

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the David C. Rader International Scholarship Fund effective April 6, 2018, with gifts from David C. Rader (BS 1971, MBA 1972) and matching funds from The Joseph A. Alutto Graduate Global Leadership Initiative.

The annual distribution from this fund shall be used to provide scholarship(s) to undergraduate or graduate students enrolled in Max M. Fisher College of Business who are pursuing critical, action-based learning experiences around the world. Recipients shall be selected by the college’s Office of Global Business, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the Max M. Fisher College of Business.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful,
provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the Max M. Fisher College of Business. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

**Michael and Andee Rupe Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Michael and Andee Rupe Endowed Scholarship Fund effective April 6, 2018, with gifts from Michael C. Rupe (BA 1992) and Andee L. Rupe (BA 1992).

The annual distribution from this fund shall be used to provide renewable scholarships to undergraduate students enrolled in the College of Arts and Sciences who demonstrate financial need and graduated from a high school in the state of Ohio. Preference will be given to new first-year students. Scholarship recipients will be selected by the executive dean of the college or his/her designee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the executive dean of the College of Arts and Sciences or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the executive dean of the College of Arts and Sciences or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

**Solak-Blake Family Endowed Scholarship Fund**

The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, shall establish the Solak-Blake Family Endowed Scholarship Fund effective April 6, 2018, with gifts from Kevin S. and Debra Ann (BS 1976) Blake.

The annual distribution from this fund shall be used to provide scholarships for students attending the Newark campus who are pursuing a major in pre-nursing, pre-allied medicine, or pre-medicine. Candidates must be graduates of Newark Catholic High School in Newark, Ohio or its successor. Recipients will be selected by the Ohio State Newark Office of Financial Aid, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean/director of The Ohio State University at Newark or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.
It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean/director of The Ohio State University at Newark or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The Janet Garmhausen Bock Scholarship Fund for Students in Landscape Architecture

The Janet Garmhausen Bock Enrichment Fund for Ph.D. Students in Nursing was established September 23, 2005, by the Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with gifts from Dr. J. John (BS 1952; MD 1957) and Mrs. Janet G. Bock (BSNurs. cum laude, 1956) in honor of Janet Bock’s 50th anniversary of graduation from The Ohio State University College of Nursing. September 2, 2016, the fund was closed and the gifts were transferred to the Wilbur J. Garmhausen Scholarship Fund. Effective __/__/__, the fund shall be re-opened, the gifts shall be transferred back, the fund name and fund description shall be revised.

The annual distribution from this fund shall be used to award one scholarship at the end of the student’s second year to an undergraduate or graduate student majoring in Landscape Architecture. The award is to be given to the student who best represents excellence in landscape architecture and can be renewable based on continued outstanding performance by the recipient. The recipient shall be selected by the college’s scholarship committee, in consultation with Student Financial Aid.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Engineering or his/her designee.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall consult the dean of the College of Engineering or his/her designee. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.

The John F. and Dorothy L. Isler Endowed Scholarship Fund

The John F. Isler Endowed Scholarship Fund was established November 1, 1996, by the Board of Trustees through funds received by the University from The Ohio State University Foundation, which has established an endowed fund with gifts from the members of the John F. Isler family as well as associates and friends of the family. John F. Isler served as Marion County Commissioner for thirteen years and was instrumental in the founding of The Ohio State University at Marion. Mr. Isler dedicated his life to promoting youth and educational activities at local and state levels. Effective April 6, 2018, the fund name shall be revised.

Twenty percent (20%) of the annual income distributed shall be added to the fund’s principal. The remaining eighty percent (80%) of the annual income shall be used to fund one or more scholarships for students attending The Ohio State University and enrolled in the College of Food, Agricultural, and Environmental Sciences. Selection of scholarships shall be based on activities, leadership, academic achievement and/or financial need. Applicants must have exhibited a project in the Junior Fair or equivalent at the Marion County Fair for so long as these events exist. Priority will be given to students attending Ohio State Marion but applicants attending any other Ohio State University campus including ATI will also be considered. Recipients of the award(s) are to be chosen by the Marion Campus Scholarship Committee appointed by the dean and director, Ohio State Marion. A family member or representative will also be involved in the recipient selection process for each year as long as the family so desires. The successor to the
above committee will be the dean of The Ohio State University at Marion and the dean of the College of Food, Agricultural, and Environmental Sciences. If no student meets the requirements in any given year, unused funds will carry over to the next year’s awarding.

The School of Earth Sciences Field Camp Experience Travel Fund
The School of Earth Sciences Field Experience Travel Fund was established September 18, 2009, by the Board of Trustees of The Ohio State University in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with a gift from Mike (BS 1969) and Cynthia Morgan. Effective April 6, 2018, the fund name shall be revised.

The annual distribution from this fund shall be used to support field camp for students in the School of Earth Sciences as determined by the School’s director.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Mathematical and Physical Sciences in consultation with the director of the School of Earth Sciences.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. Should unforeseen circumstances arise in the future so that the need for this endowment ceases to exist, then another use as nearly aligned with the original intent of the contribution as good conscience and need dictate shall be designated by the Foundation’s Board of Directors and the University’s Board of Trustees. In making this alternate designation, the Boards shall seek advice from the donors, should they be alive, and from the dean of the College of Mathematical and Physical Sciences in consultation with the director of the School of Earth Sciences.

Colonel James D. Allshouse Endowed Scholarship Fund
The Board of Trustees of The Ohio State University, in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, established the Colonel James D. Allshouse Endowed Scholarship Fund effective February 2, 2018, with a memorial gift from Dr. Milisa K Rizer. Effective April 6, 2018, the fund description shall be revised.

The annual distribution from this fund shall be used to provide a scholarship(s) to an Air Force ROTC cadet(s) who is (are) ranked as a 3rd, 4th, or 5th year student(s), has (have) a minimum 2.5 grade point average and participate(s) in leadership roles, community service, and/or extracurricular activities. To qualify, candidates must not be receiving support from another donor-funded scholarship. In order to qualify and maintain eligibility for the scholarship recipient(s) must comply with the code of conduct as determined by the Air Force ROTC Detachment. Graduating seniors are not eligible to receive this scholarship. Recipient(s) shall be recommended by the Air Force ROTC Detachment scholarship selection committee and awarded by the Air Force ROTC Commander. Student Financial Aid shall be apprised of the selection process.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the Air Force ROTC Commander or his/her designee.

If Air Force ROTC ceases to exist at the University, the Foundation agrees the fund should be redirected to encourage and carry on civilian military education and training in the United States and its territories at the discretion of the director of the Office of Military and Veterans Services. If Air Force ROTC is re-established at the University, funding will revert back to the original intent as stated.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures, as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.
It is the desire of the donor that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University's charitable purposes. In seeking such modification, the University and the Foundation shall consult the Air Force ROTC Commander or his/her designee. Modifications to endowed funds shall be approved by the University's Board of Trustees and the Foundation's Board of Directors, in accordance with the policies of the University and Foundation.

The Karl Danneberger Turfgrass Science Fund

The Karl Danneberger Turfgrass Science Fund was established April 4, 2008, by the Board of Trustees of The Ohio State University in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with gifts from Dr. Karl Danneberger and friends. Effective April 6, 2018, the fund description shall be revised.

The annual distribution from this fund shall provide program support for the Turfgrass Science Program on the Columbus Campus. Support shall include, but not be limited to, equipment purchases and maintenance, student travel, educational activities, training opportunities and research supplies. Expenditures shall be recommended by the turfgrass faculty member with the most involvement in the program and approved by the chair of the Department of Horticulture and Crop Science.

If the Turfgrass Science Program should cease to exist on the Columbus Campus, it is the donors' desire for the annual distribution to be designated to the general university to support scholarships for undergraduate students enrolled in any science related major on the Columbus Campus. It is the donors' desire that the scholarships be awarded with particular attention to, but not limited to, minority students. Recipients will be selected by Student Financial Aid.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be held in the distribution account to be used in subsequent years and only for the purposes of the endowment, or reinvested in the endowment principal at the discretion of the dean of the College of Food, Agricultural, and Environmental Sciences.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University's costs of development and fund management.

The George R. and Genevieve B. Gist Endowed Chair in Ohio State University Extension

The George R. and Genevieve B. Gist Endowed Chair in Ohio State University Extension was established June 4, 2004, by the Board of Trustees of The Ohio State University in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, through the estates of George R. Gist, director emeritus of the Ohio State University Extension, and his wife, Genevieve B. Gist. The description of the chair was revised on September 22, 2004. Effective April 6, 2018, the fund description shall be revised.

The annual distribution from this fund shall be used to support a distinguished Extension professor in the Departments of Horticulture and Crop Science and Agricultural Communication, Education, and Leadership, with the appointment rotating between the two departments at least every 10 years. The Extension chair in the Department of Horticulture and Crop Science shall be in that area of crop science which was formerly in the Department of Agronomy. The chair in the Department of Agricultural Communication, Education, and Leadership shall be in Extension education with a focus on administration and leadership.

Selection of the distinguished professor shall be made by the dean of the College of Food, Agricultural, and Environmental Sciences and the director of Ohio State University Extension or their designees; the Extension
administrative cabinet in consultation with the department chairs in the respective departments; and the executive vice president and provost. The work and progress of the chair holder will be reviewed every five years.

When the chair holder leaves the position for any reason, the endowed chair will move to the other department designated in the Gist’s will for the next period. The decision shall be approved by the dean of the College of Food, Agricultural, and Environmental Sciences.

Any unused annual distributions from the fund shall be returned to principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that this fund should benefit the University in perpetuity. If, in the future, the need for this fund should cease to exist or so diminish as to provide unused distributions, then another use shall be designated by the Board of Trustees and Foundation Board as recommended by the director of Ohio State University Extension and the dean of the College of Food, Agricultural, and Environmental Sciences. Any such alternate distributions shall be made in a manner as nearly aligned with the original intent of the donor as good conscience and need dictate.

Matt and Stephanie Magee Family Fund

The Matt and Stephanie Magee Family Fund was established August 31, 2012, by the Board of Trustees of The Ohio State University in accordance with the guidelines approved by the Board of Directors of The Ohio State University Foundation, with gifts from Matthew and Stephanie Magee. Effective April 6, 2018, the fund description shall be revised.

The annual distribution from this fund shall be split equally between the College of Engineering and the College of Education and Human Ecology. The intent of the fund is to provide scholarships to undergraduate, full-time, first-year, students who demonstrate financial need. Scholarships may be used for tuition and fees, room and board, books and supplies. Recipients will be selected by the appropriate college scholarship committee, in consultation with Student Financial Aid. Scholarships are renewable and transferrable so long as recipients maintain a 2.5 or higher grade point average.

The Ohio State University’s mission and admissions policy supports educational diversity. The University may modify any criteria used to select scholarship recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy.

In any given year that the endowment distribution is not fully used for its intended purpose, the unused portion should be reinvested in the endowment principal.

The investment and management of and expenditures from all endowment funds shall be in accordance with University policies and procedures as approved by the Board of Trustees. As authorized by the Board of Trustees, a fee may be assessed against the endowment portfolio for the University’s costs of development and fund management.

It is the desire of the donors that the endowment established herein should benefit the University in perpetuity. The University and the Foundation reserve the right to modify the purposes of this fund, however, (1) in consultation with the donor/donors named above, or (2) if such purposes become unlawful, impracticable, impossible to achieve, or wasteful, provided that such fund shall only be used for the University’s charitable purposes. In seeking such modification, the University and the Foundation shall seek advice from the donors, if possible, and the University president, or his/her designee, and consult with the dean of the College of Engineering and the dean of the College of Education and Human Ecology. Modifications to endowed funds shall be approved by the University’s Board of Trustees and the Foundation’s Board of Directors, in accordance with the policies of the University and Foundation.
Bobby Moser

Upon retirement, Dr. Moser was commended for focusing on the greater good and strengthening Ohio State in enduring ways. While vice president of agricultural administration, overseeing the College of Food, Agricultural and Environmental Sciences, Ohio State University Extension, the Ohio Agricultural Research and Development Center, and the Agricultural Technical Institute, Dr. Moser served as an advocate and ambassador, creating and nurturing relationships throughout Ohio and beyond. A few select accomplishments during his 20 years as dean included: restructuring the college, significantly increasing grants, establishing the Food Innovation Center, and constructing the Nationwide and Ohio Farm Bureau 4-H Center — the first building on campus to earn LEED certification. Dr. Moser has received numerous international, national, state and university leadership awards, including induction into the Ohio Agricultural Hall of Fame. Dr. Moser chaired the W.K. Kellogg Foundation Board, and, in commemoration of his service, grants from the Kellogg Foundation to The Columbus Foundation were designated by the Mosers to establish the W.K. Kellogg Foundation and Bobby Moser Food Security and Sustainability Learning Community to support holistic study and community engagement in food security issues. A loyal donor of more than 25 years, Dr. Moser and his wife, Pat, also established an endowed scholarship for students studying abroad.

David Schuller

Dr. Schuller was instrumental in the growth of The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute. He attended medical school at Ohio State and rose from resident to tenured professor to chair of the Department of Otolaryngology – Head and Neck Surgery. He helped create the Human Cancer Genetics Program, today considered one of the best in the country. Dr. Schuller served as the first director of The James and deputy director of the Comprehensive Cancer Center, and was appointed CEO emeritus of The James and director emeritus of the CCC in 2008. He was also named a Distinguished Professor in 2013. Dr. Schuller represented Ohio State locally, nationally and internationally, through leadership roles with organizations such as the National Cancer Institute, the Accreditation Council for Graduate Medical Education and the American Board of Otolaryngology. Articulating the original vision for what became the largest construction project undertaken in Ohio State history, Dr. Schuller integrated patient care with research and education in the third-largest cancer hospital in the country. He also helped Ohio State earn a $100 million grant for the project. A loyal donor of 42 years, Dr. Schuller and his wife, Carole, are members of the Oval Society, Ohio State’s top community of donors.
Iris Wolstein

Mrs. Wolstein is a strong advocate for Ohio State, and is especially passionate about making Ohio State a leader in education and athletics. A transformational gift created the Bert L. and Iris S. Wolstein Entrepreneurial Leadership Initiative and the Wolstein Scholars Program at Fisher College of Business, which foster internship opportunities for Fisher students and support the faculty. In athletics, the Wolstein Leadership Academy is predicated on Mrs. Wolstein’s belief that student-athletes be given the opportunities and resources necessary to become outstanding leaders, both on the field and in the classroom. She worked to create a program that would instill the importance of leadership skills and prepare student-athletes as influential, positive role models within their communities. A loyal donor for 21 years and member of the Oval Society, she also served on the Foundation Board of Directors for 12 years and continues to serve as a Lifetime Director. Iris and her late husband, Bert, also provided significant support for the men’s soccer program and Ohio Stadium renovations.
Project Data Sheet for Board of Trustees Approval

Airport Hangar
OSU-180409 (CNI# 18000144)
Project Location: The Ohio State University Airport

- approval requested and amount
  - professional services $0.2M

- project budget
  - construction w/contingency $9.6M
  - professional services $1.0M
  - total project budget $10.6M

- project funding
  - ☒ university debt
  - ☐ development funds
  - ☒ university funds
  - ☐ auxiliary funds
  - ☐ state funds

- project schedule
  - BoT professional services approval 04/18
  - design/bidding 05/18 – 10/18
  - construction 10/18 – 06/19

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

- planning framework
  - a planning study was completed in Fall 2017 to evaluate the next phase of development at Don Scott Field
  - a Federal Aviation Administration Airport Master Plan will be completed in late 2018 and will include all recent and projected capital improvements
  - the criteria design amount is included in the FY 2018 Capital Investment Plan

- project scope
  - the project will construct an additional corporate exclusive use hangar that will enhance the academic and research missions of the university
  - the project will include site utilities, taxiways, aircraft ramp, approximately 30,000 square feet of hangar space, an attached office/workshop and associated parking

- approval requested
  - approval is requested to enter into professional services contracts

- project team
  - University project manager: Bill Holtz
  - AE/design architect:
  - CM at Risk or Design Builder:

Office of Administration and Planning
April 2018

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Project Data Sheet for Board of Trustees Approval

WMC Regional Ambulatory Facilities
OSU-180636
Project Location: TBD

• approval requested and amount
  professional services $4.0M

• project budget
  professional services $4.0M
  construction w/contingency TBD
  total project budget TBD

• project funding
  ☐ university debt
  ☐ development funds
  ☐ university funds
  ☒ auxiliary funds (health system)
  ☐ state funds

• project schedule
  BoT professional services approval 4/18
  design 4/18
  construction TBD

• project delivery method
  ☐ general contracting
  ☐ design/build
  ☒ construction manager at risk

• planning framework
  o consistent with the strategic plans of the university and Wexner Medical Center to provide medical services within community-based ambulatory facilities
  o conceptual site plan completed March 2018
  o the FY 2018 Capital Investment Plan will be amended to include the professional services amount

• project scope
  o design approximately 200,000 square foot ambulatory building that will include ambulatory surgery, endoscopy, primary care, specialty medical and surgical clinics, and related support
  o site planning for a potential phase II is included in the scope
  o the design is intended to provide a branded identity which could be deployed to additional future sites

• approval requested
  o approval is requested to amend the FY2018 Capital Investment Plan
  o approval is requested to enter into professional services contracts

• project team
  University project manager: Paul Lenz
  AE/design architect: TBD

Office of Administration and Planning
April 2018

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Project Data Sheet for Board of Trustees Approval

Campus Wi-Fi System
OSU-180625 (CNI# 17000082)
Project Location: Columbus Campus

- **approval requested and amount**
  - professional serv/construction $18.6M

- **project budget**
  - construction w/ contingency $9.5M
  - professional services $1.2M
  - technology $8.9M
  - total project budget $18.6M

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

- **project schedule**
  - BoT prof serv/construction approval 04/18
  - design/bidding 05/18 – 10/18
  - campus Wi-Fi 6/18 – 12/20
  - construction Stadium 12/18 – 07/19
  - construction Schott 4/19 – 10/19

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

- **planning framework**
  - $9.5M is included in the FY2018 Capital Investment Plan which will be amended to reflect the total project cost of $18.6M

- **project scope**
  - the project consists of installing indoor/outdoor wireless access points across the Columbus Campus to create a more seamless, efficient and modern end user experience
  - install wireless access points in the Ohio Stadium and the Schottenstein Center to improve the fan experience
  - the system will provide a framework for future technological expansion and help take some burden off of the DAS (cellular repeater) system potentially improving communications for emergency responders, event staff, and customers
  - State term contract may be utilized for portions of the project that are solely equipment installation

- **approval requested**
  - approval is requested to amend the FY2018 Capital Investment Plan
  - approval is requested to enter into professional services and construction contracts

- **project team**
  - University project manager: Todd Henderly
  - AE/design architect: TBD
  - CM at Risk: TBD

Office of Administration and Planning

April 2018
Project Data Sheet for Board of Trustees Approval

Postle Partial Replacement
OSU-160807 (CNI# 15000123)

Project Location: Postle Hall

- approval requested and amount
  - construction (bldg addition/renovation) $79.7M

- project budget
  - construction w/cont $85.4M
  - professional services $9.6M
  - total project budget $95.0M

- project funding
  - ☒ development funds
  - ☒ university funds
  - ☒ state funds
  - ☐ university debt
  - ☐ auxiliary funds

- project schedule
  - BoT prof svc approval (SD only) 09/16
  - BoT prof svc approval (design) 06/17
  - design/bidding 11/16 – 03/18
  - BoT const approval (swing space/enablers) 06/17
  - BoT const approval 04/18
  - construction 10/17 – 05/20

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

- planning framework
  - this project is included in the FY2017 Capital Investment Plan for professional services only in the amount of $9.5M
  - the cost of construction for the enabling work is included in the FY 2018 Capital Investment Plan
  - the FY2018 Capital Investment Plan will be amended to include the remaining construction amount

- project scope
  - this project will renovate existing classrooms and replace a portion of Postle Hall to support the teaching and outreach missions of the College of Dentistry
  - project work includes swing space, enabling construction work to existing mechanical, electrical and plumbing systems, 130,000 GSF building addition, and partial existing building renovation to upgrade outdated tiered, lecture style classrooms and student spaces
  - the building addition will include four levels of upgraded and expanded clinical spaces for faculty and students, one level of simulation style teaching classrooms and informal student study spaces, improved patient services, access and circulation

- approval requested
  - approval is requested to amend the FY 2018 Capital Investment Plan
  - approval is requested to enter construction contracts for the building addition and partial building renovation

- project team
  - University project manager: Nikolina Sevis
  - AE/design architect: Design Group
  - CM at Risk: Gilbane Building Co.
APPROVAL FOR PURCHASE OF UNIMPROVED REAL PROPERTY
STATE ROUTE 161 AND HAMILTON ROAD
COLUMBUS, FRANKLIN COUNTY, OHIO

Background

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

Location and Description

The property is located at the southeast corner of State Route 161 and Hamilton Road. The total land area being acquired is approximately 31.59 acres. The site is zoned CPD (Commercial Planned Development) and a rezoning application has been filed by The Ohio State University to obtain entitlements allowing construction of medical facilities. The purchase contract shall contain a contingency permitting the university to terminate the contract if it does not obtain the desired entitlements and shall also obligate the seller to perform certain site balancing work to elevate portions of the site out of the floodplain and additional infrastructure work.

Property History

The +/- 31.59 acres is currently comprised of portions of four legal parcels, and title to the properties is vested in HC Office Sub 6 LLC, Stephen L. Harper, Trustee, and Target Corporation. Prior to WMC’s acquisition of the property, title will be consolidated to HC Office Sub 6 LLC, which will be the seller.

Purchase of Property

WMC recommends that the +/- 31.59 acres of unimproved real property described above be acquired on terms and conditions that are in the best interest of the university. The source of funding for the acquisition and subsequent development of the property will be the Wexner Medical Center. The acquisition price is $11,000,000, subject to appropriate adjustments and pro-rations at closing.
PURCHASE OF 31.59 ACRES OF REAL PROPERTY
SR-161 & HAMILTON RD
COLUMBUS, FRANKLIN COUNTY, OHIO 43054

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

April 6, 2018, Board of Trustees meeting
Degrees Conferred at
THE OHIO STATE UNIVERSITY COMMENCEMENT CONVOCATION
May 6, 2018
Dr. Sue Desmond-Hellmann has worked for more than 30 years to eradicate disease, poverty and inequity across the world. As the chief executive officer of the Bill & Melinda Gates Foundation, she leads the organization’s global efforts to ensure that every person has the opportunity to lead a healthy, productive life.

Trained as an oncologist, Dr. Desmond-Hellmann began her career working on HIV/AIDS and cancer in San Francisco and Uganda — experiences that proved transformative. She later spent 14 years at the biotechnology firm Genentech, quickly rising to become chief medical officer and president of product development, and pioneered several breakthrough medicines, including the first gene-targeted therapies for cancer.

She has since adapted this targeted-treatment approach to advance the well-being of entire communities by championing precision public health: ensuring the right treatments reach the right populations in the right places to save lives.

Prior to joining the Gates Foundation, Dr. Desmond-Hellmann was chancellor of the University of California, San Francisco — the first woman to hold the position. During her tenure, she oversaw improvements in patient care, research and education as well as a $1.5 billion expansion of the university’s medical center.

Dr. Desmond-Hellmann has received numerous honors and awards. Forbes magazine named her one of the world’s seven most “powerful innovators” in 2009 and listed her among the Top 50 Most Powerful Women in Business for seven years. In 2010, she was inducted into the American Academy of Arts and Sciences and elected to the Institute of Medicine.

Dr. Desmond-Hellmann earned her bachelor’s and medical degrees at the University of Nevada, Reno, and a Master of Public Health at the University of California, Berkeley.
This program is not an official graduation list.

This printed program lists students who were eligible to graduate for Spring Semester 2018, as of 5:00 p.m., April 23, 2018, pending the outcome of final exams and final grades. Therefore, it should not be used to determine a student's academic or degree status. The University's official registry for conferment of degrees is the student's permanent academic record, kept by the Office of the University Registrar, Student Academic Services Building, 281 West Lane Avenue, Columbus, OH 43210-1132.

The Graduate School
Dean: Alicia L. Bertone

Doctor of Musical Arts
Zachary Daniel Dierickx, Columbus
B.Music (Concordia College)
M.Music
Music
Dr. Caroline Hargis

Kenneth Bradley Holsworth, Wadsworth
B.Music (Catholic University of America)
M.Music (Kent State University)
Music
Dr. Timothy Leasure

Chester James Jenkins, Blacklick
B.A. (Cedarville University)
M.Music (Ohio University)
Music
Dr. Katherine Jones

Sheri Lynn Rolf, Billings, MT
Bachelor's, M.D. (University of Louisville)
B.S. (Northern Kentucky University)
M.Music (University of Montana)
Music
Dr. Caroline Hargis

Doctor of Philosophy
Mithila Venkatesh Agnihotri, Pune, India
M.S. (University of Pune)
Biophysics
Dr. Sherwin Singer

Mohammad Ashrafual Alam, Chandpur, Bangladesh
B.S., M.S. (Bangladesh Agri Univ)
Environmental and Natural Resources
Dr. Konrad Dobrowolski

Ray Sterling Alston, Columbus
B.A. (Bingham Young University)
M.A.
Slavic and East European Languages and Literatures
Dr. Alexander Burny

Lauren Elizabeth Altenburger, Columbus
B.S.Hum.Ecol., M.S.
Human Sciences
Dr. Sarah Schopp-Sullivan

Jordan Christopher Angie, Columbus
B.S., M.S. (Eastern Illinois University)
Microbiology
Dr. Kelly Wightman

Danielle Tina Anthony, Delaware
Bachelor's (University of California)
M.A. (New York University)
History
Dr. Stephanie Smith

Jenna Marie Antonucci, Hilliard
B.S. (Suffolk University)
Microbiology
Dr. Li Wu

Karen Jane Argabright, Grandview Heights
B.S.Agri., M.S.
Agricultural and Extension Education
Dr. Graham Cochran
Dr. Jeffrey King

Elizabeth Kinkade Arthur, Westerville
B.A. (Ohio Wesleyan University)
M.S.
Nursing
Dr. Celia Wills

Thaddeus James Asel, Columbus
B.S. (University of Dayton)
M.S.
Physics
Dr. Leonard Britson

Amruta Sham Ashtekar, Upper Arlington
B.S. (University of Pune)
M.S. (Missouri State University)
Molecular, Cellular, and Developmental Biology
Dr. Lawrence Kirschner

Sidra Saleem Ayoub, Pickerington
Bachelor's (University of the Punjab)
M.A.
Education
Dr. Laurence Joseph

Erin Kathleen Bahl, Columbus
B.A. (Creighton University)
M.A.
English
Dr. Jonathan Buehl
Dr. Christa Teston

Sanyam Bajaj, New Delhi, India
B.S. (Electrical and Computer Engineering
Dr. Siddharth Singh

Rachel Anastasia Balaszuk, Langhorne, PA
B.A. (University of Illinois)
M.A. (San Francisco State University)
Anthropology
Dr. Samuel Stout

Wenlei Bao, Shijiazhuang, China
Bachelor's, M.S. (Harbin Institute of Technology)
M.S.
Computer Science and Engineering
Dr. P. Sadagoppan

Samantha Marie Bates, Columbus
B.S., M.Soc.Work (Louisiana State University)
Social Work
Dr. Dawn Anderson-Butcher

Golnoosh Behrouzian, San Diego, CA
B.A., M.A. (San Diego State University)
Communication
Dr. Erik Nabet

Mohini Bhattacharya, Mumbai, India
B.S., M.S. (University of Mumbai)
Microbiology
Dr. Daniel Wozniak

Joshua Thomas Billy, Newark, DE
B.S. (West Virginia University)
Chemistry
Dr. Anne Co

Jacobson Robert Blomquist, Columbus
B.A. (Boston College)
M.S.
Mathematics
Dr. John Harper

Derek J. Bozkowski, Columbus
B.A. (Columbia College)
M.A. (DePaul University)
Education
Dr. George Newell

Joshua Trevitt Boerstler, Aiken, SC
B.S. (Clemson University)
Materials Science and Engineering
Dr. Gerald Frankel

Brittany Renee Brakenhoff, Westerville
M.S.
Human Sciences
Dr. Natasha Slesnick

Kara Lynn Breda, Grove City
B.A. (Michigan State University)
M.A. (Xavier University)
Education
Dr. Jerome D'Agostino

Michael Robert Brooker, Grove City
B.S., M.S.
Environmental Science
Dr. Jonathan Witter

John Merrill Campbell, Columbus
B.S. (University of North Florida)
M.S.
Physics
Dr. Michael Lisa

Gokhan Celik, Columbus
B.S., M.S. (Middle Eastern Technical University)
Chemical Engineering
Dr. Umit Ozkan

Leslie Ann B. Chambers, Toledo
B.A. (University of Toledo)
M.A., English
Dr. Nancy Johnson

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B.A. (University of Delhi) M.A. (Jawaharlal Nehru University) M.A. Economics Dr. Paul Healy
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<td>Zachary Kyle Jankovsky</td>
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<td>Christa M. Johnson</td>
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<td>Niranjani Ganesh Katam</td>
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<td>Melissa Skarl Kappes</td>
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<td>Nathaniel Thomas Kenton</td>
<td>Hanover, NH</td>
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<td>Alan Christopher Kessler</td>
<td>Columbus, B.S. (Indiana University of Pennsylvania)</td>
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<td>Dr. Juan Alfonso</td>
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<td>Gabriel Jamil Hart Khan</td>
<td>Pickerington, B.A. (Boston University)</td>
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<td>Dr. Fangyang Zheng</td>
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<td>Joanne Sue-Kyung Kim</td>
<td>Columbus, B.A. (John Carroll University)</td>
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<td>Dr. Clare Simmons</td>
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<td>Andrew Daniel Klarner</td>
<td>Columbus, B.S.Mat.Sc.Eng. (University of Tennessee)</td>
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<td>Dr. Athos Luo</td>
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<td>Minkyung Koh</td>
<td>Columbus, B.S. (Konkuk University)</td>
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<td>M.A. (Seoul National University)</td>
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<td></td>
<td>Geography</td>
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<td>Dr. Edward Malocki</td>
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<td>Hui Kong</td>
<td>Zhanzhou, China</td>
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<td>B.S., Bachelor’s (Peking University)</td>
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<td>M.A. (Geography)</td>
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<td>Dr. Danshi Sui</td>
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<td>Kiel Kreuzer</td>
<td>Columbus, B.S. (Ohio University)</td>
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<td>Molecular, Cellular, and Developmental Biology</td>
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<td>Dr. Tina Herkin</td>
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<td>Seulki Ku</td>
<td>Kyongsang, Korea</td>
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<td>B.A. (Ewha Womans University)</td>
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<td>Human Sciences</td>
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<td>Dr. Xin Feng</td>
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<td>Vidhya Kumar</td>
<td>Mason, B.S., M.A. (Boston University)</td>
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<td>Dr. Subha Raman</td>
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<td>Deborah Elizabeth Kunkel</td>
<td>Columbus, B.A. (University of Dallas)</td>
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<td>M.S. (Statistics)</td>
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<td>Dr. Marco Peruggo</td>
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<td>Physics</td>
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<td>B.Engr., Master’s (Beihang University)</td>
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<td>Business Administration</td>
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<td>Dr. John Gray</td>
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<td>Dr. Walter Koh</td>
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<td>Dr. Holly Dabiro-Schoeny</td>
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<td>M.S. (Korea Advanced Institute of Science and Technology)</td>
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<td>Dr. Pok-Sang Lam</td>
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<td>B.S.Agr. (Kyungpook National University)</td>
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<td>Eric Scott Lenko</td>
<td>Lewis Center, B.S., M.Phys.Ther. (Ohio University)</td>
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<td>Anatomy</td>
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<td>Dr. Jose Otero</td>
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<td>Yen-Ling Liu</td>
<td>Taichung City, Taiwan</td>
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<td>Nicholas Emerson Long</td>
<td>Rochester Hills, MI</td>
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<td>Dr. Thomas Mogley</td>
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<td>Raub, Malaysia</td>
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<td>Dr. Stephen Niezgoda</td>
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<td>B.A., M.A. (University of South Carolina)</td>
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<td>M.A. (Spanish and Portuguese)</td>
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<tr>
<th>Name</th>
<th>Degree</th>
<th>University</th>
<th>Location</th>
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<td>Revathii Sharmugasundaram, Wooster Bachelor’s, Master’s (Tamil Nadu Veterinary and Animal Sciences University)</td>
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<td>Michael Frederick Sharpnack, Loveland B.A. (New York University)</td>
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<td>Dr. Jeffrey Parvin</td>
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<td>Kyle Susumu Tayabas Shimoda, Kansohe, HI B.A. (University of Hawai’i)</td>
<td>M.A.</td>
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<td>Dr. Tatiana Suspitsyna</td>
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<td>Mei-Ling Shotts, Columbus B.S. (Florida State University) Food Science and Technology</td>
<td>Dr. Luis Rodriguez-Sanjuan</td>
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<td>Shi Shu, Jujiang, China B.S. (University of Science and Technology of China) Chemistry</td>
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<td>Brent William Simpson, Columbus B.S. (Arizona State University) Microbiology</td>
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<td>Sara Lu-Ming Sincropi-Yao, B.S. (Bates College) Integrated Biomedical Science Graduate Program</td>
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<td>Kirsten Jane Smith, Westerville B.S.Educ.</td>
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<td>Lindsey Marie Solden, Mentor B.S. Microbiology</td>
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<td>Dr. Karen Iving</td>
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<td>Daniell Louise Steelis smith, Columbus B.S.Soc.Work (Campbellsville University) M.Soc.Work Social Work</td>
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<td>Samuel Douglas Stimpie, Colorado Springs, CO B.S.Chem.Eng. (University of Notre Dame) Chemical Engineering</td>
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<td>Kelsi Kai Stoltenow Petersen, Grand Rapids, MI B.A.Jour. (University of Missouri) Master’s (Central Michigan University) Arts Administration, Education and Policy</td>
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B.S.Hlth.Reh.Sci. Health and Rehabilitation Sciences

Alex Leanne Seifert, Fairfield
B.A. Health and Rehabilitation Sciences

Jennifer Ann Sheehan, Cincinnati
B.S. (Wright State University) Health and Rehabilitation Sciences

Kari Vicary, Holland
B.S.Hlth.Reh.Sci. Health and Rehabilitation Sciences

Jordan Christine Walter, Terrace Park
B.S.Hlmm.Ecol. Health and Rehabilitation Sciences

Rebecca Lee Weisshaar, Cincinnati
B.S. Health and Rehabilitation Sciences

Doctor of Physical Therapy

Christine Ann Adams, Louisville, KY
B.A. (Bellarmine University) Health and Rehabilitation Sciences

Laura Benton, Spring Valley
B.S. (Wright State University) Health and Rehabilitation Sciences

Carmen Michelle Bizzarri, Mason
B.S. Health and Rehabilitation Sciences

Alexander James Blake, Lewis Center
B.S.Hlth.Reh.Sci. Health and Rehabilitation Sciences

Kelsey Marie Braun, Napoleon
B.S. (University of Toledo) Health and Rehabilitation Sciences

Alexandria Avril Burch, Massillon
Health and Rehabilitation Sciences

Jessica Lyn Burger, Ohio City
B.S. (Ball State University) Health and Rehabilitation Sciences

Nicholas Richard Burke, Fairlawn
B.S.Hlmm.Ecol. Health and Rehabilitation Sciences

Amelia Florin Carpenter, Columbus
B.S. (University of Montana) Health and Rehabilitation Sciences

Trisha Kelsey Conlan, Canton
B.S.Nutrition Health and Rehabilitation Sciences

Alex Garnaut, Columbus
B.S. (Bowling Green State University) Health and Rehabilitation Sciences

Garrett Isaac Gordon, West Chester
B.S. (Miami University) Health and Rehabilitation Sciences

Jordan Nicole James, North Ridgeville
B.S. (University of Toledo) Health and Rehabilitation Sciences

Yeri Kil, Incheon, Korea
Bachelor's (Korea University) Health and Rehabilitation Sciences

Laura Elizabeth Knowles, Beavercreek
B.S.Educ. (Baylor University) Health and Rehabilitation Sciences

Kevin Joseph Kolb, Columbus
B.S.Educ. Health and Rehabilitation Sciences

Abigail Katherine Kremer, Delaware
B.S.Educ. Health and Rehabilitation Sciences

Andrew Thomas Kronenberger, Medina
B.S.Hlth.Reh.Sci. Health and Rehabilitation Sciences

Alyssa Kuhn, Columbus
B.S. (Michigan State University) Health and Rehabilitation Sciences

Anna Lamb, Granville
B.S. (Miami University) Health and Rehabilitation Sciences

Evan James Luse, Akron
B.S.Educ. Health and Rehabilitation Sciences

Jessica Nicole MacQuarrie, Columbus
B.S. (Bowling Green State University) Health and Rehabilitation Sciences

Christine Elise Mauch, Loveland
B.S. (University of Dayton) Health and Rehabilitation Sciences

Julia Elise Mazzarella, Columbus
B.A. (Skidmore College) Health and Rehabilitation Sciences

MAXWELL D. McKINNEY,
Washington Court House
B.S.Hlth.Reh.Sci. Health and Rehabilitation Sciences

Hope Elena Messenger, Worthington
B.S. (Otterbein University) Health and Rehabilitation Sciences

Mary Catherine Montalto, Columbus
B.S.Educ. Health and Rehabilitation Sciences

Grant Eugene Niedermer, New Washington
B.S.Educ. Health and Rehabilitation Sciences

Craig Joseph Parker, McCutcheonville
B.S.Educ. Health and Rehabilitation Sciences

Evan Pierson, Cincinnati
B.S.Bus.Adm. Health and Rehabilitation Sciences

Amanda Elizabeth Ranusch, Clinton Township, MI
B.S. (Eastern Michigan University) Health and Rehabilitation Sciences

Timothy Rethom, Findlay
B.S. (The University of Findlay) Health and Rehabilitation Sciences

Alison Bethany Roudebush, Cleveland
B.S.Educ. Health and Rehabilitation Sciences

Amanda Kimberly Stauder, Columbus
B.S.Hlth.Reh.Sci. Health and Rehabilitation Sciences

Jessica Nicole Stewart, Geneva
B.S.Hlth.Reh.Sci. Health and Rehabilitation Sciences

Rachel Alexa Stewart, Cincinnati
B.S.Educ. Health and Rehabilitation Sciences

Amara Marie Taranto, Westerville
B.S.Hlth.Reh.Sci. Health and Rehabilitation Sciences

Alyssa Michelle Thomas, Plain City
B.S.Nutrition Health and Rehabilitation Sciences

Charlotte Jean Thurnauer, Liberty Township
B.S. (University of Tennessee) Health and Rehabilitation Sciences

Zachary Vincent Tura, Poland
B.S.Educ. Health and Rehabilitation Sciences

Ryan Michael Vonderhaar, Cincinnati
B.S. (Ohio Dominican University) Health and Rehabilitation Sciences

Erin Rebecca Wallach, Loveland
B.S.Educ. (University of Alabama-Birmingham) Health and Rehabilitation Sciences

Sara Elizabeth Anthony, Powell
B.S. (Kent State University) M.A. Education

Michael William Fardal, Dublin
B.A., M.A. Education

Ali Marie Fleming, Columbus
B.A. (Wittenberg University) M.Educ. (Ohio University) Education

Michele Arlene Franke, Columbus
B.A. (Augustana College) M.S. (Texas A&M University) M.A. Education

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B.A., M.A. Education

Amy Nicole Lové, Thornville
B.A. (Ohio University) M.A. Education

Julie Alexis Magnuson, New Albany
B.A., M.A. Education

Selena Marie Philson, Racine
B.S. (University of Rio Grande) M.A. Education

Kimberly Nelly Santiago Vega, Worthington
B.A., M.A. (University of Puerto Rico) Education

Jason Matthew Trakoma, Burlington, VT
B.A. (University of Vermont) M.A. Education

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B.S., M.A. Education

Master in Animal Sciences

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B.S. (Ohio University) Animal Sciences

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Master of Accounting
Nicholas David Adams, Reading, MA
B.S.Bus.Adm.
Accounting and Management Information Systems

Bryant Craig Bell, Hilliard
B.S. (Brigham Young University)
Accounting and Management Information Systems

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Jason Herbert Boulter, Lima
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Accounting and Management Information Systems

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Danny Chehade, Broadview Heights
Accounting and Management Information Systems

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Accounting and Management Information Systems

Weihe Chen, Columbus
B.S.Bus.Adm. (Drexel University)
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Accounting and Management Information Systems

Rachel Reneé Cox, Hayesville, NC
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Accounting and Management Information Systems

Amanda Marie Dellinger, Marysville
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Kevin DeMoss, Gibsonia, PA
Accounting and Management Information Systems

Caitlin Raye Duke, Bristol, TN
B.Bus.Adm. (East Tennessee State University)
Accounting and Management Information Systems

Steven Connor Emrich, Sunbury
B.A. (Anderson University)
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Victoria Fisher, Taylor, MI
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Katharine Ann Garrett, Blair, NE
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Weizhong Ge, Hilliard
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Qinghe Gui, Lin’an, China
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Yilin Hao, Beijing, China
B.A. (Marietta College)
Accounting and Management Information Systems

Taylor Ciera Holden, West Chester
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Accounting and Management Information Systems

Liam Holthaus, Cincinnati
B.S. (University of Alabama)
Accounting and Management Information Systems

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Accounting and Management Information Systems

Andrew Michael Lassman, San Antonio, TX
B.Bus.Adm. (Southern Methodist University)
Accounting and Management Information Systems

Meng Li, Columbus
Bachelor’s (Southwestern University of Finance and Economics)
Accounting and Management Information Systems

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B.S.Bus.Adm.
Accounting and Management Information Systems

Yiyan Li, Dongguan, China
Bachelor’s (United International College)
Accounting and Management Information Systems

Yijun Liu, Yantai, China
Bachelor’s (Jiangsu University of Finance and Economics)
Accounting and Management Information Systems

Dianna Nie, Shijiazhuang, China
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Huypi Pan, Suzian, China
B.S. (University of Alabama)
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Tanner Don Peterson, Farmington, UT
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Courtney Mariah Privette, Durham, NC
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Accounting and Management Information Systems

Jingchao Shao, Beijing, China
Bachelor’s (Hebei University of Technology)
Master’s (University of Sydney)
Accounting and Management Information Systems

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Accounting and Management Information Systems
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Bachelor's (China University of Geosciences)
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Jingyuan Xiao, Anshan, China
B.S.Bus.Adm. (Boston University)
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Qingran Yang, Dalian, China
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Bachelor's (Shanghai University of Finance and Economics)
Accounting and Management Information Systems

Shengwei Zhou, Hangzhou, China
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Accounting and Management Information Systems

Master of Actuarial and Quantitative Risk Management

Boqun Huang, Jingzhou, China
B.S. (Chongqing University)
Master's (Chongqing University)
Actuarial and Quantitative Risk Management

Master of Applied Economics

John Robert Beech, Cincinnati
B.S.Agr.
Applied Economics

Master of Applied Statistics

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Accounting and Management Information Systems

Megan E. Harkness, Orient
B.S.Nurs. (Ohio University)
Interdisciplinary Programs

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B.S.Humn.Ed.
Interdisciplinary Programs

Sridivya Kosuri, Lewis Center
B.Med.B.Surg. (Dr NTR University of Health Sciences)
Interdisciplinary Programs

Isac Varghese Kunnath, Beachwood
B.S.
Interdisciplinary Programs

Leah Kathleen Miller, Kansas City, KS
B.S.
Interdisciplinary Programs

Christine Renee Mulligan, Galloway
B.A. (Olivet Nazarene University)
Interdisciplinary Programs

Emily Palmisano, Concord, NH
B.S. (Stonehill College)
Interdisciplinary Programs

Jennifer Rinehart, Galloway
B.S.
Interdisciplinary Programs

Nidhi Sharma, Columbus
B.S., M.S. (University of Delhi)
Interdisciplinary Programs

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B.S.
Interdisciplinary Programs

Master of Applied Clinical and Preclinical Research

Maureen E. Baird, Columbus
B.S. (Ohio Dominican University)
Interdisciplinary Programs

Caty Palma Escobar, Columbus
B.S.
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Diploma, TituloBach (Fundacion Escuela de medicina Juan N. Corpas)
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Molly Gardner Clarke, Columbus
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Yuan Wang, Lianyungang, China
B.A.
Applied Economics

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Wenjun Meng, Suzhou, China
B.A. (University of South Florida)
Statistics

Nicholas John Rockwood, Columbus
B.A. (California State University)
Statistics

Peipei Tang, Shanghai, China
B.S. (Fudan University)
Statistics

James Joseph Willard, Columbus
B.S.
Statistics

Lu Zhang, Dublin
B.S. (Fudan University)
M.A.
Statistics

Ran Zhao, Columbus
Master's (University of Chinese Academy of Sciences)
Ph.D.
Statistics

Master of Architecture

James P. Amicone, Mount Gilead
B.S.Arch.
Architecture

Stephen Turner Angus, Aurora
Architect (Bowling Green State University)
Architecture

Molly Gardner Clarke, Columbus
B.A. (Lafayette College)
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Lindsay Renee Conkel, Orient
B.S.Arch.
Architecture

Shauna Patrice Lindsey, Jefferso, IN
B.S.Arch.
Architecture

Yevgeniy Nudel, Reynoldsburg
B.S.Arch.
Architecture

Alexander William Nyktas, Cincinnati
B.S.Arch. (University of Cincinnati)
Architecture

Erin Elizabeth Pesa, Upper Arlington
B.S.Bus.Adm.
Architecture

Michael Patrick Rennekamp, Galena
B.S.Arch.
Architecture

Daniel P. Schiering, Westerville
B.S.Arch.
Architecture

Patrick James Small, Napoleon
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B.A., B.S. (University of Minnesota)
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B.S. (Ohio University)
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Daniel Forrest Yontz, Columbus
B.A.
Architecture

Master of Arts

Dinah Adams, Columbus
B.A. (Heidelberg University)
Communication

Alexander Thomas Jakovina, Youngstown
B.S.Arch.
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Sana Talat Khwaja, Dublin
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Melissa Alcaraz, Bunley, ID
B.S. (Brigham Young University)
Sociology

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Public Policy and Management

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B.A. (University of Alabama)
Education

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Education

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B.Ed. (University of Jember)
Education

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Education

Bhuneshwar Arjune, Cleveland
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Women’s, Gender and Sexuality Studies

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Philosophy

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Carol Michelle Bitzinger, New Albany
B.A.
English

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M.A. (Virginia Polytechnic Institute and State University)
Spanish and Portuguese

Katrina Lorene Bowen, Reynoldsburg
B.S.Educ. (Ohio University)
Education

Erin Bradley, Columbus
Speech-Language Pathology Program

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B.Mus.Ed.
Music

Anna Camille Brady, Columbus
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Education

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B.A. (Spelman College)
Psychology

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B.A.
East Asian Languages and Literatures

Michelle Nicole Bullock, Columbus
B.A.
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Emily Claire Bumpus, Columbus
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Cameron Richard Carter, Columbus
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Education

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Education

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Sheng-Lun Cheng, Columbus
B.A. (Wenzao Ursuline University of Language)
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Education

Benjamin Louis Cleary, Omaha, NE
B.A. (University of Nebraska)
Philosophy

Jacob Richard Coakwell, Zanesville
B.A. (Brigham Young University)
Slavic and East European Studies

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B.S. (University of Kentucky)
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B.A.
Slavic and East European Studies

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Brett L. Cosma, Hilliard
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Marcell Antyonne Crawford, Jr., Gainesville, VA
Education

Tess Elizabeth Cumpton, Chagrin Falls
Women’s, Gender and Sexuality Studies

Ryder Robert Cunningham, Tuscarawas
B.A. (Muskingum University)
M.A. (Bowling Green State University)
Spanish and Portuguese

Elise Lydie Daigle, Wurtsboro, NY
B.Music (Ithaca College)
Music

Brandon Scott Davis, Dresden
B.S. (Bowling Green State University)
M.S. (Iroy University)
Slavic and East European Studies

Ryan Danna Davis, Syracuse
B.S.Educ. (Ohio University)
Education

Kristin Dell’Armo, Park Ridge, NJ
B.S., M.A.Teach. (The College of New Jersey)
Psychology

Lirika Demiri, Ferizaj, Kosovo
Bachelors’s (University of Pristines)
Women’s, Gender and Sexuality Studies

Courtney Leigh DeRoche, Columbus
B.A.
Sociology

Kendra Vorbach Dickinson, Chicago, IL
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Spanish and Portuguese

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Education

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Master’s (Cheikh Anta Diop University)
African-American and African Studies

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B.A. (Ohio University)
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Education

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Education

Tania Espinale Correa, Mexico City, Mexico
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Magister (Adam Mickiewicz University)
Master’s (University of Santiago de Compostela)
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B.S.Educ.
Education

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B.A. (State University of New York)
Education

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B.Music
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Lindsay Danielle Finneran, Columbus
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Mary Nell Sumando Flores, Columbus
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Tannya Lee Forcone, Barberton
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Anthropology

Lisa Marie Ford, Granville
B.S.Educ. (Ohio Dominican University)
B.A.
Education

Rachel Elaine Foster, Cincinnati
B.S.Educ. (Miami University)
Education

Jennifer Lynn Foudray, Dayton
B.S.Agri.
Education
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Major/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaclyn Jean Serpico</td>
<td>B.A.</td>
<td>Women's, Gender and Sexuality Studies</td>
</tr>
<tr>
<td>Daniel Sheehan</td>
<td>B.S.C.R.P.</td>
<td>Public Policy and Management</td>
</tr>
<tr>
<td>Isabella Rose Shepp</td>
<td>B.A. (George Mason University)</td>
<td>Education</td>
</tr>
<tr>
<td>Stephanie Renae Smiley</td>
<td>B.Mus.Ed.</td>
<td>Music</td>
</tr>
<tr>
<td>Zane Tanner Smith</td>
<td>B.A.</td>
<td>South Webster</td>
</tr>
<tr>
<td>Katie Elizabeth Snider</td>
<td>B.S. (Muskingum University)</td>
<td>Education</td>
</tr>
<tr>
<td>Rachel Eileen Spear</td>
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</tr>
<tr>
<td>Catherine Hamilton Spratt</td>
<td>B.A. (Indiana University)</td>
<td>Education</td>
</tr>
<tr>
<td>Katy Ann Straly</td>
<td>B.A.</td>
<td>East Asian Studies</td>
</tr>
<tr>
<td>Susan Marie Strayer</td>
<td>B.A., M.F.A. (Hollins University)</td>
<td>Education</td>
</tr>
<tr>
<td>Brian Strempekowski</td>
<td>B.S.</td>
<td>Public Policy and Management</td>
</tr>
<tr>
<td>Samyuktha Sunil</td>
<td>B.A., M.A. (University of Madras)</td>
<td>Public Policy and Management</td>
</tr>
<tr>
<td>Jacqueline Renee Tardif</td>
<td>B.A.</td>
<td>Speech-Language Pathology Program</td>
</tr>
<tr>
<td>Kelly Renee Taylor</td>
<td>B.A.</td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>Anthony Guy Tenney</td>
<td>B.A.</td>
<td>University of Notre Dame</td>
</tr>
<tr>
<td>Abigail Marie Thiemann</td>
<td>B.A.</td>
<td>Greek and Latin</td>
</tr>
<tr>
<td>Beonna Fajardo Thornton</td>
<td>B.S. (Southern Adventist University)</td>
<td>Music</td>
</tr>
<tr>
<td>Allison Mary Tittiger</td>
<td>B.S. (San Diego State University)</td>
<td>Education</td>
</tr>
<tr>
<td>Ryan Vinh To</td>
<td>B.A. (University of California)</td>
<td>Education</td>
</tr>
<tr>
<td>I Shan Tsai</td>
<td>B.A. (National Chung Hsing University of Education)</td>
<td>Education</td>
</tr>
<tr>
<td>Alexandra Christianne Tuggle</td>
<td>B.S. (University of Arizona)</td>
<td>Education</td>
</tr>
<tr>
<td>Bryan Keith Underkoffler</td>
<td>B.S. (Pennsylvania State University)</td>
<td>Education</td>
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<tr>
<td>Mackenzie Kathryn Utz</td>
<td>B.A.</td>
<td>Speech-Language Pathology Program</td>
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<td>Evan James Van Tassell</td>
<td>B.A. (Hamilton College)</td>
<td>History</td>
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<td>Akhila Vishnubhotla</td>
<td>B.A. (California Polytechnic State University)</td>
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<td>Maxine Rose Wagenhoffer</td>
<td>B.A. (Rutgers University)</td>
<td>History</td>
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<td>Cara Walton</td>
<td>B.S. (Brown University)</td>
<td>Speech-Language Pathology Program</td>
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<td>Michaela Elizabeth Warner</td>
<td>Summerfield B.S.</td>
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<td>Trestin Robert Weikle</td>
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<td>Marysville</td>
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<td>Patricia Rose Williams</td>
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<td>Erik Anthony Wisniewski</td>
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<td>West Chester</td>
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<td>Patricia Evelyn Wolfe</td>
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<td>Jessica Anne Wood</td>
<td>B.A. ( Ursuline College)</td>
<td>Public Policy and Management</td>
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<td>Amy Anne Woods</td>
<td>B.A.</td>
<td>Speech-Language Pathology Program</td>
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<td>Michelle C. Yang</td>
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<td>Ye Yuan</td>
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<td>Nanchang, China</td>
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<td>Mayuko Yusa</td>
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<td>Sendai, Japan</td>
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<td>Kaili Zeng</td>
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<td>Yiyang, China</td>
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<td>Master of Business Administration</td>
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<td>Nitish Aggarwal</td>
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<td>Faisal Saad A Almadhi</td>
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<td>Riyadh, Saudi Arabia</td>
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<td>Basheer Sadiq J Almattar</td>
<td>B.A.</td>
<td>Al Ain, United Arab Emirates</td>
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<td>Ane Zorilla Rodriguez</td>
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<td>Neethis Jaggaru</td>
<td>Dublin</td>
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<td>Karla Ann Bach</td>
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<td>Springfield</td>
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<td>Ammeet Kaur Bajwa</td>
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<td>Business Administration</td>
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<td>Corey Joseph Balogh</td>
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<td>Columbus</td>
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<td>Thais Batista Ronconi</td>
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<td>Citizenship</td>
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<td>Cathy Latrice Bean</td>
<td>B.S.</td>
<td>Business Administration</td>
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<tr>
<td>Neil Chitwood</td>
<td>B.S. (United States Military Academy)</td>
<td>Business Administration</td>
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</table>

Commencement Convocation, May 6, 2018
Commencement Convocation, May 6, 2018

Molly Gardner Clarke, Columbus
B.A. (Lafayette College)
Business Administration

Willie Kenan Cook, Akron
B.S. (University of Akron)
Business Administration

Tai Andre Cornute, Columbus
B.S.Soc.Work
Business Administration

Michelle Marie Corrado, Boca Raton, FL
B.S. (University of Florida)
Business Administration

Bennett Richard Cross, Columbus
B.Bus.Adm.
Business Administration

Jonathan Matthew Oyr, Hilliard
B.Bus.Adm.
Business Administration

Michael Edgar D’Netto, Cincinnati
B.S. (University of Notre Dame)
Business Administration

Grant Edwin Daniels, Columbus
B.A. (Ohio Wesleyan University)
Business Administration

Sayan Datta, Kolkata, India
B.Tech. ( Maulana Abul Kalam Azad University of Technology)
Business Administration

Kristin Renee Day, Powell
B.S. (Purdue University)
Business Administration

Zachary Robert Dean, Columbus
B.A.
Business Administration

Amogh Vithal Deshpane, Pune, India
B.Eng. (University of Pune)
Business Administration

Zachary David Deutch, Columbus
B.A. (Washington University in Saint Louis)
Business Administration

Mark William DeWine, Rocky River
B.A. (College of Wooster)
Business Administration

Jude Diegue, Columbus
B.S. (Central State University)
Business Administration

Erin Marie Dunn, Denver, CO
Business Administration

Jeffrey Lee Dunn, Montgomery
Business Administration

Roshonda Lynn Elder, Reynoldsburg
B.S.Hunn.Ecol.
Business Administration

Jonathan R. Eisner, Columbus
B.S. (Miami University)
M.S. (Central Michigan University)
Business Administration

Brad Etheridge, Columbus
B.S.Weld.Eng.
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Mark Fanous, Columbus
Business Administration

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Zachary Todd Feit, Columbus
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Brittany Fennell, Columbus
B.S.
Business Administration

Sephan Frazier, Columbus
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Seth Frey, Columbus
B.Bus.Adm. (Slippery Rock University)
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Jason Best Fullen, Westerville
B.Music (New York University)
M.P.A., M.Soc.Work
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Yudha Setia Racana Ganesha Putra,
South Tangerang, Indonesia
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Brian Geiser, Canton
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Sankha Ghosh, Kolkata, India
B.S.Hons. (University of Calcutta)
Ph.D.
Business Administration

Blake Randall Gieves, Columbus
B.S. (Georgia Institute of Technology)
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Soniya Gokhalte, Lancaster
B.A.
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Murphy Jordan Goodman, Columbus
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Walton Delano Gouldin, Columbus
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Elizabeth Groeber, Ashland
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Ph.D.
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Wendy Stewart Grugle, Hudson
B.A. (Miami University)
M.Laws, J.D. (University of Denver)
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Ryan Michael Gurley, Lexington, KY
B.Bus.Adm. (University of Toledo)
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Vivek Ramesh Gursahaney, Bexley
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Mireille Lenore Hartley, Columbus
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Stefanie Ann Hatfield, Columbus
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M.Educ. (American College of Education)
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Lindsey Headings, Sidney
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M.S. (University of Kentucky)
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Ike Herman, Hudson
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Francis Heschmeyer, Girard
B.F.A. (University of North Carolina School of the Arts)
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Ronald Christopher Hill, Columbus
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Dawn Horne, Cambridge, MA
B.A. (Georgetown University)
M.F.A. (University of South Carolina)
M.A. (Johns Hopkins University)
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Emily Ellen Jacobson, Massillon
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Commencement Convocation, May 6, 2018

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B.A. (Miami University)
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B.S. (Miami University)
J.D.
Business Administration

Sweta Indra Sahu, Columbus
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Business Administration

Joe Saba Salloum, Strongsville
B.A. (Case Western Reserve University)
Business Administration

Ruchita Saluja, Rourkela, India
B.Tech. (Biju Patnaik University of Technology)
Business Administration
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<th>Name</th>
<th>Degree(s)</th>
<th>Major(s)</th>
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<td>Neal Edward-Louis Schafer II</td>
<td>B.S. Bus. Adm. (University of Dayton)</td>
<td>Business Administration</td>
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<td>B.S. Cptr. Sci. Eng. (York University)</td>
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<td>Neal Sheh, Mansfield</td>
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<td>Muhammad Dahir Shire, Westerville</td>
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<td>Douglas Lyn Shoemaker, Westerville</td>
<td>B.S. Educ., J.D.</td>
<td>Business Administration</td>
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<td>Scott Christopher Shugart, Columbus</td>
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<td>B.S. (Miami University)</td>
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<td>Rajani Singh, Bokaro Steel City, India</td>
<td>B.Engr. (Birla. Inst. of Tech. Mesra)</td>
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<td>Holley Smith, Lewis Center</td>
<td>B.S. (Franklin University)</td>
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<td>Matthew Hahn Souder, Gahanna</td>
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<td>Mitchell H. Straub, Powell</td>
<td>B.Bus. Adm. (University of New Mexico)</td>
<td>Business Administration</td>
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<td>Jansiri Rani David Straveler, Columbus</td>
<td>B.S. Nurs.</td>
<td>Business Administration</td>
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<td>Corey Marion Stroud, Columbus</td>
<td>B.A. (Kentucky State University)</td>
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<td>Kang Hoon Sue, Seoul, Korea</td>
<td>B.A. (Seoul National University)</td>
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<td>Timothy Michael Swartz, Westerville</td>
<td>B.A. (Ashland University)</td>
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<td>Naofumi Takahashi, Tokyo</td>
<td>M.S. (Kyushu University)</td>
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<td>Kyle Anthony Takavitz, Columbus</td>
<td>B.Bus. Adm. (University of Cincinnati)</td>
<td>Business Administration</td>
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<td>Phillip Kolsun Tass, Columbus</td>
<td>B.S., B.S. Ind. Sys. Eng.</td>
<td>Business Administration</td>
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<td>Gabriella Anise Terranova, Copley</td>
<td>Bachelors College of William and Mary</td>
<td>Business Administration</td>
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<td>Rochan Rajeev Tipple, Mumbai, India</td>
<td>B.Engr. (University of Mumbai)</td>
<td>Business Administration</td>
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<td>Kyle Blaine Toombs, Columbus</td>
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<td>Business Administration</td>
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<td>Kevin Germain Tooson, Columbus</td>
<td>B.S. (Eastern Michigan University)</td>
<td>Business Administration</td>
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<td>Louis Sabitti Tumukunde, Columbus</td>
<td>B.S. (University of Dar es Salaam)</td>
<td>Business Administration</td>
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<tr>
<td>Annemarie Michelle Turpin, Dublin</td>
<td>B.A. (Indiana University-Purdue University)</td>
<td>Business Administration</td>
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<tr>
<td>Valerie Nneka Udeozor, Columbus</td>
<td>B.S. (University of Pittsburgh)</td>
<td>Business Administration</td>
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<tr>
<td>Valerie Van Hulle, Westlake</td>
<td>B.A. (University of Michigan)</td>
<td>Business Administration</td>
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<td>Lucas Allen VanEtten, Columbus</td>
<td>B.S. (Michigan State University)</td>
<td>Business Administration</td>
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<tr>
<td>Ancyey Vinoy, Lewis Center</td>
<td>B.S. Nurs. (Indra Gandhi National Open University)</td>
<td>Business Administration</td>
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<tr>
<td>Emilia Kovacevic Voge-Tipping, Dublin</td>
<td>B.S. Honors (Allegheny College)</td>
<td>Business Administration</td>
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<td>Keona Antoinette Walker, Youngstown</td>
<td>B.A. (Teach. Marian University)</td>
<td>Business Administration</td>
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<td>Julie Marie Westerbeck, Canton</td>
<td>B.S. (Arizona State University)</td>
<td>Business Administration</td>
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<td>Tiffani Sharmaine Wills, West Chester</td>
<td>B.A. (Wright State University)</td>
<td>Business Administration</td>
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<tr>
<td>James Eugene Wilson III, Grove City</td>
<td>B.S., M.B.A. (Franklin University)</td>
<td>Business Administration</td>
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<tr>
<td>Daniel Bruce Winters, Grandview Heights</td>
<td>B.A. (Bowling Green State University)</td>
<td>Business Administration</td>
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<tr>
<td>Jacob Randall Worley, Columbus</td>
<td>B.S. Educ.</td>
<td>Business Administration</td>
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<tr>
<td>Yuqiao Xue, Wuxi, China</td>
<td>B.S. (Nanjing Audit University)</td>
<td>Business Administration</td>
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<tr>
<td>Akin Yelken, Hamburg, Germany</td>
<td>B.S. Bus. Adm. (American University)</td>
<td>Business Administration</td>
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<tr>
<td>Ping Zhou, Shanghai, China</td>
<td>B.S. (Shanghai University of Finance and Economics)</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Yiran Zhou, Shanghai, China</td>
<td>B.Eng. (Fongzi University)</td>
<td>Business Administration</td>
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<tr>
<td>Master of Business Logistics Engineering</td>
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<tr>
<td>Yu Huang, Columbus</td>
<td>B.A. (University of Dayton)</td>
<td>Business Administration</td>
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<tr>
<td>Joseph Caldwell Stanford, Columbus</td>
<td>B.A. (Merrcy University)</td>
<td>Business Logistics Engineering</td>
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<tr>
<td>Haipeng Wang, Changzhou, China</td>
<td>B.S. (Purdue University)</td>
<td>Business Logistics Engineering</td>
</tr>
<tr>
<td>Master of City and Regional Planning</td>
<td></td>
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</tr>
<tr>
<td>Noor Anani, Columbus</td>
<td>B.A. (American University of Sharjah)</td>
<td>City and Regional Planning</td>
</tr>
<tr>
<td>Nicholas Anthony Badman, Beaver Creek</td>
<td>B.A. (Bowling Green State University)</td>
<td>City and Regional Planning</td>
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<td>Terrence Nicholas Barr, Hilliard</td>
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<td>Jacob Evan Gill, Columbus</td>
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<td>Ali Isse</td>
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<td>Shawn Alan Klein</td>
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<td>Sayee Abhijit Mudholkar</td>
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<td>Victoria VanHouten</td>
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<td>Lauren Alberti</td>
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<td>Vinusha S. Autar</td>
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<td>Nathanael Braun</td>
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<td>Laura Claire Chapin</td>
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<td>Alexia Nicole Chapman</td>
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<td>Ivan Cric, Jr.</td>
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<td>Kaleb John Curry</td>
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Gabriela Isabel Ruiz Nieto, St. George, UT  
B.A. (Brigham Young University)  
Education

Trevor Hall Sams, Westerville  
B.S. (Otterbein University)  
Education

Ayanna Michele Saunders, Hilliard  
B.S.Educ.  
Education

Emily Jane Savidge, Marysville  
B.S.Educ.  
Education

Paul Edmund Schiff, Columbus  
B.A. (Flagler College)  
Education

Katherine Lynn Schroeder, Port Clinton  
B.S.Educ.  
Education

Rachel Adeline Seiffert, Blacklick  
B.S. (Miami University)  
Education

Bradley Christian Severt, Wapakoneta  
B.A.  
Education

Forest Dantziez Shober, Ashville  
B.Musc (Kenyon College)  
Education

Mary E. Snyder, Columbus  
B.A.  
Education

Steven Christopher Spirk, Brockway, PA  
B.S. (Pennsylvania State University)  
Education

Anna Viktoria Rose Strech, New Albany  
B.A.  
Education

Emily Violet Trapani, Columbus  
B.A.  
Education

William Henry Van Why, Lakewood  
B.A.  
Education

Brittany Jeanette Wallace, Columbus  
B.S. (Kent State University)  
Education

Terrell Joquan Ware, Tacoma, WA  
B.A. (Washington State University)  
Education

Justin Thomas Wiley, Barberton  
B.S.Educ.  
Education

Master of Environment and Natural Resources

Margaret Irene Hamer, Brownsburg, IN  
B.A. (University of Indianapolis)  
Environment and Natural Resources

Xinjue Ke, Xiamen, China  
B.A.Honors (Carleton University)  
Environment and Natural Resources

Colleen Marie Sharkey, Columbus  
B.S.Soc.Work  
Environment and Natural Resources

Master of Fine Arts

Heather Ballard, Columbus  
B.F.A. (Wright State University)  
Art

Angelica Lee Bell, Columbus  
B.F.A. (San Diego State University)  
Design

Emily Louise Bell, Hilliard  
B.S. (High Point University)  
Design

Linnea Jean Bond, Columbus  
B.A. (Washington and Lee University)  
Theatre

David Bukszan, Columbus  
B.A. (Kenyon College)  
English

Meghan Callahan, Boulder, CO  
B.A. (Denison University)  
English

Eun Young Cho, Seoul, Korea  
B.F.A. (University of Nebraska)  
Art

Babette Electra Elisabeth Cieskowski, Columbus  
B.A. (Florida Atlantic University)  
English

Margaret Rachel Cipriano, Downers Grove, IL  
B.A. (Bradley University)  
English

Sergio Axel Cuevas Santamaria, Mexico City, Mexico  
Licenciado (Universidad Autonoma del Estado de Morelos)  
Art

Blake Anthony Edwards, Columbus  
B.A. (Hale University)  
Theatre

Max Fletcher, Fordingbridge, United Kingdom  
B.A. (University of the Arts London)  
Art

Adam Lee Fromme, Columbus  
B.S.Design  
Design

Jeffrey B. Hazelden, Columbus  
B.S. (Kent State University)  
Art

Abel Hernandez, Columbus  
B.F.A. (Rhode Island School of Design)  
Design

Kien Tran Hoang, Hanoi, Vietnam  
B.A. (University of Texas)  
Design

Ece Karaca, Columbus  
B.F.A. (Bilkent University)  
Design

Morteza Khakhoo, Columbus  
B.F.A. (University of New Haven)  
Art

Joseph Robert Kopyl, Columbus  
B.A. (Vassar College)  
Theatre

Benito Mario Lara, Lytle, TX  
B.F.A. (Texas State University)  
Theatre

Mallory Patricia Laurel, Columbus  
B.A. (University of Notre Dame)  
English

Jessica Michal Lieberman, Potomac, MD  
B.A. (Kenyon College)  
English

Alicia Elizabeth Little, Columbus  
B.F.A. (Art Academy of Cincinnati)  
Art

Catelyn Jean Mailloux, Xenia  
B.F.A. (University of Wisconsin - Eau Claire)  
Art

Zachary Allen Meyer, Aurora, IL  
B.A. (Western Illinois University)  
Theatre

Justin Aaron Miller, Hinton, VA  
B.F.A. (Shenandoah University)  
Theatre

Amanda Rachel Mitchell, Braintree, MA  
B.A. (Salem State University)  
Theatre

Joshua Bruce Morrow, Columbus  
B.S.Design  
Design

Sara Lorraine Perry, Carmichael, CA  
B.A. (California State University)  
Theatre

Jessica Ann Rafalik, Mountain Top, PA  
B.A. (King’s College)  
English
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<td>Design</td>
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<td>Brooke Autumn DeBauch, Columbus</td>
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<td>Health Services Management and Policy</td>
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<td>Corey Frederick Ferguson, Gahanna, B.S.</td>
<td>Human Resource Management</td>
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<td>Margaret Igel, Columbus</td>
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<td>Gennel Ashley Vieira, Columbus, B.A.</td>
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**Additional Information**

- **Commencement Convocation, May 6, 2018**
- **1264**
Mary Lynn Plesha, Westerville  
B.S. (Bowling Green State University)  
M.Educ. (Slippery Rock University)  
Human Resource Management

Hilary Pohman, Yorkshire  
B.S. (Wright State University)  
Human Resource Management

Anthony David Reed, Columbus  
Bachelor’s (University of Missouri)  
Human Resource Management

Christopher Lee Schoo, Columbus  
Bachelor’s (Iowa State University)  
Human Resource Management

Divya Selvaraj, Lewis Center  
B.Engr. (IIT Roorkee, India)  
Human Resource Management

Matthew Lawrence Shaffer, Columbus  
B.A. (University of Washington)  
Human Resource Management

Katelynd Alise Shoff, Canal Winchester  
B.A. (Capital University)  
Human Resource Management

Michael Gregory Sneddon, Dublin  
B.S.  
Human Resource Management

Allison Michelle Stewart, Houston, TX  
B.Bus.Adm. (Texas State University)  
Human Resource Management

Sifei Tang, Beijing, China  
B.A. (Sichuan University)  
Human Resource Management

Irina Toidze, Columbus  
B.S. (Bradley University)  
Human Resource Management

Travis Turman, Columbus  
B.S. (Columbus State University)  
Human Resource Management

Dominique Therese Villoria, Alexandria, VA  
B.S.  
Human Resource Management

Morgan Kathleen Wolcott, Cincinnati  
B.A.  
Human Resource Management

Qian Xu, Columbus  
Bachelor’s (Shanghai University of Finance and Economics)  
Human Resource Management

Yifan Zhang, Harbin, China  
B.A. (Shandong University)  
Human Resource Management

Kong Zhou, Qingdao, China  
Bachelor’s (Shandong University)  
Human Resource Management

Master of Landscape Architecture  
Jennifer Louise Fullenkamp, Columbus  
B.S.Agr.  
Landscape Architecture

Anuja Manik Girme, Pune, India  
Landscape Architecture

Emily Lynn Knox, Columbus  
B.S.C.R.P.  
Landscape Architecture

Tianlu Le, Columbus  
Bachelor’s (Nanjing Forestry University)  
Landscape Architecture

Paul Edward Maginnity, Columbus  
B.S. (University of California)  
Landscape Architecture

Mitchell Douglass Scherer, Columbus  
B.S. (Pennsylvania State University)  
Landscape Architecture

Shixiang Wu, Lianyungang, China  
B.A. (Nanjing Forestry University)  
Landscape Architecture

Master of Learning Technologies  
Karen Anne Bruce, Columbus  
B.A., B.A.Honors, M.A. (University of California)  
KwaZulu-Natal  
M.A., Ph.D.  
Education

Megan Fogel, Hamilton  
B.A.  
Education

Natalie Renee Gintert, Warren  
B.S. (Kent State University)  
Education

Master of Mathematical Sciences  
Joseph Matthew Bedich, Warren  
B.S., M.Educ.  
Mathematics

Faiz Waris Rizvi, Lima  
B.S.  
Mathematics

Master of Music  
Mary Ruth Brandal, Columbus  
B.Music (Ohio University)  
Music

Todd Fessler, Columbus  
B.Music, B.Mus.Ed.  
Music

Justin Tyne Fields, Columbus  
B.Music  
Music

Xiaoxi Huang, Beijing, China  
B.Music (Minzu University of China)  
Music

Nicholas Allen Jackson, Ravenna  
B.Music  
Music

Vanessa Deborah Klassen, Kindersley, Canada  
B.Music (Brandon University)  
Music

Kristin Lin, West Chester  
B.Music (University of Cincinnati)  
Music

James Daniel Lindroth, Columbus  
B.Music (University of South Carolina)  
Music

Breanna Fajardo Thornton, Chattanooga, TN  
B.S. (Southern Adventist University)  
Music

Laura Paige Urda, Blacklick  
B.F.A. (Ohio University)  
Music

Abigail Amy Wagner, Leland, MI  
B.Music (Lawrence University)  
Music

Master of Plant Health Management  
Anna Nicole DeToro, Streetsboro  
Bachelor’s (Kent State University)  
Plant Health Management

Jack Travis Waldock, Bloomdale  
B.S.Agr.  
Plant Health Management

Master of Public Administration  
Bethlehem Fikrie Adenjew, Columbus  
B.A.  
Public Policy and Management

Henok Gerzher Alemayo, Columbus  
B.A. (Hamilton College)  
Public Policy and Management

Rachel Marie Armstrong, West Chester  
B.A.  
Public Policy and Management

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<table>
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<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>University</th>
<th>Location</th>
<th>Major</th>
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<tr>
<td>Ashley Nicole McIntosh</td>
<td>B.A. (Mount Vernon Nazarene University)</td>
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<td>Robert Geoffrey Mulcy</td>
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<td>Meghan Joan Murray</td>
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<td>Daniel Patrick Redmond</td>
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<td>Emma Schlegel</td>
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<td>Cody Ray Schuette</td>
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<td>Jeffrey Angelo Shero</td>
<td>B.S.H.D.F.S.</td>
<td>Public Policy and Management</td>
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<td>Gelan Su</td>
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<td>Liam Switalski</td>
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<td>Master of Public Health</td>
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<td>Arayyahoda Vinay Anturkar</td>
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<td>Sarah Yasmine Asad</td>
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<td>Leslie Marie Carson</td>
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<td>Shibani Rimal Chetti</td>
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<td>Elicott City, MD</td>
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<td>Andy Ming Peng</td>
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<td>Sarah Morgan Perry</td>
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<td>Erica Salizzoni</td>
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<td>Moon Township, PA</td>
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<td>Emily Kathryn Sechrist</td>
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<td>Reinholds, PA</td>
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<td>Jaclyn Jean Serpico</td>
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<td>Christine Saikia Rau</td>
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B.S.Pharm.Sci.
Pharmacology

Lianna Hope Costantini, Columbus
Health and Rehabilitation Sciences

Megan Leigh Costine, Grove City
B.S.Nurs.
Nursing

Trina Michele Cunningham, Cirleville
B.S.Nurs.
Nursing

Anees M. Dauki, Columbus
B.S.Nurs. (Kent State University)
M.S. (Gonzaga University)
Pharmacology

Kara Lindsay Crosthwaite, Miamisburg
B.S.Nurs.
Nursing

Elizabeth Daliman, Cincinnati
B.S.H.D.F.S.
Human Sciences

Tracy Denise Daniels, Pickerington
B.S.Nurs.
Nursing

Chasey Marie Cyphers, Pataskala
B.S.Nurs.
Nursing

Julia Silence De Mello, Cincinnati
B.A. (University of Cincinnati)
Nursing

Eric Alan Dean, Indianapolis, IN
B.S. (Purdue University)
Horticulture and Crop Science

Jennifer Haile Dean, Columbus
B.S., B.S.Nurs. (Florida State University)
Nursing

Katherine Jessica Dean, Ashville
B.S.Human.Ecol., M.S.
Nursing

Heather Lannette Dellinger, Columbus
B.S.Nurs.
Nursing

Frederick Christian Deiderich III, Hilliard
Computer Science and Engineering

Dhruba Jyoti Deka, Guwahati, India
B.Tech. (National Institutes of Technology, India)
Chemical Engineering

Heather Lannette Dellinger, Columbus
B.S.Nurs. (Lorain County Community College)
Nursing

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<td>Comparative and Veterinary Medicine</td>
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<td>Computer Science and Engineering</td>
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<tr>
<td>Xiangming Gu</td>
<td>Shijiazhuang, China</td>
<td>B.Engr. (Agricultural University of Hebei)</td>
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<td>Chemical Engineering</td>
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<td>Qin Guo</td>
<td>Lanzhou, China</td>
<td>Bachelor’s (China Agricultural University)</td>
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<td>Plant Pathology</td>
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</table>
Aditya Gupta, Kolkata, India
B.Tech. (Kerela Institute of Technology) Electrical and Computer Engineering

Harsh Gupta, Howrah, India
B.Tech. (Maulana Abul Kalam Azad University of Technology) Computer Science and Engineering

Dev Gurera, Gurgaon, India
B.Tech. (Indian Institute of Technology Roorkee) Mechanical Engineering

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Angela Marie Gutowski, Hamilton B.S.Nurs. (Eastern Kentucky University) Nursing

Jessica Lynn Hall, Hilliard B.S.Humm.Ecol. Nursing

Vincent Halsey Hardesty, Lexington B.S.Educ. Human Sciences


Lawrence R. Harris, Columbus B.S.Nurs. Nursing

Bridget C. Hartwell, Pickerington B.S.Nurs. (Chamberlain College of Nursing) Nursing

Ashley Marie Diana Hattie, Columbus B.S.Humm.Ecol. B.S.Nurs. (Ashland University) Nursing

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William Edward Heingartner, Columbus B.A. (Earham College) Electrical and Computer Engineering

Daniel Michael Heilman, Fort Myers, FL Physics

Patrick Reardon Helman, Columbus Pharmaceutical Sciences

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Commencement Convocation, May 6, 2018

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Mechanical Engineering

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Justin Michael Schick, Columbus
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Ph.D.
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Plant Pathology

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B.Eng. (University of Mumbai)
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Vision Science

Kuan-Hsuan Shen, Taichung, Taiwan
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Chemical Engineering

Michael Shepard, Columbus
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Michelle J. Shepherd, Columbus
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Mechanical Engineering

Devindrijt Jordan Singh II, Columbus
B.A.
Nursing

Kunal Singh, Ranchi, India
B.Eng. (Warsaw University of Technology)
Computer Science and Engineering

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<table>
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<tr>
<th>Name</th>
<th>Degree</th>
<th>Major</th>
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<tr>
<td>Natalie Claire Singh</td>
<td>B.S. Nurs.</td>
<td>Nursing</td>
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<tr>
<td>Priya Sinha</td>
<td>B.S. (Vindhya Bhave University)</td>
<td>Chemical Engineering</td>
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<td>Caitlin Elizabeth Smith, Cincinnati</td>
<td>B.S. (University of Notre Dame)</td>
<td>Mechanical Engineering</td>
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<td>Nicole Renee Smith, Columbus</td>
<td>B.S. Nurs. (University of Toledo)</td>
<td>Nursing</td>
</tr>
<tr>
<td>Cristie Elizabeth Snyder, Dublin</td>
<td>B.S. Nurs.</td>
<td>Nursing</td>
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<tr>
<td>Tony Jean Sofranko, Upper Arlington</td>
<td>B.S. (Southern Illinois University)</td>
<td>Nursing</td>
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<tr>
<td>Sicheng Song</td>
<td>B.S. (Kansas State University of Agriculture and Applied Science)</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Brian A. Soto</td>
<td>B.A.</td>
<td>Nursing</td>
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<tr>
<td>Rohit Kumar Srivastava, New Delhi, India</td>
<td>B.Engr. (University of Delhi)</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>Leanna St. Armand, Hilliard</td>
<td>B.S. Nurs. (Mount Carmel College of Nursing)</td>
<td>Nursing</td>
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<tr>
<td>Elizabeth D. Stafford, Upper Arlington</td>
<td>B.S. (University of Arizona)</td>
<td>Nursing</td>
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<tr>
<td>Carl Robert Staiger, Columbus</td>
<td>B.S. (Rochester Institute of Technology)</td>
<td>Electrical and Computer Engineering</td>
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<tr>
<td>Matthew Stallard, Baltimore</td>
<td>B.S. Nurs. (Ohio University)</td>
<td>Nursing</td>
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<tr>
<td>Lindsey Victoria Stanley, Lewis Center</td>
<td>B.S.</td>
<td>Nursing</td>
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<tr>
<td>Kelsey Robin Steele, Strongsville</td>
<td>B.S., O.D.</td>
<td>Vision Science</td>
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<tr>
<td>Alexis Annamarie Stefanac, Columbus</td>
<td>B.S. Nurs.</td>
<td>Nursing</td>
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<tr>
<td>Nathaniel Thomas Steinke, Columbus</td>
<td>B.S.Bus.Adm.</td>
<td>Nursing</td>
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<tr>
<td>Clare Marie Stevens, Groveport</td>
<td>B.S.</td>
<td>Pharmacology</td>
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<tr>
<td>Meghan Marie Stiff, Copley</td>
<td>B.S. Nutrition</td>
<td>Health and Rehabilitation Sciences</td>
</tr>
<tr>
<td>Whitney Kristyne Stine, Columbus</td>
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<tr>
<td>Rachel Marie Straight, Columbus</td>
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<td>Nursing</td>
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<tr>
<td>Shana Renea Straka, Dublin</td>
<td>B.S.</td>
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<tr>
<td>Maria Anne Streng, Troy</td>
<td>B.S.Chem. Eng.</td>
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<tr>
<td>Shelby A. Stults, Columbus</td>
<td>B.A.</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>Yihan Sui, Columbus</td>
<td>B.S. (Beijing Forestry University)</td>
<td>Statistics</td>
</tr>
<tr>
<td>Chuan Wei Sun, Taipei, Taiwan</td>
<td>B.S. (National Tong Hua University)</td>
<td>Computer Science and Engineering</td>
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<tr>
<td>Peilin Sun, Tianjin, China</td>
<td>B.S. (Nankai University)</td>
<td>Statistics</td>
</tr>
<tr>
<td>Sarah Lynn Susi, Columbus</td>
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</tr>
<tr>
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<tr>
<td>Arie Hadipriono Tan, Hilliard</td>
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<tr>
<td>Ashley Marie Thomas, Canton</td>
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<tr>
<td>Andrew Jay Thorne, Columbus</td>
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</tr>
<tr>
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<tr>
<td>Kaela June Marie Tong, Westminster, PA</td>
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<tr>
<td>Jorge Amaury Toro-Zapata, Columbus</td>
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</tr>
<tr>
<td>Kirk Torstenson, Queenstown, MD</td>
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<tr>
<td>Benjamin Oliver Trevor, Columbus</td>
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<td>M.A.</td>
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<tr>
<td>Stephanie Anne Tronolone, Sylvia</td>
<td>B.S. Nurs.</td>
<td>Nursing</td>
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<tr>
<td>Bennett Trotter, Columbus</td>
<td>B.S. (California State University)</td>
<td>Earth Sciences</td>
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<td>Zachary Jared Tuchfeld, Columbus</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Marie Lynn Ucker, Columbus</td>
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</tr>
<tr>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Halden Zane VanCleave, Columbus</td>
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<tr>
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<td>(Escuela Agricola Panamericana el Zamorano)</td>
</tr>
<tr>
<td>Kevin Gregory Vedula, Albuquerque, NM</td>
<td>B.S. (New Mexico Institute of Mining and Technology)</td>
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<td>Jeremy Ray Verhines, San Juan Capistrano, CA</td>
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<td>Sankeerth Vyapamakula Sreeramachandra, Bangalore, India</td>
<td>B.Engr. (Vineswaryas Technological University)</td>
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<td>Margaret Ashton Von Der Embse, Kalida</td>
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<td>Sankeerth Vyapamakula Sreeramachandra, Bangalore, India</td>
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<td>Kerri Jo Walker, Bellville</td>
<td>B.S. Nurs.</td>
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Sarah Rae Lee Walton, Columbus  
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  Social Work

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  Social Work
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<td>McKenzie Lynn Martin</td>
<td>B.S.Soc.Work</td>
<td>Bowling Green State University</td>
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<td>B.A.</td>
<td>Bellville</td>
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<td>B.S.Soc.Work</td>
<td>Richwood</td>
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<td>B.S.Soc.Work</td>
<td>Dayton</td>
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<td>Tina M. McGrevy</td>
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<td>Urbana University</td>
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<td>Utica</td>
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<td>Elizabeth Anne Rugh</td>
<td>B.A.</td>
<td>Hilliard Bachelor's (Capital University)</td>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td>Abbey Nicole Rutchilling</td>
<td>B.A.</td>
<td>(Capital University)</td>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td>Clary Sawyer</td>
<td>B.A.</td>
<td>(Denson University)</td>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td>Emily Ann Schaub</td>
<td>B.A.</td>
<td>Kenton Bachelor's (Capital University)</td>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td>Jenna Marie Schneider</td>
<td>B.A.</td>
<td>(Miami University)</td>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td>Jennifer Rose Scholl</td>
<td>B.S.</td>
<td>(Savannah College of Art and Design)</td>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td>Kayleigh Nicole Shaffer</td>
<td>B.A.</td>
<td>North Lewisburg</td>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td>Karla Jean Shockley McCarthy</td>
<td>B.A.</td>
<td>Granville</td>
<td></td>
<td>Social Work</td>
</tr>
</tbody>
</table>
Hassan M. Shukri, Hilliard
B.S.Soc.Work (Capital University)
Social Work

Kimberlie Marie Simms, Columbus
B.S. (Brigham Young University)
Social Work

Jennifer Nicole Sims, Lewis Center
B.S.Soc.Work (Bowling Green State University)
Social Work

Joni Lynn Sivey, Columbus
B.A. (University of North Texas)
M.S. (California State University)
Social Work

Hayley Nicole Smith, Strongsville
B.S.Soc.Work
Social Work

Kayla Aryn Smith, Ottawa
B.S.Soc.Work
Social Work

Marissa Grace Smith, Chillicothe
B.S.Soc.Work
Social Work

Sarah Elizabeth Smith, Cincinnati
B.S.Soc.Work
Social Work

Anita Katrina Snyder, Columbus
B.S.Hum.Ecol., B.S.Soc.Work
Social Work

Susan L. Snyder, Westerville
B.S.Soc.Work
Social Work

Diane Lynn Soltész, Mansfield
Bachelor's (Mount Vernon Nazarene University)
Social Work

Jessica Erin Stepp Sornchal, Cardington
B.S.Soc.Work
Social Work

Kristen M. Sortman, Tipp City
B.S. (Wright State University)
Social Work

Abigail Christine Souzis, Groveport
B.S. (Taylor University)
Social Work

Jessica Bryn Springer, Marysville
B.S.Soc.Work (Ohio Nazarene University)
Social Work

Jacob Lee Stabler, Ottawa
B.S.Soc.Work (Bluffton University)
Social Work

Autumn Renai Stasheen, Grove city
B.S. (Indiana Wesleyan University)
Social Work

Alexis Brianne Steffanni, Xenia
B.S. (Cedarville University)
Social Work

Samantha Marie Stehlik, Aurora
B.A.
Social Work

Amada Marie Stewart, Hilliard
B.A.
Social Work

Hannah Victoria Stewart, Fayetteville
B.S.Soc.Work
Social Work

Donna Jane Stites, New Carlisle
B.S.Soc.Work
Social Work

Nicole Elizabeth Stoddard, Crofton, MD
B.S. (University of Dayton)
Social Work

Heather Marie Stone, Marion
Bachelor's (Mount Vernon Nazarene University)
Social Work

Chrysalis Stover, Willard
B.S.Soc.Work
Social Work

Kristin Maureen Strout, Franklin, IN
Bachelor's (University of Saint Francis Indiana)
Social Work

Billie J. Suan-McClead, Lancaster
Bachelor's (Mount Vernon Nazarene University)
Social Work

Rhiannon Yvonne Suggs, Mount Vernon
B.A. (Kenyon College)
Social Work

Nicole Elizabeth Summers, Medina
B.S.Soc.Work
Social Work

Shannon Alyse Swaim, Santa Barbara, CA
B.S.Soc.Work
Social Work

Lauren Nicole Swickheimer, Pickerington
B.S. (Cedarville University)
Social Work

Heather Lynn Syrus, Columbus
B.A.
Social Work

Callie Ann Talbot, Cincinnati
B.S.Soc.Work (University of Cincinnati)
Social Work

Azalea Chee Tang, Columbus
B.A. (Dawson College)
Social Work

Jordan Taylor Temple, Blacklick
B.S.Soc.Work (Bowling Green State University)
Social Work

Stephanie Tenny, Columbus
B.S. (University of Cincinnati)
Social Work

Bansari Yogeshkumar Thakkar, Vadodara, India
B.A., Postgrad Dipl. (Maharaja Sayajirao University of Baroda)
Social Work

Clifford Lloyd Thompson IV, Poland
B.S.
Social Work

Sarah Renee Thompson, Cambridge
B.S.Soc.Work
Social Work

Amber Nichole Tickel, Elda
B.A.
Social Work

Jessica Marie Treviail, Columbus
B.A. (State University of New York)
Social Work

Cynthia Aleace Tyson, Columbus
B.S. (Youngstown State University)
M.A., Ph.D.
Social Work

Rachel RaNaie Tyson, Dayton
B.S. (University of Toledo)
Social Work

Leah James Uhrig, Chillicothe
B.S.Soc.Work
Social Work

Kerri Lee Uresti, Marion
B.S.Soc.Work
Social Work

Erin M. Van Gorden, Marysville
B.S.Soc.Work
Social Work

Jamie Ellyce Van Voorhis, Springboro
B.S.
Social Work

Amy Louise Varney, London
B.A. (Northwest Nazarene University)
Social Work

Emily Ann Vermillion, Rawson
B.S.Soc.Work
Social Work

Kelley Vernon, Plain City
B.S.Soc.Work (Cedarville University)
Social Work

Kelsey Jordan Vice, Loveland
Bachelor’s (Xavier University)
Social Work

Theresa Marie Viola, Sunbury
B.A. (Capital University)
Social Work

Michaela E. Virden, Columbus
B.A. (Mount Vernon Nazarene University)
Social Work

Emily Walsh, Columbus
Bachelor’s (Lindenwood University)
Social Work

Alyssa Rose Warner, Grandview Heights
B.S.Soc.Work
Social Work

Eva Marie Watson, Columbus
B.F.A. (Ohio University)
Social Work

Emily Webster, Dayton
B.A. (Wright State University)
Social Work

Kelsy Lee Wegener, Hilliard
B.A. (Hartwick College)
Social Work

Kaitlin Nicole Weinstein, Pataskala
B.S. (Ohio University)
Social Work

Tara Renee Brenneman Wenger, Columbus
B.S. (Frostburg State University)
Social Work

Natalie Kay White, Newark
B.S.Soc.Work (Mount Vernon Nazarene University)
Social Work

Amanda Renee Warnecke Willis, Columbus
B.Bus.Adm. (Ohio University)
Social Work

Jesselyn May Winegardner, Waynesfield
B.A.
Social Work

Scott Colin Winter, Powell
B.S.Soc.Work
Social Work

Lori Rae Yeager, Tiffin
B.A. (Bowling Green State University)
Social Work

Cassandra Carr Zahler, Columbus
B.S.HFS (Miami University)
Social Work

Alina B. Zayas-Navarrete, Lafayette, IN
B.S. (Purdue University)
Social Work

Master of Sports Coaching

Louis Thomas Addazio, Needham, MA
B.A. (Boston College)
Human Sciences

Tevin DaVon Johnson, Columbus
B.S.Educ.
Human Sciences

Randall Benjamin Joyner, Coppell, TX
B.S. (Southern Methodist University)
Human Sciences
Scott Anthony Meyers, Columbus
B.Bus.Adm. (Ohio University)
Human Sciences

Andrew Jacob Moling, Canal Winchester
B.S.Educ.
Human Sciences

Raymond Donald Noel, Columbus
B.A. (Wittenberg University)
Human Sciences

Sheridan Conor Szychalski, Columbus
B.S.
Human Sciences

Kasey White, Little Hocking
B.A. (Otterbein University)
Human Sciences

Specialized Master in Business

Jared Daniel Ablass, Grandora, Canada
B.Com.Four. (University of Saskatchewan)
Business Administration: Finance

Sandra Olajumoke Adigun, Miami, FL
B.S. (University of Bradford)
Business Administration: Finance

Raymond Jonathan Arnold, Springfield
B.A., B.S.Educ.
Business Administration: Finance

Matthew Christopher Bohner, Lynlyfield, B.S.Bus.Adm.
MA
Business Administration: Finance

Philip Pierre Chealala, Brecksville
B.S.Bus.Adm.
Business Administration: Finance

Chi Cheng, Wuhan, China
B.S.
Business Administration: Finance

Chen An Chueh, New Taipei City, Taiwan
B.S. (National Taiwan University of Science and Technology)
Business Administration: Finance

Nicholas Denker, Enid, OK
B.S.Bus.Adm. (Oklahoma State University)
Business Administration: Finance

Dilriba Ekici, Istanbul, Turkey
B.S. (Koc University)
Business Administration: Finance

Weijun Fu, Columbus
Bachelor’s (Shandong University)
Business Administration: Finance

Guannan Guo, Tangshan, China
B.S. (Indiana University)
Business Administration: Finance

Yue Guo, Haikou, China
B.S. (Pennsylvania State University)
Business Administration: Finance

Nitish Gupta, Delhi, India
B.Bus.Adm. (Narsee Monjee Institute of Management Studies)
Postgrad.Dipl. (Institute of Management Technology)
Business Administration: Finance

Derrick Mwaniki Ithenya, Columbus
B.Com.Four. (Jomo Kenyatta University of Agriculture and Technology)
Business Administration: Finance

Garrett Anthony Koutsopoulos, Vermilion
B.Bus.Adm. (Tiffin University)
Business Administration: Finance

Chad Krebs, Columbus
B.S. (Western Kentucky University)
Business Administration: Finance

Ying Lin, Columbus
Bachelor’s (Shanghai University of Finance and Economics)
Business Administration: Finance

Shichang Liu, Wuhan, China
Bachelor’s (Wuhan Donghua University)
Business Administration: Finance

Gianhui Lu, Jiashan, China
B.S.Bus.Adm. (University of Alabama)
Business Administration: Finance

Zeyu Lyu, Westerville
B.S.Bus.Adm. (Bowling Green State University)
Business Administration: Finance

Rui Ma, Xuzhou, China
B.Bus.Adm. (University of Kentucky)
Bachelor’s (China University of Mining & Technology Xuzhou)
Business Administration: Finance

Samarth Malhotra, Downers Grove, IL
B.S.Bus.Adm.
Business Administration: Finance

Yuxiang Mao, Shanghai, China
Bachelor’s (Shanghai International Studies University)
Business Administration: Finance

Naman Mehrotra, Hillsborough, NJ
B.S.
Business Administration: Finance

William Lee Meredith, Columbus
B.S.Bus.Adm. (Coastal Carolina University)
Business Administration: Finance

Spoorthi Metlapalli, Mumbai, India
B.Com.Three. (University of Mumbai)
Business Administration: Finance

David Thomas Meurer, Granville
B.A. (Denison University)
Business Administration: Finance

Joshua Glen Myers, Worthington
B.S., Master’s (Embry-Riddle Aeronautical University)
Business Administration: Finance

Erik Yeager Norlin, Greencastle, IN
B.A., B.S. (Purdue University)
Business Administration: Finance

Benjamin Serge M Pastor, Brussels, Belgium
B.S. (Davis And Elkins College)
Business Administration: Finance

Luke Isaiah Pleta, Washington, PA
B.S. (California University of Pennsylvania)
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Yuxuan Oua, Shanghai, China
Bachelor’s (Shanghai International Studies University)
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Garth Daniel Ranz, Newark
B.S.Bus.Adm.
Business Administration: Finance

Pooja Sanjiv Shah, Bharuch, India
B.Bus.Adm. (Narsee Monjee Institute of Management Studies)
Postgrad.Dipl. (University of Mumbai)
Business Administration: Finance

Brian Terry Thomas, Columbus
B.S.Bus.Adm. (University of Dayton)
Business Administration: Finance

Hai Van Tran, Ho Chi Minh, Vietnam
B.Bus.Adm. (Ritsumeikan Asia Pacific University)
Business Administration: Finance

Alexandros Tselekidis, Thessaloniki, Greece
B.Bus.Adm. (University of Macedonia)
Business Administration: Finance

Yugw Wan, Columbus
Bachelor’s (Wuhan University)
Business Administration: Finance

Fengjiao Wang, Tangshan, China
B.Bus.Adm. (University of Cincinnati)
Business Administration: Finance

Shiang Yun Wang, Taipei, Taiwan
B.Bus.Adm. (Soochow University)
Business Administration: Finance

Shuangcheng Wang, Dongying, China
Bachelor’s (Shandong University of Finance and Economics)
B.S. (University of Minnesota)
Business Administration: Finance

Zenan Wang, Suzhou, China
Bachelor’s (Soochow University)
Business Administration: Finance

Zihe Zheng, Changshu, China
B.Bus.Adm. (University of Economics and Law)
Business Administration: Finance

Certification of Nurse Educator

Colleen Marie McGovern, Westerville
B.S.Educ. (Ohio Dominican University)
B.S.Nurs., M.Pub.Hlth.
Nursing

Carol M. Nikolai, Dayton
B.S., M.S. (Wright State University)
Nursing

Alice M. Teall, Columbus
B.S.Nurs. (Capital University)
M.S. (Wright State University)
Nursing

Kimberly Wade Young, Beavercreek
B.S.Nurs. (Auburn University Main Campus)
Nursing
College of Arts and Sciences

Executive Dean: David C. Manderscheid

Peter L. Hahn, Divisional Dean

Arts and Humanities

Christopher M. Hadad, Divisional Dean

Natural and Mathematical Sciences

Janet M. Bos-Steffensmeier, Divisional Dean

Social and Behavioral Sciences

Bachelor of Arts

Thoryah Hatem Abdelkader, Hilliard

Magna Cum Laude

with Research Distinction in Arabic

Farhiya Mahamed Abdi, Clarkson, GA

Marwa Ahmed Abdikarim, Somalia

Aya Falah Abdurrahim, Hilliard

Cum Laude

Lucas Abreu, Blue Springs, MO

Cum Laude

Emily Ann Adam, Newark

Elizabeth Adams, Succasunna, NJ

Summa Cum Laude

Rachel Christine Adams, Cincinnati

Cum Laude

Hannah Alexandra Adazato, Springboro

Magna Cum Laude

with Research Distinction in Speech and Hearing Science

Drake Lawrence Addis, Pataskala

Jaya Latinha Adams, Copley

Magna Cum Laude

Noah Daniel Adkison, Columbus

Magna Cum Laude

Aneeqah Ahmed, Dayton

William Saalkin Ahn, Columbus

Marsha Akuak Akoto, Hilliard

Delali Florentine Alepko, Lome, Togo

Frank Albaneese III, Dayton

Cum Laude

Aric Joseph Albers, Dayton

Cum Laude

Raymond Albertini, Lewis Center

Cum Laude

Nicole Lynee Albright, Independence

Cum Laude

Amal Abdiscalai Ali, Hilliard

Cum Laude

Rabia Ali, Pakistan

Cum Laude

Arm Alkhayr, Columbus

Kathryn Christine Allen, Newport Beach, CA

Mark Joseph Allison, Worthington

Malik Mohammed Almukhamelah, Columbus

Adam Richard Amici, Westerville

Magna Cum Laude

Jeffrey Amoateng, Queens, NY

Prativa Ammon, Cincinnati

Dersie Andersen, Copenhagen, Denmark

Katarina Jennifer Anderson, Longmont, CO

Magna Cum Laude

Samantta Joan Anderson, Eastlake

George Andrei, Sibiu, Romania

Summa Cum Laude

with Honors in the Arts and Sciences

with Honors Research Distinction in History

Israkh Anfranio, Schaumburg, IL

Jennifer Nicole Anershansly, Worthington

Melissa S. Angeli Reyes, Hilliard

Emily Kathryn Ankeney, Miamisburg

Magna Cum Laude

with Honors in the Arts and Sciences

with Honors Research Distinction in Speech and Hearing Science

Katie Elizabeth Antali, Slippery Rock, PA

Brianna Megan Antoniro, Rochester, NY

Magna Cum Laude

with Honors in the Arts and Sciences

Joshua Lee Antle, Ghannah

Maxwell Joseph Arena, Powell

Fares Arfa, Laval, Canada

Chris Michael Arian, Cleveland

Michaela Nicole Arico, St. Charles, MO

Cum Laude

Bess Hanson Arnot, Shaker Heights

Cum Laude

Amanda Jade Aronson, Ambler, PA

Magna Cum Laude

Jessica Michele Arrasmith, Grove City

Sammy Assaf, Cleveland

Elizabeth Diane Aubkley, Bay Village

Magna Cum Laude

with Honors in the Arts and Sciences

with Honors Research Distinction in Chemistry

John Eric Averman, Auburn Township

John Nathaniel Avraham, Columbus

Brian Avsec, Kirtland

Taylor Erika Axene, Berea

Cum Laude

with Research Distinction in Art Management

Cory Douglass Baade, South Euclid

Adolfo Baatbyttek Kyzy, Cincinnati

Brent Thomas Bachman, Westerville

Jordie Michele Bagley, Ghannah

Karly Nicole Baird, Sidney

Shayla Denee Baker, Dayton

Lisanne Gates Ball, Columbus

Alexandria Rose Banda, Fremont

Brick Woodrow Bankes, Pickerington

Francesca Marie Bankovich, Hudson

Rachel Elizabeth Banks, Williamsburg

Jessica Lyn Barger, Columbus

Mamadu Rashidul Bar, Columbus

James Edward Barlow, Upper Arlington

Kathryn Renee Barnes, Mason

Magna Cum Laude

with Honors in the Arts and Sciences

Katherinne Nicole Barnes, New Albany

Trevor James Barnes, Twinsburg

Madeline Anne Barrett, Cincinnati

Magna Cum Laude

Kathryn Renee Barton, Martinsville

Magna Cum Laude

Larissa Rayneaux Barton, Granedenhurst

Connor Hayes Bauer, Mason

Mitchell Robert Baughman, Reynoldsburg

Rachel Lauren Baum, Hilliard

Vaniesha Baynard, Macedonia

Cum Laude

Kimberly Dawn Bean, Cambridge

Jared Michael Becker, East Northport, NY

Kayla Marie Beckwith, Ashstubla

Rachel Elise Bednarski, Rocky River

Magna Cum Laude

Chelsie Marie Beechler, Washingthn Court House

Magna Cum Laude

Rachel Nicole Beery, Chillicothe

Kynedell Noel Beicher, Dover, DE

Cum Laude

Emily Mercedes Benjamin, Beaver Creek

Cody Austin Bennett, Temecula, CA

Gabrielle Ruth Benton, Ashland

Summa Cum Laude

Jennifer Margaret Berkey, Hub Heights

Michael Allan Berneh, Bismark, ND

Kymberly Yong Berry, Pickerington

Bronn Lee Best, Lima

Melissa Joyce Bettinger, Zanesfield

Sara Renee Bisacela, Canton

Luke Anthony Bisassot, Pleasant Valley, NY

Sara Ljajen Bieryl, Lewistown

Olivia Leah Birdsal, Gilbertsville, NY

Magna Cum Laude

Elizabeth Pauline Birkhoff, Columbus

Cum Laude

Alexi Carol Birt, Grove City

Sarah Bishop, Aurora, IL

Noah Blacker, Grove City

with Research Distinction in English

Brody Scott Blaine, Powell

DeVaughn Michael Blair, Cincinnati

Hannah Leigh Blakely, Urbana

Taylor Lynne Bland, Madison

Andrea Marie Blankemeyer, Columbus Grove

Cum Laude

Krista Anne Blumentals, Bay Village

Cum Laude

Alex Deviney Blumenthaler, Brecksville

Matthew Scott Boals, Mansfield

Michael Bock-Bacalao, Upper Arlington

Cum Laude

John Gregory Bodnar, Westlake

Magna Cum Laude

John Louis Bodner, Cleveland

Katie Scarlett Boehm, Fairfield

Cum Laude

Emily Taylor Boes, Highland Heights

Summa Cum Laude

with Honors in the Arts and Sciences

Wesley Chapman Boettcher, Wyoming

Milana Iogrenova Bogina, Columbus

Oyindamola Olubisi Bola, Columbus

Magna Cum Laude

Malory Paige Bolen, Marion, OH

Vincent Bradley Bonta, Upper Arlington

Shana Christine Bookless, Zanesville

Cum Laude

Jonathan Michael Borges, Smithtown, NY

Craig David Bosissy, Columbus

Cum Laude

Taylor Derricotta Bosst, Lorain

Zachary Ryan Bottken, Columbus

with Research Distinction in English

Brian Keith Botley, Jr., Pataskala

Gabrielle Katheryn Bowler, Can Winchester

Tashi Bowman, Painesville

Charles Wayne Boyles, Columbus

Tristen Scott Bradley, Dayton

Cum Laude

Maggie Michelle Brannam, Dublin

Kristen Mary Bratton, Akron

Cum Laude

Rollin Thomas Bresson, Canfield

Magna Cum Laude

Mina Marie Breuer, Cincinnati

Cum Laude

Megan Marie Brickman, Hudson

Austin Patrick Briske, Hicksville

Cum Laude

Tesheena L. Broadnax, Cleveland

Chase Glenn Broady, Ghannah

Bailei Briannke Brice, Swanton

Brandi Brooks, Columbus

Kevin A. Brosius, Worthington

Cum Laude

Brianna Javon Brown, Canton

Evan Spencer Brown, Columbus

Magna Cum Laude

Gabrielle King Brown, Marion

Isabella Marie Brown, Columbus

Cum Laude

with Research Distinction in Comparative Studies

Maribeth Frances Brown, Columbus

Cum Laude

Molly Josephine Brown, Mentor

Zachary Harrison Brown, Kitts Hill

Garrett Michael Bruce, Lima

Alexandrea Marie Brundell, Gallipolis

Rachel Nicole Brunelle, Mayfield Heights

Cum Laude

Alessandro Brunetti, Mansfield

Magna Cum Laude

Jonathan Pellecer Burns, San Jose, CA

Allen Frederic Bryan, Reynoldsburg

Christian A. Bryant, Cleveland

Mikayla Marie Bucci, Mayfield Village

Stephanie M. Buck, Toledo

Juliana Lynne Bugajski, Cincinnati

Ashley Fernanda Bules, West New York

Brina Lynne Bull, West Milton

Tara Lauren Burchwell, Commercial Point

Alexandra R. Burke, Hilliard

Magna Cum Laude

Hayley Lynne Burke, Avon Lake

Michaela Marie Burke, Cleveland

Summa Cum Laude

Taylor Nicole Burke, Lewisburg, PA

Cum Laude

Roger Fraser Burke-Onda, Novely

Madeleine Ruth Burns, Westerville

Summa Cum Laude

Brian Michael Burton, Marysville

Kelli Ann Burwinkel, Hillisboro

Cum Laude

Jenna Elizabeth Bush, Lima

Summa Cum Laude

Claire Louise Butler, Van Wert

Magna Cum Laude

Daphne Renee Cable, Hebron

William Albert Cabrall, Parkeon, MD

Cum Laude
Commencement Convocation, May 6, 2018

Isabel Louise Ciminello, Columbus Magna Cum Laude
Rose Camille Clager, Worthington Andrew Calvin Clark, Dublin Cara Madeline Clark, Beavercreek Magna Cum Laude Dael Marshal Clark, Columbus Madison Rose Clark, Cincinnati Sean D. Clark, Bainbridge Briana Alice Irene Clemens, Clintonville Logan John Clederer, Canton Nicholas Tyler Cobb, Medina Eric Lindsey Coffee, Kettering Cum Laude Kayla Rose Coggburn, Westerville Madison Clarissa Cohorn, Cridersville Laura Audrey Cole, Castle Rock, CO Magna Cum Laude GyuYalne Kiolo Coletti, Conackry, Guinea Laura Grace Collebi, Columbus Paige Nicole Collingwood, Monroeville Christian Michael Curtis Collins, Akron Mackenzie Smith Compton, Youngstown Magna Cum Laude with Honors in the Arts and Sciences Lillian Claire Concannon, Cincinnati Cum Laude with Research Distinction in History Renée Clarissa Concha, New Hyde Park, NY Magna Cum Laude with Honors in the Arts and Sciences Abigail Elizabeth Conger, Columbus Damiai G’Van Conglose, Norwalk Shane Patrick Connolly, Brunswick Quinn Victoria Connor, Cincinnati Cum Laude Katherine Elaine Conroy, Allen, TX Magna Cum Laude with Research Distinction in Psychology Dynn Margaret Cook, Columbus Magna Cum Laude Morgan Elizabeth Cooley, Bay Village Magna Cum Laude Michael Kenneth Coonzt III, Diamond Cum Laude Shayla Joonique Cooper, Birmingham, AL Katherine Rose Corbel, North Royalton Summa Cum Laude Aziza Marie Corbet, Westerville Cum Laude Satara Lynn Corley, Columbus Katherine Kimberly Corrado, Cleveland Jane Emily Corwin, Cincinnati Bradly Patrick Costington, Akron Paul Alexander Costinuesc, Columbus Magna Cum Laude Shane Joseph Couffter, Westerville Johnathon Daniel Couli, Columbus Rachel Leigh Coz, Gahanna Albert James Coyne, Frederick, MD Cum Laude Ian Alexander Crabtree, Ada Kyrtunge Brooke Crater, Sarasota, FL Morgan Taylor Crater, Nazareth, PA Emma Pauline Crane, Bexley Summa Cum Laude with Honors in the Arts and Sciences Anna Nicole Craven, Cleves Cum Laude Kelly Ann Creag, Bexngard Township Magna Cum Laude Dustin Theodore Creemans, Patasaskia Cum Laude Megan Marie Crevar, Aurora Cum Laude Madison Crew, Springfield Julia Rose Crisney, Lebanon Magna Cum Laude Jeffrey Gilbert Crock, Stow Nicholas James Crockett, Akron Magna Cum Laude Emily Nora Crum, Rochester, NY Magna Cum Laude Ziwei Ci, China Kelsee Nicole Cummings, Winston-Salem, NC Kelly Renee Cunningham, Marion Cum Laude Justin Roland Cypert, Columbus Taylor Elizabeth D’Alelio, Archbold Suzanne Renee D’Avanzo, Mansfield Megan Mary Dailly, Findlay Summa Cum Laude with Honors in the Arts and Sciences with Research Distinction in Linguistics Kristen Lorraine Dammeyer, St. Marys Summa Cum Laude with Honors in the Arts and Sciences with Research Distinction in Chemistry Shredded Daniesh, Dublin Phanrath Dang, Columbus Natalie Marie Daniels, Oakwood Veronica Sue Dannenmiller, Shelby Summa Cum Laude Shane Marco Dantuno, Hackettstown, NJ Isabella Rebecca Darling, Worthington Magna Cum Laude Jhontay De’Wau Davenport, Springfield Jawan Xavier Davila-Love, Cleveland Erin Marie Davis, Columbus Gillian Morgan Davis, Flanders, NJ Magna Cum Laude with Research Distinction in Psychology Ian Quinn Davis, Columbus Magna Cum Laude Imani Meikaloh Davis, Wadsworth, IL Cum Laude Monica Marie Davis, Cleveland Magna Cum Laude Cassidy Dawsca, Orland Park, IL Brendan Robert Day, Cincinnati Kara Rochelle Day, Marion Leonardo Felice Carlos de Andrade, Rio de Janeiro, Brazil Marco Ignacio Polo de Guzman, Fairfax, VA Belen de Leon, Montevideo, Uruguay Magna Cum Laude Gabriella De Santos Esteban, Caracas, Venezuela Benjamin James Decker, Canton Dustin Grant Decot, Powell Victoria Arne Debil, Powell Brian Arthur Deiningor, Northfield Benjamin Logan Deitoff, Miamisburg Amanda Irene deLonge, Upper Sandusky Riley Del Pinto, Lewis Center Gabrielle Marie Delanois, Schaumburg, IL Magna Cum Laude with Honors in the Arts and Sciences with Honors Research Distinction in History Sophia Deligiannidis, North Marshfield, MA Jamie Paige DeilSant, North Caldwell, NJ Cum Laude Magan Dembicky, Liberty Township Magna Cum Laude Danielle Marie DeMuccio, Columbus Magna Cum Laude Nicola Demuy, Powell Cum Laude Joshua Michael Denner, Painesville Carrie Anne Dennis, New Albany Magna Cum Laude Madeleine Denny, Alliance Summa Cum Laude with Honors in the Arts and Sciences Brian Richard Demunzo, Pickerington Jordyn Christine Derham, Columbus Kevin Christopher Deye, Cincinnati Meagan Dembicky, Liberty Township Cum Laude with Honors in the Arts and Sciences with Research Distinction in World Politics
Commencement Convocation, May 6, 2018

Jane Anna Feldman, Cleveland Cum Laude
Megan Felltham, Fort Mill, SC
Kaylee Anne Ferguson, Strongsville
Molly Jo Ferguson, Lake Orion, MI
Andrea Marie Ferre, Piqua
Kaci Kay Ferrell, Columbus
Kelly Kay Ferrell, Columbus
Natalie Lynn Ferris, Grandview Heights
Joshua Alexander Fetter, Cary, NC
Harries Reid Fillmore, Columbus Magna Cum Laude

with Research Distinction

Brandy Nicole Finch, Hamilton Cum Laude
Delaney Brianne Fintro, Prospect Heights, IL
Brent Alan Fisk, Columbus
Urs Stefan Fischer, Zurich, Switzerland
Jonathan Dean Fissell, Jr., Kenton
Katiyn Jean Fitzthum, Toledo
Griffin فلاً، Columbus Cum Laude
Michael Andrew Flores, Dallas, TX
Matthew Thomas Fluhart, Grove City
Abdoulaye Fofana, Conakry, Guinea Cum Laude
Margaret Mary Foley, Grove City Summa Cum Laude
Katrina Folk, Cuyahoga Falls
Olivia Grace Folzenlogen, Cincinnati
Felicia Paige Fontanetta, Sposset, NY Cum Laude
Paige Learn Forman, Kettering
Casey Ann Fortney, Coatsho Cum Laude
Sydney Nicholle Foulks, Chicago, IL
Logan Allen Foxt, Clarksburg
Abegail Leigh Fox, New Albany Magna Cum Laude
Patricia Marie Fox, Columbus
Rebecca Lynn Fox, Reynoldsburg
Alex Nicole Franken, Dublin
Aaron Scott Fraser, Lewis Center
Shenyla Joa Franz, Granville
Jordan Andrew Freyed, Arlington Magna Cum Laude
Scott David Freeman, Lima Magna Cum Laude
Frederick Joseph Freibott, Wilmington, DE Magna Cum Laude
Brian Patrick French, Delaware
Mary Lou French, Williamsport Cum Laude
Anne LaRue Frontos, Potomac, MD
Matthew Jordan Fritz, Columbus
Natalie Ann Fritz, Powell
Amira Hasima Frutes, Cleveland Cum Laude
Victoria Fuentes, Hoffman Estates, IL Cum Laude
Claudia Abigail Fugate, Marion
Christopher Robert Fulcher, Columbus
Madlin Anne Fuller, Norwalk
David Wilhelm Fuller, Reynoldsburg
David Wyatt Galehouse, Akron
Cameron Jacob Gall, Worthington
Bailey Ann Gallagher, Medina Magna Cum Laude
John Patrick Gallagher, Cleveland
William John Gallagher, Bellbrook
Amanda Katherine Gallo, Cincinnati Magna Cum Laude

Emily Eleonore Hunt Gammella, Brook Park Cum Laude
Ian Gammon, Lexington, NC Magna Cum Laude
Timothy Jack Gandley, Baldwin, NY
Stephanie Marie Ganoe, Randolph
Zachary A. Gaon, Los Angeles, CA
Armando Garcia, Jr., Columbus
Chesly Garcia, Liberty Township
Adam Scott Garfinkeil, Cleveland
Kelsey Braun Garinbay, Cincinnati
Kathryn Grace Garner, Columbus
Austen D. Garrett, Columbus
Melissa Leigh Garvic, Tipp City Cum Laude

with Honors in the Arts and Sciences

Baylee Rose Gearhart, Edon Magna Cum Laude
Michaela Jo Gennuso, Eden Valley, PA
Peter Georgeff, Columbus
Dayon Gerson, Fairfield, CT
Jonathan Farag Giannoutos, Bexley
Jessica Renee Giannuzzii, Noblesville, IN
Thomas Rodney Gibbs, Delaware
Amanda Gibson, Euclid
Emily Jane Gibson, Andover, MA
Tristyn Alexander Giies, Bucyrus
David Alexander Giieske, Cincinnati
Jeffrey Lee Gieske, Columbus
Allison Kay Giff, Gahanna
Remington Jordan Gilliland, Dublin
courtney Linn Gittins, New Albany
Alyson Glick, Jackson, NJ
Colin A. Goudeman, Middleton, WI Magna Cum Laude
Branden Michael Gobret, Bucyrus
Robert Evan Goldberg, Cleveland
Joshua Michael Goldberger, Baltimore, MD
Sarah Rose Goldenger, Loveland Magna Cum Laude
Anna Jean Goldie, Calgary, Canada
Joanna Lynn Goldstein, Fort Thomas, KY
Yannick Sokoury Gollo, Pasadena, CA
Charlotte West Golink, Cincinnati Cum Laude
Allison Marie Gonzalez, Mundelein, IL Magna Cum Laude
Joshua Timothy Good, Colorado Springs, CO Magna Cum Laude
Jaime Goode, Seaford, NY Cum Laude
Samantha Renee Goode, Columbus Magna Cum Laude
Samuel Todd Hart, Warsaw Magna Cum Laude
Kennedy Elise Hart, Maineville Magna Cum Laude
Kara Nell Hartman, Macedonia Magna Cum Laude

with Honors in the Arts and Sciences

McKaiia Renee Gooden, Newcomerstown Kayla Gopalakrishnan, Chennai, India Cum Laude
Annabelle Jane Gordon, Cincinnati Cum Laude
with Honors in the Arts and Sciences
Jessica Ann Gorman, Columbus
Connor Droere Gossel, Beavercreek
Paul Henry Gould, Washington, DC
Edward Andrew Gowang, Twinsburg
Alce James Gowitzka, Mansfield Magna Cum Laude
Alec James Gowitzka, Mansfield Cum Laude
Paul Henry Gould, Washington, DC
Lawrence John Goode, Columbus Magna Cum Laude
Colin James Harrington, Fairview Park Magna Cum Laude
Austin Bayley Harris, Delaware
Howard Fletcher Harris, Columbus
Khan Anthony Harris, Cincinnati
Alexis Nicole Hart, Cleveland
Bryce Daniel Hart, Newark Magna Cum Laude
Kennedy Elise Hart, Maineville Magna Cum Laude
Karin Good, Columbus Maga Cum Laude
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Melvin James Gravely III, Cincinnati Magna Cum Laude
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Richard Woodrow Gray, Westerville
Kassandra Rose Graziani, Washington, MI
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Connor Greenwood, Sagamore Hills Summa Cum Laude
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Mary Kate Grover, Columbus Magna Cum Laude
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Eric Gundelfinger, Lancaster Cum Laude
Angel Guo, Kiflord Magna Cum Laude
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Kailen Mackensay Haddow, Zanesville Magna Cum Laude
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Brannan Hillie Halstead, Wadsworth Magna Cum Laude
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Morgan Elise Hamet, Mason Magna Cum Laude
Rebecca Hamner, Nelsonville Magna Cum Laude
Yoo Hwa Han, Busan, Korea Magna Cum Laude
Hayden Graham Hanson, Cleveland Magna Cum Laude
Kevin Sullivan Hargrave, Hesmond, VA Summa Cum Laude

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Samuel Todd Hart, Warsaw Magna Cum Laude
Kathleen M. Harter, Blacklick Magna Cum Laude
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Akel Kamau-Rowland, Delaware Corey Lipkins, Jr., Canton with Distinction in Theatre
Zachary Tyler Lippman, Pottomac, MD Summa Cum Laude with Honors in the Arts and Sciences
Chengjia Liu, Sichuan, China Cum Laude
Jiaqi Liu, Beijing, China
Yao Liu, Yichang, China Guo Yu-Liu, Cincinnati Zhehui Liu, Shenzhen, China
Joshua Matthew Latchootti, Cumberland Jessica Michelle Long, Columbus Vanessa Jean Lonigro, Collins
National Richard Loos, New Albany
Sean Francis Lowe, Westlake Robert David Lowery, Solon
Mitchell William Luellen, Upper Arlington Summa Cum Laude
Amanda Marie Lucas, Lima Erin Christina Lucas, Salem, CT Cum Laude
John Vincent Luongo, Marlboro, NJ Rafael Brandao Lupidi, San Francisco, CA Rachel Nicole Lushcer, Ellynia
Quan Su Lee, Maple Heights, MA with Research Distinction in English
Yifei Ma, Handan, China Alexandrina Grace Maddox, Hilliard Winnona Cheyenne Maddrey, Columbus Cum Laude
Mason Douglas Madeline, Stafford, VA
Ellie Ma-Jo Smail, Bay Village Cum Laude
Melissa Marita Mahan, Miamisburg Cum Laude with Honors in the Arts and Sciences
Johnathan Edward Martin, Parma Katherine Marjorie McCauley, Hartville
Jordan Leslie Mazer, Powell
Sean Anthony Mccarr, Chagrin Falls Cum Laude
Kyleigh Marie McCarthy, Dublin
Katherine Marjorie McAllay, Hartville
Megan Lynn McClyg, Troy
with Research Distinction in Speech and Hearing Science
Gregory Galen McCollum, Liberty Township Summa Cum Laude with Honors in the Arts and Sciences
Declan Patrick McCord, Columbus Cum Laude
Caitlyn C. McCroskey, Reynoldsburg Shawn Matthew McDaniel, Wapakoneta
Brooke Alexandra McKenzie, Crestline
Kelsey Cheyenne Martin, Montpelier
Laura Ashley Martin, Hilliard Tyler S. Martin, Olmsted Falls
Briana Alexis Mason, Lima Lauren Durden Maser, Upper Arlington
Justin Richard Maxit, Stow Cum Laude
Noah James Mastrusiero, Cincinnati Summa Cum Laude
with Research Distinction in English
Donald Frank Matejka, Jr., Brooklyn Cum Laude
Cody Michael Mathew, Kalida
Megan Marie Mathews, Englewood
Hailey Jean Mates, Columbus Summa Cum Laude
Molly Suzanne Matthews, Loveland Summa Cum Laude
Jordan Rain Matthews, Circleville Cum Laude
Ganeev Singh Mattu, Centerville Julia Eileen Mawby, Cleveland Summa Cum Laude
Emm Love McCahan, Louisville Erik Wise McCloskey, Canton
Andrew Cody McCormick, Dublin
Mackenzie Taylor McCort, Powell Summa Cum Laude
Colby Thomas Monachino, Wilton, CT
Andreas Joseph Moghimi-Danesh, Los Angeles, CA with Research Distinction in Spanish
Parker Schmitt, Columbus
Kassim Mohamed, Columbus
Colby Thomas Monachino, Wilton, CT Elizabeth Hilda Montenegro, Shaker Heights Summa Cum Laude
with Honors in the Arts and Sciences
Declan Patrick McCord, Columbus Cum Laude
Kyla Noelle McKenzie, Toledo
Dexter Norton McNab, Westerville Summa Cum Laude
Brooke Elise McNerny, Cincinnati
Jessie Andrew McReynolds, Springfield
Madelin Kate McSweeney, Avon
Samantha Grace Meinear, Columbus Summa Cum Laude
Laura Cristina Medina, Bergenfield, NJ
Tyler James Meekler, Cridersville
Miauna Mehta, Princeton, NJ
with Research Distinction in Chemistry
Philip Christopher Meil-Johnson, Cleveland Heights
Makenna Leigh Mezgetz, Painesville Summa Cum Laude
Jennifer Lynn Michael, Brecksville
Haley Melinda Micak, Avon Lake Summa Cum Laude
Mckenzie Paige Middendorf, Fort Loramie
Deja Miugvest, Chicago, IL
Summa Cum Laude
Addison Cole Miller, Millburn Summa Cum Laude
Blake Alexander Miller, Crestline Summa Cum Laude
Cassandra Marie Miller, Cincinnati
Chelsea Chantel Miller, Oregon Summa Cum Laude
Jordan Andrew Miller, Orlando, FL
Kayleigh Morgan Miller, Crideline
Madison Grace Miller, Centerville
Nathanial James Miller, Chardon
Nicholas Andor Miller, Columbus
Nichole Beaudry Miller, Avon Lake
Robert Jim Miller, Beach City Summa Cum Laude
Taylor David Miller, Hartville
Elena Mitchell, Beachwood
Emily Catherine Mitchell, Severn, MD
Alexander M. Mizarek, Columbus
Andreas Joseph Moghimi-Danesh, Los Angeles, CA
with Honors in the Arts and Sciences
Jill Schmitt, Columbus
Jordan Marie Minnett, Manson
Erin Kathleen Morgan, Twinsburg
Molly Rose Morgan, Cincinnati
with Honors in the Arts and Sciences
Commencement Convocation, May 6, 2018

Reagan Leigh Morman, Bowling Green
Carlo Antonio Mormina, Sandusky
Cum Laude

Robert Thomas Morock, Jr., Columbus
Kyle James Moroney, Fairview Park
Brianna T. Morris, Pataskala
Bradly Arnold Morse, Columbus
Emily Nicole Mosca, Gahanna
Cum Laude

Benjamin G. Moser, Columbus
Janik Luca Moser, Mannheim, Germany
Michael Mosholder, Tallmadge
Magna Cum Laude

Hannah Grace Shaheen Mosiniak, Toledo
Cum Laude

Arona Miriam Mostov, Youngstown
Magna Cum Laude

Emma Elizabeth Mote, Kettering
Griffin Michael Mouty, Cincinnati
Ellie Jean Mruzek, Waterville
Cum Laude

Batool Amin Mubarak, Canal Winchester
Abby Kathryn Mueller, Broadview Heights
Kurt Alan Mueller, Dublin
Michael Douglas Muffler, Fremont
Ross Walker Mulholland, Winthrop, MA
Carlos Luis Muller, Columbus
Yididya Kibru Mulugeta, Addis Ababa, Ethiopia
Ian Burke Mulvey, Jr., Granville
Andrea Marie Murch, Hilliard
Michelle Margaret Murnane, Columbus
Ryan Patrick Murphy, Akron
Ian Allister Murray, Woodbridge, VA
Cum Laude

John Patrick Murray, Fredon, NJ
William Michael Murray, Trotwood
Megan Elizabeth Musachio, Massapequa, NY
Cum Laude

Darsheed Nasser Mustafa, East Cleveland
Cum Laude
with Research Distinction in Chemistry

Alexis Nicole Myers, Youngstown
Cum Laude

Adrienne Marie Myton, Dayton
James Denton Nagle, Harding, NJ
Michelle Frances Nagy, Aurora, IL
Magna Cum Laude

Momota Nahar, Columbus
Santa Ivette Narvaez, Columbus
Alex Joseph Nathans, Granville
Katherine Jewel Nauseda, Columbus
Abou Ndiaye, Columbus
Ezequiel Daniel Negron, Lorain
Cum Laude

Jordan Timothy Neighbarger, Columbus
Isabelle Marie Nejedlik, Shaker Heights
Magna Cum Laude

Abigail Nelson, Hudson
Cum Laude

Anita Shamika Nelson, Cleveland
Rachel Rae Nelson, Reno, NV
Summa Cum Laude

Debbie Shanna Neo, Hartville
Courtney P. Neuenschwander, Van Wert
Alyssa Brook Neville, Wintersville
Magna Cum Laude

Abrielle Renee Newman, Perrysburg
Summa Cum Laude

Andrew William Newman, Napa, CA
Regina Susan Newsad, Washington
Cum Laude

Reagan Ashley Ney, Farmersville

Meilenys Idbel Peraza, Cleveland

Lily Ng, New Albany
Summa Cum Laude

Summa Cum Laude

Viet Xuan Nguyen, Columbus
Yixuan Ni, Nanjing, China
Beau Michael Nickley, Beavercreek
Madeline Marie Nicol, Marysville

David Ross Perkins, Dublin
Rory Scott Perlman, Cincinnati
Catherine Amanda Perry, Toledo
Cum Laude

Magna Cum Laude
with Research Distinction in Psychology

Lindsee Madison Perry, Bellaire

Sandra Marie Niehaus, Cincinnati
Colette Bonita Niemiec, Westerville
Caitlin Elizabeth Nieset, Cleveland
Kayla Marie Nist, Green
Kiley Anne Nolan, Lauderdale By The Sea, FL
Magna Cum Laude

Luther Bishop Nolan, Maple Heights
Ryan Noonan, Rochester, NY
Christopher Michael Norrod, Chicago, IL
Cum Laude

Judith Francis Norton, Olmsted Falls
Kimberly Kay Norton, Valdosta, GA
Summa Cum Laude

Essa Nuaman, Kuwait
Rebecca Marie Nunemaker, Olmsted Falls
Magna Cum Laude

Ensilda Nuredini, Cleveland
Ncebazikamdali Ngangomhlaba Nyoni,
Columbus
Julianna Elizabeth O’Brien, Delaware
Cum Laude

Rachel M. O’Brien, Avon
Erin Marie O’Connell, Potomac, MD
Corinne Kelly O’Connor, Wantagh, NY
Mark Robert O’Connor, Mason
Timothy Bernard O’Connor III, Chicago, IL
Padraig Alexander O’Halloran, Columbus
Michael O’Keefe, Columbus
Colleen Erin O’Malley, Mentor

Summa Cum Laude

Benjamin Edward Perryman, Westerville
Dominic Nicholas Pestello, Broadview Heights
Emily Jane Peszlen, Gahanna
Ryan Edward Petrae, Misawa, Japan
Ellen Elizabeth Petulla, Mount Gilead
Kaitlyn Phillips, Springboro
Madison Alexis Phillips, Strongsville
Magna Cum Laude

Marissa Emma Grace Phillips,
Charlottesville, VA
Sarah Marie Phillips, Alexandria
Taylor Jo Phillips, New Philadelphia
Cum Laude

Dinh The Phung, Columbus
Vinh The Phung, Columbus
David Piatt, Portsmouth
Inali Pichardo, Cleveland
Anthony Joseph Pickens, Prospect
Victoria Lynne Pickworth, Lansing, MI
Wesley David Piehl, Columbus
Cum Laude

Avery Kay Pierson, Gahanna
Magna Cum Laude

Jessica Rose Pierson, Perrysburg
Alexandra Frieda Pilossoph, Pittsburgh, PA
Magna Cum Laude

Andrea Linn Pincumbe, Acton, MA
Annabel Lauren Pinkney, Ada

Summa Cum Laude

Chelsea Katelynn O’Neal, Miamisburg
Jeffery Joseph Oberdick, Martins Ferry
Morgan Makana Oberweiser, Zionsville, IN
Erica Joan Oesterlin, Springboro
Andrea Kyung Oh, Mason
Magna Cum Laude

Magna Cum Laude
with Research Distinction

Madison Lee Piotrowski, Toledo
Cum Laude

Sierra Rose Piwarun, Cincinnati
LaNae Breshon Plaxico, Chicago, IL
Magna Cum Laude
with Honors in the Arts and Sciences
with Honors Research Distinction in Psychology

Brian Oh, Glastonbury, CT
Shelby Quinn Oldroyd, North Canton
Summa Cum Laude
with Honors in the Arts and Sciences

Noah Borys Oliver, Clintonville
Emily Elizabeth Olson, Perrysburg
Zane Michael Omler, Hillsboro
Jessica Onate, Marion
Cum Laude

Emmanuela Oppong, Columbus
John Joseph Oreskovich IV, Lewis Center
Magna Cum Laude

Joseph Michael Otworth, Hillsboro
Daniela Ouro, Red Hook, NY
Blake Andrew Owens, Newark
Alessandra Michelle Painter, Piqua
Cum Laude

Ryan Mark Palko, Cleveland
Cum Laude

DeMario Imas Palladino, South Point
Yamini Panagari, Herndon, PA
Kruti Hitesh Pandya, Columbus
Nicole Erin Parks, Ridgewood, NJ
Elise Lauren Parziale, Lebanon
Cum Laude

Rina Patel, Skokie, IL
Ian Mackenzie Pelfrey, Shaker Heights
with Research Distinction in Biochemistry

Andres Ivan Plazas, North Bethesda, MD
Magna Cum Laude

Ryan Jarred Pleau, Twinsburg
Madison Marie Plumly, Columbus
Wayne Rodney Plummer, Trenton, NJ
Tanner Andrew Poage, Portsmouth
Adam Charles Pohlabel, Fairfield Township
Cum Laude
with Honors in the Arts and Sciences

Harshini Pokala, Columbus
Joshua David Poling, Akron
Cum Laude

Jennifer Margaret Polito, Cleveland
Summa Cum Laude

Herkko Juhana Pollanen, Helsinki, Finland
Ali Marie Polles, Plymouth
Lucy Kathryn Pollock, Maumee
Amanda Beatriz Pomarico, Dix Hills, NY
Magna Cum Laude

Tiffany Amber Posey, Cleveland
Stephen John Post, Cincinnati
Alec Joseph Posterli, Westerville
Derek Michael Potts, Hudson
Magna Cum Laude

Daniel John Powell, Cincinnati

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Kasey Jo Powers, Arlington Heights
Summa Cum Laude
with Honors in the Arts and Sciences

Maxwell Laurence Powers, Solon
Christian Daniel Prada, Chagrin Falls
Magna Cum Laude

Jacob Thomas Prall, Bloomingburg, NY
Robert Patrick Prendergast, Cleveland
Philip J. Prenger, Minster
Abigail Evelyn Price, Swampscott, MA
Erik Blaise Prior, San Antonio, TX
Hunter Lee Prodzinski, Zumbrota, MN
Michael Robert Prokop, Warren
Cum Laude

Abigail Paige Puderbaugh, New Albany
Cum Laude

Samantha Marie Puryear, Oak Park, CA
Fatra R.M. Putra, Canal Fulton
Anthony Lamarr Qualls, Columbus
Simonetta Simone D’Emilia Quartell,
Cleveland
Scott Allen Quickel, Reynoldsburg
Mackenzie Leigh Quinlan, Columbus
Humza Tariq Qureshi, Galena
Magna Cum Laude

Jeremy Michael Radovanic, Painesville
Magna Cum Laude

Beth Marie Raiff, Westlake
Magna Cum Laude

Catherine Rainford, Cincinnati
Cum Laude

Joseph Allan Rains, Novelty
Sindhya Rajan, Sylvania
Jaskaran Singh Rajput, New Delhi, India
Benjamin Aaron Christian Rall, Marshfield, WI
Magna Cum Laude

Yasmeen Majdi Ramahi, Mansfield
Ian Christopher Ramey, Lima
Steven Matthew Ramey, West Jefferson
Autumn Ramsey, Westerville
Alexander Pierson Rand, Orchard Park
Patrick Kevin Randall, Columbus
Nicholas Ronald Randlett, Kirtland
Pegah Shahrzad Rashidnia, Westlake
Eyad Nasser Rasoul, Hilliard
Joseph Donald Rechenmacher, Naperville, IL
Morgan P. Reed, Delaware
Alexandra Ruth Reese, Hilliard
Joseph W. Regueiro, Akron
Devon Michelle Reich, Cincinnati
Summa Cum Laude
with Honors in the Arts and Sciences

Angela Kelli Reid, Laguna Hills, CA
Summa Cum Laude

McKenzie Lauren Reid, Newark
Carley Elizabeth Reinhard, Columbia, MD
Magna Cum Laude

Riley Reist, Indianapolis, IN
Joanna Kaye Renner, Dublin
Magna Cum Laude

Jordan Elizabeth Rennie, Greensboro, NC
Magna Cum Laude
with Honors in the Arts and Sciences

Ricardo A. Renta, Lorain
Hannah Marie Retz, Covington
Oliver Tala Reyes, Jr., Berea
Leah Renee Reynolds, Columbus
Cum Laude

Kylie Shae Rezes, Grove City
Makenna Elizabeth Richard, Canton
Magna Cum Laude

Austin Michael Richards, Powell


Christi Anna Richter, Cincinnati
Jamie Ellen Rice, Belieffontaine
LeRoy Croix Rickerson, Jr., New York, NY
Eryn Hannah Riddell, Centerville
Maggie Curneau
with Honors in the Arts and Sciences
of History of Art
Alivia Nicole Salyer, Columbus
Emily Mae Saleme, Westerville
Elijah J. Saiger, Chesterland
Cory Saffle, Lima
John Rye IV, Mason
Kathryn Sharon Ryan, Worthington
Jennifer Michelle Rush, Westerville
Meisha Noel Runyon, Somerset
Ty Alexander Rummelhoff, Grove City
Addison Lee Ruhlman, Cleveland
Megan Elizabeth Rozga, Sheffield Lake
Arthur Rozek, Streetsboro
Megan Mahoney Rossi, Baltimore, MD
Eric William Ross, Calumet City, IL
Anna Jacqueline Ross, Cincinnati
Kiersten Nicole Rosansky, Dublin
Maeven Vincenza Romp, Perrysburg
Tyler James Rogerson, Berea
Andrew Daire Robinson, Bradenton, FL
Kaleigh Anne Robbins, Columbus
Andrew William Ritchie, Lima
Francesca Louise Rimer, Cincinnati
Quinn Caitlin Riley, Naples, FL
Christine Marie Salzman, Dayton
William Patrick Sams, Huron
Mackenzie Nichole Sandor, Akron
Ishrat Jahan Sanjida, Columbus
Marcos Antonio Santiago, San Juan, Puerto Rico
Maggie Curneau
Juli Mina Sasaki, New Albany
Bradley Thomas Satterwaite, Grafton
Benjamin Chandler Saunders, Williamsburg, MI
Kamila Amaraonva Sadyzhanova, Dublin
Emily Saylor, Columbus
William Maxwell Scarborough, Columbus
Aaron Philip Schauer, Chagrin Falls
Andrea Lauren Scheckelhoff, Bluffton
David Mariano Scherer, Westerville
James Anthony Schiano, Westfield, NJ
Maggie Curneau
with Honors in the Arts and Sciences
with Research Distinction in Chemistry
Bridget Flynn Schodorf, Upper Arlington
Samuel Jack Scholl, Hudson
Maggie Curneau
Rebekah Paige Schonauer, Klilbuck
William Robert Schott, North Canton
Megan Lynne Schroeder, Chicago, IL
John Michael Schroeder, Rocky River
Catherine Elizabeth Seide, Bedford, NY
Emma Katherine Schwartz, Columbus
Katyia Sude Schwenk, Cleveland
Melissa Faith Schweyer, Jeromeville
Anthony Michael Scinta, O’Fallon, IL
Katelyn Sue Scott, Dublin
Jamie Alexandra Screen, Westlake
Michelle Catherine Sdao, Ottawa
Summa Cum Laude
with Honors in the Arts and Sciences
with Research Distinction in History
James Maurice Seals, Jr., Columbus
Catherine Elizabeth Seide, Bedford, NY
Maggie Curneau
Madison Rae Semler, New Carlisle
Connor Douglas Sempie, Hudson
Summa Cum Laude
with Honors in the Arts and Sciences
Ericka Nicole Sestrich, Columbus
Alaa Ahmad Shabaneh, Hilliard
Fatemah Shabir, Bettendorf, IA
Mamona Shafiq, Dublin
Anamika Shaha, Columbus
Amber Elizabeth Shaheen, Columbus
Summa Cum Laude
Jessica Shannon, Columbus
Clayton William Shaw, Cleveland
Summa Cum Laude
Rebecca Ann Sharrer, Findlay
Analeigh Katien Shaw, New Albany
Patrick John Sheenan, Cincinnati
Yufeng Shen, Yangzhou, China
Hannah Rose Sherman, Russia
Cum Laude
Lauren Denise Sherry, Orlando, FL
Brittany Jane Sherwood, Southtown
Maggie Curneau
Robert Lee Shield, Columbus
Bostan R. Shields, Westerville
Brandon R. Shields, Columbus
Bradley P. Shoek, Medina
Lauren Nicole Shroder, Sylvania
Devon Elizabeth Shull, Canal Winchester
Christine Michele Sidner, Columbus
Rebecca Michelle Sigal, Beley
Sydney Braunnah Sillart, Marlboro, NJ
Summa Cum Laude
with Research Distinction in Chemistry
Erik Steven Silvers, Powell
Jasper Simon, Toledo
Luke Allen Sinclair, Chillicothe
Summa Cum Laude
with Honors in the Arts and Sciences
Lillian Pamela Sindelar, Shaker Heights
Michael Renae Sindle, Sabina
Baley Nicole Sipple, Eaton
Summa Cum Laude
Shannon M. Sisco, Toledo
Matthew Mark Pei Chen Skarsten, Pickerington
Abigail Lauren Skeens, Columbus
with Honors in the Arts and Sciences
Keri Ann Sklenar, Reynoldsburg
Danna Skoy, Highland, CA
Maggie Curneau
Amanda Anika Sade, Columbus
Kya Janae Smalls, Columbus
Cassandra Ellen Smith, Cortland
Summa Cum Laude
Courtney Ashley Smihn, Mission Viejo, CA
Courtney Bryann Smith, Dublin
Darius Smith, Virginia Beach, VA
Cum Laude
Emily Marie Smith, Dublin
Erik Timothy Smith, Grafton
Cum Laude
Hannah Jane Smith, Dublin
Jasmine Michelle Smith, Fort Collins, CO
Maggie Curneau
Kyle Marie Smith, Newark
Madison Nicole Smith, Waterville
Makenzie Lynn Smith, Columbus
Nicholas Matthew Smith, Dayton
Cum Laude
with Research Distinction in History
Olivia Jade Smith, Indianapolis, IN
Cum Laude
Philip Scott Smith, Mason
Samanta Smith, Sandusky
Wanda A. Smith, Kirkersville
Zane Tabor Smith, Norwalk
Summa Cum Laude
with Research Distinction in English
John Stucko, Columbus
Yudu Su, Beijing, China
Lian Song, Beijing, China
Huji Song, Beijing, China
Kathryn Lindsey Sonnicker, Naplesville, OH
with Research Distinction in Film Studies
Sarah Souders, Plymouth, MI
Cum Laude
Nicoleta Angeliki Soulas, Columbus
Hannah Sawders, Mason
Jessica T. Sparks, Gahanna
Collin Ray Sparrin, Bellevue, NE
D’Ma Nicole Spivey, San Antonio, TX
Jacob William Springer, Columbus
Darian Michael Spreoesser, Beaver Creek
with Research Distinction
Katharine Emily Rona Squeo, Columbus
Noelle Marie St. John, Dublin
Cum Laude
Zachary Scott St.Clair, Washington, IL
Amanda Nicole Stacey, Pickerington
Charles Edward Stack III, Columbus
Kristine Brooke Stainer, Howard
Mason Garrett Russell Stalder, New Carlisle
Megan Elizabeth Stankovich, Sylvania
Morganne Jade Stanley, Columbus
Sarah Johanna Stark, Pensacola, FL
Alexander James Starkey, Bella Brook Cum Laude
Cooper Aaron Staton, Columbus
Samantha Lou Stelchulte, Columbus Grove
Collin Chad Steele, Westerville
Maxwell Lewis Steele, Gahanna
Summa Cum Laude
Katherine Rachel Steen, Pickerington
Cana Whitfield Steigerwald, Warren
Reid Wesley Stephey, Aurora
Devonn Stevenson, Euclid
Kaylinda Evelyn Stewart, Amsterdam
Layne Marie Stewart, Cincinnati
McKenna Shaw Stewart, Wadsworth
Summa Cum Laude
Brody William Stice-Hildebrandt, Mentor, OH
Nickole Kristen Stiegel, Zanesville
Natalie Carol Stiles, Hudson
Cum Laude
Brian Spencer, Shaker Heights
Bailie Michelle Sobart, Columbus
Eric Stockholm, Carmel, IN
Anthony James Storrow, Jackson, NJ
James Douglas Storts, Groveport
Summa Cum Laude
Julia Susan Strand, Dublin
Carolyn Grace Stratton, Sidney
Maggie Curneau
Adam Rohland Strike, Dublin
Maggie Curneau
Jared Otto Strotehsn, Gahanna
Tyler Strong, Monroe
Rachel Lynn Stroup, Shelby
Summa Cum Laude
with Research Distinction in English
John Stucko, Columbus
Yudi Su, Beijing, China
Aaron Lewis Sugarn, Benley
Laura Ann Sullivan, Pickerington
Cassandra Celeste Summers, Newark
Janejila Lin Suryabharatkul, Bangkok, Thailand
Commencement Convocation, May 6, 2018

Allison Marie Susor, Oregon
with Research Distinction in Women’s, Gender, and
Sexuality Studies

Wesley Robert Swanson, Wexford, PA
Summa Cum Laude

James Michael Sweeney, Delaware
Tyler Russell Sweet, Lebanon
Joshua P. Swiger, Twinsburg
Mackenzie Louise Tacher, Syosset, NY
Cum Laude

Akinori Takeyasu, Hilliard
Veronica Forteh Takougang, Cincinnati
Caitlin Talmadge, Cincinnati
Magna Cum Laude
with Honors in the Arts and Sciences

Raymond Tam, Parma Heights
Cum Laude

Elizabeth Haley Tamburro, Phoenixville, PA
Magna Cum Laude

Haley Nicole Tandy, Blacklick
Hanyu Tang, Shangdong, China
Yuzhen Tang, Enping, China
Magna Cum Laude

Robert Henry Taylor, Ansbach, Germany
Caitriona Marie Techman, Charlottesville, VA
Summa Cum Laude
with Honors in the Arts and Sciences

Elam Getachew Teferi, Columbus
Michael James Tekulve, Cincinnati
Ceara Marie Thacker, Newark
Cum Laude

Christopher Norman Thacker, Arlington
Anna-Maria Thalassinos, Upper Arlington
Melissa Sandra Theodore, Columbus
Jamie Marie Thivener, Columbus
Jonathan Dale Thomas, Circleville
Kamaria Thomas, Westerville
Cum Laude
with Research Distinction in Sociology

Shannon Kelly Thomas, Glen Burnie, MD
Emily Marie Thompson, Cincinnati
Summa Cum Laude

Jayde Loryn Thompson, Johnstown
Amanda Tidwell, Beavercreek
Chase Jeffrey Tiefermann, Nashville, TN
Magna Cum Laude

Maxwell Jerome Timko, Dublin
Alejandra Isabel Timmins, Albany, NY
Summa Cum Laude
with Honors in the Arts and Sciences
with Honors Research Distinction in English

Danielle Marie Timmons, Johnsville
Michelle Catherine Tingley, Florence, KY
Cum Laude

Emma Elaine Tippett, Columbus
Magna Cum Laude
with Research Distinction

Jacob Daniel Tischler, Maumee
Cum Laude

Tiffany Thu Truc To, Wickliffe
Stefano Anthony Todaro, Ballwin, MO
Summa Cum Laude

Elyse Carolyn Toltzis, North Wales, PA
Cum Laude

Bethany Elise Toma, Lyndhurst
Magna Cum Laude
with Honors in the Arts and Sciences
with Honors Research Distinction in Linguistics

Rachel May Tomasello, Parma
Summa Cum Laude

Hannah Margaret Tomaszewski, Columbus
with Research Distinction in Criminology and
Criminal Justice Studies

Mikael Torpegaard, Sorgenfri, Denmark
Allison P. Torre-Findling, Niceville, FL

Lucille Wanjiru Wainaina, Reynoldsburg
Summa Cum Laude
with Research Distinction in English

Cum Laude

Natalie Ann Toth, Brunswick

McKenna Nicole Wald, Powell
Haley Catherine Waldo, Ironton

Summa Cum Laude

Brooke Taylor Traitz, Miami, FL
Michael David Trawinski, Marion

Summa Cum Laude
with Honors in the Arts and Sciences

Magna Cum Laude

Jenna Kay Wallace, Westerville
Michael Craig Wallace, Columbus
Jillian Alexandra Waltz, Columbus
Piaoyi Wang, Wenling, China

Seth James Tribby, Lancaster
Vincent Edward Tricaso, Green
Abigail Elizabeth Trismen, Nipomo, CA
Milan John Tropf, Chesterland
Malik Tuck, Medina
Jeffrey Wayne Tucker, Jr., Columbus
Cristian Scott Turain, O’Fallon, IL
Kimberly Michelle Turner, Millersport
Kyle Christian Turner, New Albany
Rachel Lynn Tuskes, Chagrin Falls

Magna Cum Laude

Xinyi Wang, Chengdu, China
Yizhou Wang, Shanghai, China
Cum Laude

Yuming Wang, Guangdong, China
Molly Claire Wannamaker, New Berlin, WI
Cum Laude

Summa Cum Laude
with Honors in the Arts and Sciences

Dallas Walter Ward, Zanesville
Logan Seay Ward, Hamilton

Caitlynn Noel Tutt, Columbus
Ryan Jacob Tyndall, Hilliard

Magna Cum Laude

Magna Cum Laude

Zaina Ujayli, Columbus
Magna Cum Laude
with Research Distinction in English

Krupa Navnit Upadhyay, Presto, PA
Olivia Brooke Urling, Lancaster
Kenysha Marie Utley, Marion
Natalie Elise Uzee, Atlanta, GA
Alexis Rachel Vacca, Parma
Tyler Matthew Vaccarella, Avon
Anthony Valentine, Jr., Cleveland Heights
Zachary Nathaniel Vallette, Columbus
Madelyn Valley, Akron
Eileen Grace Van Vorst, Middletown, NY
Eleanor Hazel Vanderbilt-Fried, Chappaqua, NY
Eve Michael VanderKaay, Kettering
Cum Laude

Evan Vanderpohl, Cincinnati
Sydni Nicole Vandervoort, Cleveland
Audrey Nicole Vanzant, Springfield
Duane Christian Vasquez,
Corozal Town, Belize
Frank Martin Vassil, Brook Park
Aaron Michael Vedder, Columbus

Kimberleigh Warriner,
Johannesburg, South Africa
Donathan Lovell Washington, Westerville
Molly Washko, Strongsville
Emily Owens Wasserbauer, Fairview Park
Cum Laude

Makayla Ann Waterman, Dayton
Mason Thomas Watkins, Van Buren
Elizabeth Grace Rader Watson, Novelty
Magna Cum Laude
with Honors in the Arts and Sciences

Jesslyn Marie Watson, Rock Creek
Michael Watson, Westerville
Trey Michael Watson, Coalgrove
Emoni Watterson, Cincinnati
Eric Nickolas Watts, Murrieta, CA
Mason Richard Waugh, Portsmouth
Emma Margaret Wauschek, Pepper Pike
Alicia R. Webb, Kiskimere, PA
Dallas Lee Webb, Mansfield
Tyler Ryan Webb, Powell
Cum Laude
with Research Distinction in History

Anna Hansen Weber, Chagrin Falls
Magna Cum Laude

Cum Laude

Rachel Alexis Weber, Dublin
Abigail Malleka Weekes, Beavercreek

Collin Andrew Velasquez, Lorain
Sara Velcani, Fier, Albania
Karl Petr Velik, Lynnwood, WA

Summa Cum Laude

Taylor Wegman, Commercial Point
Lai Wei, Henan, China
Troy Robert Weider, Perrysburg

Summa Cum Laude
with Research Distinction in Speech and
Hearing Science

Magna Cum Laude
with Research Distinction in French

Sophia Louise Veneziano, Beavercreek
Magna Cum Laude
with Honors in the Arts and Sciences

Emma Ruth Weihe, Akron
Magna Cum Laude

Jessica Lynn Verdi, Cleveland
Alexandria Katherine Vereb, Galloway
Abigail Anne Vesoulis, Hilliard

Alexandra Kay Weingarth, Zanesville
Cum Laude

David Ryan Weinraub, Moreland Hills

Summa Cum Laude

Magna Cum Laude
with Research Distinction in Criminology and
Criminal Justice Studies

Luke Garfield Vest, Dayton
Cum Laude

Claudia Maria Villena, Hilliard
Olegario Inigo Villoria III, Alexandria, VA
Alexandria Therese Viola, Lawrenceburg, IN
Sean Pham Vo, Dublin
Elizabeth Patricia Vollkommer, Merrick, NY
Magna Cum Laude

Kylee Marie Voshel, Massillon
Ethan Wade, Lakewood
Maggie Elizabeth Wagner, Galena
Summa Cum Laude

Derek Joseph Weirick, Mansfield
Madison Weiss, Oceanside, NY
Hannah Nicole Welch, Grove City
Cum Laude

Amanda Kristine Weldon, Hilliard
Brooke Danielle Wells, Hamilton
Elisabeth Nicole Welzien, San Ramon, CA
Wanpeng Wen, Jiangxi, China
Michelle Louise Wentling, Brewster
Magna Cum Laude

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Lauren Anne Wenzel, Vandalia
Glenda Faye West, Summerville, SC
Summa Cum Laude

Clarissa R. Westerman, Westerville
John Alfred Wetzel, Johnstown
Magna Cum Laude

Danielle Rae Wheeler, Loveland
Matthew Robert Wheeler, Hilliard
Derek Michael Whiddon, Akron
Summa Cum Laude
with Honors in the Arts and Sciences
with Honors Research Distinction in Political Science

Emma Katherine Whipkey, Findlay
Zane Reece Whisner, St. Louisville
Brittany Danielle White, Upper Arlington
Claire Loree White, Van Wert
Derrick Philippe White, Columbus
Jonathan Robert Reed White, Cincinnati
Nicholas John White, Akron
Kimberly Suzanne Whitman, Columbus
Cum Laude

Jana Kae Whittredge, Ashville
Katherine Leigh Wierzbicki, Chester, NJ
Aubrey Elizabeth Wiest, Mount Vernon
with Research Distinction in English

Paige Nicole Wietzel, Marysville
Magna Cum Laude

Lilian Morgan Jane Wildermuth, Sidney
Christian David Wilkoski, Centerburg
Brendan Michael Williams, Olmsted Falls
Candace Ann-Marie Williams,
Bridgetown, Barbados
Joel Christopher Williams, Atlanta, GA
Cum Laude

Kameron Drew Williams, Baltimore, MD
Kyle J. Williams, New Lexington
LaJoy Ian Williams, Cleveland
Mackenzie Robinson Williams, Dublin
Hanna Louise Williford, Bowling Green
Magna Cum Laude

Mariah Annette Willis, Youngstown
Cum Laude

McKenna Nicole Willis, Fremont
Magna Cum Laude

James Robert Wilson, Norwalk
Jena Leigh Wilson, Beavercreek
Matthew Gregory Winebar, Cincinnati
Madeline Sara Winget, Strongsville
Rachel Wininger, Columbus
Summa Cum Laude
with Honors in the Arts and Sciences
with Honors Research Distinction in Psychology

David Francis Winkel, Avon Lake
Thomas Stanley Wisbith, East Palestine
Magna Cum Laude
with Research Distinction in History

Kyle David Wise, Lima
Katherine Elizabeth Wislocki, Fairfax, VA
Summa Cum Laude

Demi Rochelle Wisnieski, New Philadelphia
Zachary Matthew Witmer, Seville
Joseph Earl Wittman, Mentor
Christina Marie Wolf, Wickliffe
Summa Cum Laude

Jacob Austin Wolf, Charlotte, NC
Megan Elizabeth Wolf, Mason
Magna Cum Laude

Mackenzie Elizabeth Wolfe, Shelby
Magna Cum Laude

Rachel Marie Wolfe, Milford, MI
Cum Laude

Victoria Lynn Wolfe, Youngstown


Bachelor of Music
Leah Marie Anderson, Cincinnati
Magna Cum Laude
with Honors in the Arts
Robert Mason Bach, Schaumburg, IL
Magna Cum Laude
Willie B. Barths III, Columbus
Joshua William Beatty, Columbus
Summa Cum Laude
Katie Marie Boviard, Columbus
Cum Laude
with Honors in the Arts
Zoe L. McNett, Lombard, IL
Magna Cum Laude
Timothy R. Montgomery, Jr., Columbus
Cum Laude
Brogan Philip Reilly, Medina
Mason Brooks Rorapaugh, Medina
Johanna Destiny St. John, Marysville
Summa Cum Laude
Lee Thomas Tucker, Westerville
Bachelor of Music Education
Michael Richard Bednarz, Brecksville
Summa Cum Laude
Katherine Christina Butler, Grove City
Kelsey Brinn Fulmer, Williamsburg
Magna Cum Laude
Ashley Dawnette Hart, Granville
Ahmad Numan Hasan, Columbus
Jacob Christian Henry, Pickerington
Magna Cum Laude
Summa Cum Laude
Chloe Jean Denniston, Huber Heights
Remaile Juana Ferrell, Cincinnati
with Distinction in Interior Design
Eric Friday, Akron
Jonathan Michael Fulton, Coral Springs, FL
Summa Cum Laude
Jared David Geizer, Montville
Alex Joseph Getz, Toledo
Colin Tyler Hearn, Powell
James Gregory Holder, Roanoke, VA
Xueming Huang, Beijing, China
Krisanne A. Huyett, St. Louis, MO
Cum Laude
Zachary Michael Kahl, Reynoldsburg
Cum Laude
Emily Elizabeth Khoury, Columbus
Magna Cum Laude
Vladislav Petrov Kotov, Houghton, MI
Magna Cum Laude
Jonathan Loyd Lambert, Broadview Heights
Tiffney Lee, Westerville
Cum Laude
Myra Lefke Lewis, Austin, TX
Bryan Lightfeld, Mason
Cum Laude
Alyssa Dawn Miller, Waterford
Magna Cum Laude
Morgan Taylor Mitchell, Cleveland
Cum Laude
Samantha Paige Nemeth, Medina
Zachary James Norman, Bellevue
Amanda Marie Pavlich, Richfield
Cum Laude
Laura Marie Peshek, Malvern
Magna Cum Laude
Rose Catherine Phillips, Columbus
Magna Cum Laude
Tobas James Rechert, New Philadelphia
Magna Cum Laude
Elizabeth Tiann Riddell, Ashtabula
Cum Laude
with Distinction in Interior Design
Nicole Barbara Reimer, Bethesda, MD
Magna Cum Laude
with Honors in the Arts
Kathryn Ann Riley, Highland, MD
Magna Cum Laude
Ryan Tanner Simons, Greenville
Cum Laude
Camille Snyder, Columbus
Cum Laude
Savannah Leigh Storar, Dayton
Magna Cum Laude
Luisa Veronica Talaman, Chihuahua, Mexico
Cum Laude
Gregory Edward Tuckerman, Columbus
Amara Biel Vieu, Chicago, IL
Sylana Wagner, Cincinnati
Jonathan Mark Wallace, Lorain
Magna Cum Laude
with Distinction in Interior Design
Olivia Wilmskirk, Cincinnati
Cum Laude
Yihao Zhang, Tianjin, China
Bonnie Zheng Zhao, Hilliard
Bachelor of Science in Atmospheric Sciences
Julia Ruth Andreassen, Washington, DC
Kaleb Andrew Dotson, Sidney
Patrick Evans, Hilliard
Nathan Edward Herrmann, Lebanon
John-Morgan Mannos, Willoughby
Cum Laude
Anthony Donato Ponz, Pittsburgh, PA
Colin Tyler Hearn, Powell
Justin Michael Solze, Gahanna
Julian Taylor Spina, Liberty, NY
Kevan Park Teasdale, Dayton
Jacob Matthew Winters, Gallipolis
Bekah Jacob Witt, Martin
Bachelor of Science in Geographic Information Sciences
James Bowman Burpee, Worthington
Nikhil Gurudas Cooduvalli, Galena
Eric William Dahl, Worthington
Ryan James Derge, Wyoming
Brian Sean Ferguson, Pickerington
Elliot Mark Gillix, Acton, MA
Md Arfatul Hassan, Columbus
Timothy Paul Hodson, Gahanna
William Stanley Hueter, Belleville
Timothy Paul Jones, Shaker Heights
Colin Robert Juran, Independence
Christopher Brian Kidner, Columbus
Benjamin Edward Krisley, Brooklyn North
Joshua Matthew Laramie, Bethel, NY
Jacqueline Nicole Lipphardt, Painesville
Magna Cum Laude
Matthew Aaron Little, West Chester
Cum Laude
Nia Ariana Matsumoto, Westerville
Abigail Marie Nenna, Cincinnati
Magna Cum Laude
Ashik Niz, Columbus
Dellone Ren Nie, Brecksville
Ethan Ashley Pointer, Columbus
Jennifer May Risch, New Albany
Gabrielle Elizabeth Ruhe, Pittsburgh, PA
Nicholas Leonard Shroder, Grove City
Robert William Shroder, West Chester
Nicholas Michael Spivey, Pickerington
James Aaron Thomas, Dayton
Jacob Loren Woods, Marysville
Magna Cum Laude
Bachelor of Science in Environmental Sciences
Kathryn Elizabeth Arthur, Buffalo, NY
Victoria Armour, Youngstown
John Randall Armstrong, Lancaster, PA
Cum Laude
Kathryn Elizabeth Arthur, Buffalo, NY
Bachelor of Science
Fransiscus Xaverius Aaron, Jakarta, Indonesia
Nurul Afizah Nazarud Abd Rahim, Kuala Lumpur, Malaysia
Karum Abdulrahman, Westerville
Mahad Mohammad Abib, Westerville
Ahmed Abbullah Abdok, Columbus
Heather Ann Adams, Springfield
Aymonde Adowale Adebayo, San Antonio, TX
Jeremy Michael Adelstein, Solon
Magna Cum Laude
Nikita Agrawal, Centerville
Magna Cum Laude
Richa Agrawal, Beavercreek
Elizabeth Tiann Riddell, Ashtabula
Tobias James Reichert, New Philadelphia
Rose Catherine Phillips, Columbus
Samantha Paige Nemeth, Medina
Bryan Lightfeld, Mason
Myrna Lefke Lewis, Austin, TX
Jonathan Loyd Lambert, Broadview Heights
Vladislav Petov Kotov, Houghton, MI
John Joseph O'Brien, Canton
Zachary Michael Kahl, Reynoldsburg
Bekah Jacob Witt, Martin
Bachelor of Science in Design
Erin Alissa Achille, Brookville, PA
Cum Laude
Madison Margeaux Ackerman, Columbus
Cum Laude
Manissa Nicole Adamic, Wickliffe
Bianca Marie Adams, Barrington, IL
Cum Laude
Tanner Brandt Bachelo, Pataskala
Elizabeth Jeanne Bloch, Gahanna
Branna Lee Brancio, Hatboro, PA
Cum Laude
Alexander Charles Broadstock, Centerville
Cum Laude
Muhammad Fachruddin Muhammad Firdaus Tan Chia Bing, Singapore
Cum Laude
Chloe Jeanenn Dernittson, Huber Heights
Magna Cum Laude
Remaile Juana Ferrell, Cincinnati
with Distinction in Interior Design
Eric Friday, Akron
Jonathan Michael Fulton, Coral Springs, FL
Colin Tyler Hearn, Powell
James Gregory Holder, Roanoke, VA
Xueming Huang, Beijing, China
Krisanne A. Huyett, St. Louis, MO
Cum Laude
Zachary Michael Kahl, Reynoldsburg
Cum Laude
Emily Elizabeth Khoury, Columbus
Cum Laude
Vladislav Petrov Kotov, Houghton, MI
Magna Cum Laude
Jonathan Loyd Lambert, Broadview Heights
Tiffney Lee, Westerville
Cum Laude
Myra Lefke Lewis, Austin, TX
Bryan Lightfeld, Mason
Cum Laude
Alyssa Dawn Miller, Waterford
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Morgan Taylor Mitchell, Cleveland
Cum Laude
Samatha Paige Nemeth, Medina
Zachary James Norman, Bellevue
Amanda Marie Pavlich, Richfield
Cum Laude
Laura Marie Peshek, Malvern
Magna Cum Laude
Rose Catherine Phillips, Columbus
Magna Cum Laude
Tobias James Rechert, New Philadelphia
Magna Cum Laude
Elizabeth Tiann Riddell, Ashtabula
Cum Laude
with Distinction in Interior Design
Nicole Barbara Reimer, Bethesda, MD
Magna Cum Laude
with Honors in the Arts
Kathryn Ann Riley, Highland, MD
Magna Cum Laude
Ryan Tanner Simons, Greenville
Cum Laude
Camille Snyder, Columbus
Cum Laude
Savannah Leigh Storar, Dayton
Magna Cum Laude
Luisa Veronica Talaman, Chihuahua, Mexico
Cum Laude
Gregory Edward Tuckerman, Columbus
Amara Biel Vieu, Chicago, IL
Sylana Wagner, Cincinnati
Jonathan Mark Wallace, Lorain
Magna Cum Laude
with Distinction in Interior Design
Olivia Wilmskirk, Cincinnati
Cum Laude
Yihao Zhang, Tianjin, China
Bonnie Zheng Zhao, Hilliard
Bachelor of Science
Commencement Convocation, May 6, 2018

Sammy Assaf, Cleveland
Cameron James Atkins, Cincinnati
Salinas Rafael Ayud, Akron
Nur Elzea Azhar, Subang Jaya, Malaysia
Hyone Woo Bae, Delaware
Dominic Joseph Bagnoi III, Hartville
Abdul Salam Bah, West Chester
Summa Cum Laude
with Research Distinction
Liam Andrew Bailey, Grove City
Magna Cum Laude
with Honors in the Arts and Sciences
Whitney Balliah, South Park, PA
Wyatt Bamfield, Massillon
Nathan Vincent Banaski, Blacklick
Taylor Banc, Aurora
Nicholas Bandy, Manhattan, KS
Magna Cum Laude
with Honors in the Arts and Sciences
Paul Robert Barba, Croton on Hudson, NY
Vicente James Barbera, Elsa
Bradley Bardua, Cincinnati
Jacob W. Bargenmann, Marrow
Magna Cum Laude
Andrew J. Barrett, Richmond, IN
Sydney Diana Base-Smith, West Chester
Elizabeth Josephine Bashian, Hudson
Cum Laude
with Honors in the Arts and Sciences
Connor Matthew Basinger, Maumisburg
Magna Cum Laude
with Honors in the Arts and Sciences
Sui Goxian Baskar, Avon
Cum Laude
Brendan Lyle Baughner, Southington
Magna Cum Laude
with Honors in the Arts and Sciences
Dhiren Bavis, Kuala Lumpur, Malaysia
Sarah Beadell, Massillon
Magna Cum Laude
Margaret Jean Beck, Cincinnati
Cum Laude
Emily Pieratt Beck, Cincinnati
Magna Cum Laude
with Honors in the Arts and Sciences
with Research Distinction in Neuroscience
Eric Joseph Beigel, Sidney
Marco Segall Bellfiglio, Shaker Heights
Magna Cum Laude
with Honors in the Arts and Sciences
Capricia Bell, Chicago, IL
Cum Laude
Erica Anne Bell, Ashland
Matthew James Bell, Vernon, CT
Jaime Paige Bendewald, Glenview
Rachel Anna Bengart, Buffalo, NY
Magna Cum Laude
with Honors Research Distinction in Microbiology
Antoineille Louise Bizmara, Petit-Couronne, Normandy, France
Ann Lowery McGivney Back, Montgomery, AL
Cum Laude
Joshua Aaron Black, Richmond, VA
Cum Laude
Ashleigh-Nicole Blatnick, Aurora
Magna Cum Laude
Zoe Bliss, Lewis Center
Perry Evan Blough, Peoria, IL
Magna Cum Laude
with Honors in the Arts and Sciences
Meghan Therese Blunt, Glendora, CA
Magna Cum Laude
Xiaofan Bo, Shanghai, China
Magna Cum Laude
Ashley Amber Boardman, Cincinnati
Ethan Westley Lundy Boardman, Mansfield
Magna Cum Laude
Michelle Ann Boettler, Centerville
Summa Cum Laude
with Honors in the Arts and Sciences
Jeremy Aaron Boettner, Columbus
Charles Andrew Bogner, Dayton
Audrey Elizabeth Bolla, Columbus
Bethany Nicole Boltz, Concord
Jackson Paul Bonfiglio, Toledo
Cum Laude
Samantha Marie Bonifas, Tipp City
Magna Cum Laude
with Honors in the Arts and Sciences
Clayton Burbank Bonin, Houston, TX
Andrew Nathan Horman, Hudson
Joshua James Brotic, Canton
Cynthia Anniboue Bottaske, Westlake
Cum Laude
Nicholas Robert Bowden, Findlay
Cornelius Joseph Braam, Fairfield
Summa Cum Laude
Austin Field Bradcho, Lima
Cum Laude
Taylor Michelle Brack, Dublin
Ashley Elen Braddom, Williamson, VA
Cum Laude
with Honors in the Arts and Sciences
with Research Distinction in Molecular Genetics
Cole Bradley, New Albany
Cum Laude
with Research Distinction in Earth Sciences
Marie Rae Bradley, Westfield
Leah Ashley Bradey, Wadsworth
Magna Cum Laude
with Honors in the Arts and Sciences
Allison Jay Brady, Hudsonville, MI
Magna Cum Laude
with Honors Research Distinction in Earth Sciences
Ashley L. Brancamp, Marion
Summa Cum Laude
with Research Distinction in Psychology
Brittany Karen Brandon, Fox River Grove, IL
Summa Cum Laude
with Honors in the Arts and Sciences
Chelsee Evelyn Bray, Loveland
Christopher Nelson Brie, Mason
Garrett V. Brittian, Dayton
Daniel Scott Brogan, Warren
Magna Cum Laude
with Honors in the Arts and Sciences
with Research Distinction in Mathematics
Brennan Eugene Brothers, Lower Burrell, PA
Cum Laude
Alexa Renee Brown, Bryan
Summer Cum Laude
Andrew Craig Brown, Germantown, MD
Cum Laude
Haylee Elise Brown, Galloway
Taylor Allyssa Brown, Napoleon
Cum Laude
with Research Distinction in Evolution and Ecology
Kylie Monica Bryant, Gahanna
Samatha Irene Buck, Olmsted Falls
Magna Cum Laude
with Honors in the Arts and Sciences
Jyenthur Bukkanatam, Columbus
Katherine Mia Burgee, Churchville, MD
Tyler Knight Burkhardt, Cincinnati
Cum Laude
Samantha Burkholder, Archbold
Elizabeth Linda Burkman, Dublin
Cum Laude
with Honors in the Arts and Sciences
Marcin Faye Burns, Aurora
Cum Laude
with Research Distinction in Psychology
Nathan J. Bushman, Lewis Center
Cum Laude
Rachel Lynn Bushman, Dublin
Summer Cum Laude
with Honors in the Arts and Sciences
Daniel Joseph Butz, Waco, MN
Kimberly Faith Byan, Avon Lake
Magna Cum Laude
Brice D. Cable, Middletown
William Albert Cabral, Parkston, MD
Cum Laude
Bethany Cady, Powell
Cum Laude
with Honors in the Arts and Sciences
with Honors Research Distinction in Economics
Matthew Brendan Calthorpe, Niskayuna, NY
Anna Beatrice Callahan, Columbus
Magna Cum Laude
with Honors in the Arts and Sciences
Emily Callahan, Columbus
Lindsey Marie Campbell, Minerva
Xuguan Cao, Chengdu, Sichuan, China
Cum Laude
Yingnan Cao, Chesire, CT
Nicholas Anthony Capaci, Granville
Cum Laude
Samantha Rose Carrill, Dublin
Tori Lee Carney, Maumee
Marie Claire Carpenter, Columbus
Alex Jero Carsel, Independence
Cum Laude
Many Yuan Carson, Columbus
Summer Cum Laude
with Research Distinction
Alexandria Morgan Carter, Shephersville
Cum Laude
Summer Cum Laude
with Honors in the Arts and Sciences
with Honors Research Distinction in Molecular Genetics
Nicole Kiamchi Casey, Fort Collins, CO
Coleman Edward Chamorro, Marietta
Jenny Chen, Bellbrook
Madelein Margaret Chapline, Parkston, SD
Cum Laude
Zane Michael Chase, Girard
Maydeleine Chasman, Columbus
Amin Maas Shekara, Obetz
Frank Zhang Chen, Dublin
Magna Cum Laude
Quyue Chen, Langheng, Sichuan, China
Qu Chen, Tangshan, Hebei, China
Samantha Xing Shu Chen, Worthington
Magna Cum Laude
with Honors in the Arts and Sciences
Shangxiong Chen, Beijing, China
Yemini Chen, Jinhu, China
Cum Laude
Zeyu Chen, Xiantao, Hubei, China
Cum Laude
Zixuan Chen, South Huntington, NY
Summer Cum Laude
Sheng Cheng, China
Xinyu Cheng, Suzhou, Jiangsu, China
Chen-Ting Chien, Taichung, Taiwan
Cum Laude
Maxwell Howard Childs, Cincinnati
Mounica Chikulun, Powell
Wing Chung Chow, Cincinnati
Cum Laude
Eleni Maria Christofides, Dublin
Cum Laude
with Honors in the Arts and Sciences
David Chu, Memphis, TN
Magna Cum Laude
with Honors in the Arts and Sciences
Shicheng Chu, Beijng, China
Cum Laude
Edward Joseph Cichewicz, Jr., Moncova
Summer Cum Laude
with Honors in the Arts and Sciences
Christopher George Clintra, Jamestown, RI
Casey Fishberty Clark, Orlando, FL
with Research Distinction in Earth Sciences
Emma Caroline Clark, Westerville
Magna Cum Laude
with Research Distinction in Biology
Jeremy M. Clark, Whitehall
Magna Cum Laude
Mykayla Clifton, Mount Vernon
Landon Myers Cluts, Bluffton
Magna Cum Laude
with Honors in the Arts and Sciences
Emily K. Cobb, Columbus
Shannon Takoda Cogan, Columbus
Cum Laude
Jordan Ashley Cognigno, West Lafayette
Magna Cum Laude
Kyle Parker Cohen, Beachwood
Cum Laude
Andrew Cole, Arlington Heights, IL
Victoria Isabella Colon, St. Charles, IL
with Research Distinction
Emerson Xavier Broddeck Collin, Renton, WA
Summer Cum Laude
Brenna Kieran Collins, Columbus
Frances Anne Collins, Columbus
Corinne Kay Conway, Powell
Summer Cum Laude
with Honors in the Arts and Sciences
Logan Nicole Contos, Belmont
Cassandra Jane Contriucci, Mentor
Avery Cook, Savannah, GA
Emily Rose Cook, Gahanna
Austin Michael Cool, Fishers, IN
Morgan Elizabeth Cooley, Bay Village
Magna Cum Laude
Jawuan Scott Copeland, Dayton
Nathan Allen Cordonnier, Versailles
Eric S. Cornelius, Cincinnati
Baillie Cornell, Edinboro, PA
Commemoration Convocation, May 6, 2018

Bryce William Demore, Loveland
Marcia Cum Laude

Ishika Desai, Morgantown, WV
Cum Laude

with Honors in the Arts and Sciences

Rahil Yatish Desai, Westlake
Caroline DeSante, Staten Island, NY
Cum Laude

with Honors in the Arts and Sciences

Advait Ashish Deshmukh, Upper Arlington
Cum Laude

with Honors in the Arts and Sciences

Natalie Dev, Dayton
Kayla Devlin, Canton
Gagandeep Kaur Dhaliwal, Germantown, PA
Gagandeep Kaur Dhillion, Delaware
Krupal Mayur Dhokalia, Hilliard
Vi Phuong Dinh, Columbus
Cum Laude

with Honors in the Arts and Sciences

Anthony Tylar Ditmer, Arcanum
Ethan Michael Doby, Westerville
Catherine Hiuwen Dong, Toledo
Cum Laude

with Honors in the Arts and Sciences

Nayuan Dong, China
Sydney Rose Donohue, Kirtland
Cum Laude

with Honors in the Arts and Sciences

Michelle Dordi, Bartlett, IL
Cum Laude

Robert James Douglass, Shaker Heights
Julia Estelle Dubai, Alliance
Cum Laude

Jared Michael Duffey, Centerville
Cum Laude

with Honors in the Arts and Sciences

Christian Keerton James Dummermuth, Columbus
Cum Laude

with Honors in the Arts and Sciences

Molly Eskilson Duncan, Carmel, IN
Ashley Elizabeth Dunford, Milford
Cum Laude

with Honors in the Arts and Sciences

Alexandra Carlisle Dye, Ashland
Daniel Zygmunt Dyszlewski, St. Louis, MO
Brian Philip Easterling, Seville
Velma Ekaa Eduaso, Dayton
Ayla Edweis, Ashton, WV
Cum Laude

with Honors in the Arts and Sciences

with Research Distinction in Molecular Genetics

Karie Marie Edwards, Demsville, NJ
Cum Laude

with Honors in the Arts and Sciences

Daniela Ruth Eglash, Pittsburgh, PA
Cum Laude

Mark David Edsoune, Dayton
Eleni Elizabeth Eigymi, Erie, PA
Cum Laude

Nathan Daniel Eisel, Salem
Cum Laude

Salah Najeh El-Sadek, Palestine
Cum Laude

with Honors in the Arts and Sciences

Paul Baruch Ellis, Silver Spring, MD
Nicholas Logan Eldad, Twinsburg
Cum Laude

with Honors in the Arts and Sciences

Ruba Deena Elzein, Columbus
Cum Laude

with Honors in the Arts and Sciences

Oluwasegun Paul Emenogu, Columbus
Raven Mercedes Emery, Siren, WI
Stephanie Lynn Enflish, Huron
Clayton Ennis, Miamisburg
Cum Laude

Nicole Episcoppo, Macedonia
with Research Distinction

Nicolas Anton Erhardt, Lakewood
Ericka L. Erickson, Canton
Cum Laude

with Honors in the Arts and Sciences

Sarah B. Esterline, Newark
Paige Marie Everman, Liberty Township
Catherine Ann Fabian, Ravenna
Cum Laude

Shumun Fan, Guilan, China
Cum Laude

with Honors in the Arts and Sciences

Wenqi Fan, Jinan, Shandong, China
Cum Laude

Joseph Sullivan Farchione, Cleveland
Matthew Daniel Feeck, Keller, TX
Trevor Ryan Fee, Broadview Heights
Richard Charles Felzatz, Cleveland
Cum Laude

Chuhan Feng, Harbin, Heilongjiang, China
Cum Laude

Jiao Feng, Shenyang, Liaoning, China
Cum Laude

Tong Teng Feng, Mason
Cum Laude

Megan Colleen Fennessy, Lebanon
Catherine Feorene, Columbus
Cum Laude

Mark Fick, Columbus
Joseph Donald Fickes, Akron
Alejandro Jose Figueroa-Ripoll, San Juan, Puerto Rico
Lauren Michele Filipidis, Sunrise, FL
Urs Stefan Fischer, Zurich, Switzerland
James Kelly Fitzpatrick, Clinton
Cum Laude

Katelyn Paige Fleischman, Hilliard
Glorianna Rachelle Fleming, Columbus
Cum Laude

Cristal Camille Fonseca, Reynoldsburg
Jon Allen Ford, Cincinnati
Cum Laude

with Honors in the Arts and Sciences

Audrey Marie Fox, Fremont
Cum Laude

Michael Joseph Frank, Norwalk
Magna Cum Laude

Amber Noelle Freidenburg, Reynoldsburg
Bryan Thomas French, Delaware
Heather Renee Friderger, Minster
Cum Laude

Gregory Scott Friedberg, Solon
Magna Cum Laude

with Honors in the Arts and Sciences

Benjamin Elliott Friedman, Wyoming
Magna Cum Laude

with Honors in the Arts and Sciences

Brian Darrell Freue, Lima
Kendall Cassandra Fugate-Laus, Bexley
Jacqlynhe Heather Fulford, Sarasota, FL
Lexi-Lulu Furdek, Santa Clarita, CA
Annette Maria Gilchrist, Blanchester
Cum Laude

with Honors in the Arts and Sciences

Benjamin Cum Laude

with Honors in the Arts and Sciences

James Gallagher, Toledo
Magna Cum Laude

Jacob Donovan Gallion, Wooster
Magna Cum Laude

Megha Gandhi, Centerville
Ryan Christopher Garcia, Columbus
Scott Michael Garner, Avon
Cum Laude

with Honors in the Arts and Sciences

with Research Distinction in Chemistry

Davis Edward Garrison, Ashland
Cum Laude

Jeffery Allen Gardner, Westerville
Tishan Gi, Beijing, China
Cum Laude

Hannah Camille Geissler, Columbus
Magna Cum Laude

Luke Kordic Gehlert, Bedford
with Research Distinction in Molecular Genetics

Tricia Danielle Gerber, Westerville
Abigail Day Gerberick, West Chester
Megan Elizabeth Gerberick, Dublin
Cum Laude

Kent Alan Gerhardt, Columbus
Mackenzie M. Gershom, Tallmadge
Cum Laude

Jessica Morgan Gere, Bremen
Cum Laude

Gary M. Gibson, Austintown
Katherine Christine Giesy, Lancaster
Cum Laude

with Research Distinction

Daniel James Gilbert, Poland
Cum Laude

with Research Distinction in Earth Sciences

Ayeh Singh Gill, Wooster
Brian Michael Gillette, Copley
Amber Lynn Gilliland, Wellston
Magna Cum Laude

Devin Matthew Gilmore, Lewis Center
Andrew James Gitmier, Cincinnati
Magna Cum Laude

with Research Distinction

Christopher J. Giordano, Palmyra, PA
Jenna Leigh Glover, Lebanon
Cum Laude

Sara Goddard, Fostoria
Jacob Samuel Godles, Elyria
Michael Goldbergen, Loveland
Cum Laude

with Honors in the Arts and Sciences

Jaikun Gong, Fuzhou, China
Magna Cum Laude

Mengg Gong, Beijing, China
Cum Laude

Caroline Mey-len Gonzalez, Ardmore, PA
Cum Laude

Victoria Gonzalez, Mason
Cum Laude

Samantha Renee Goode, Columbia Station
Cum Laude

with Research Distinction in Psychology

Maya Louise Gosztyla, Grove City
Cum Laude

with Honors in the Arts and Sciences

with Research Distinction in Molecular Genetics

Erin Kathleen Gottsacker, Cincinnati
Cum Laude

Joshua Graham, Worthington
Cum Laude

Thomas Craig Graham, Munroe Falls
Cum Laude
<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle Hamzeloo</td>
<td>Mount Prospect, IL</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>Andrew Charles Hallenbeck</td>
<td>Silver Lake</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>Stephanie Mary Hempfling</td>
<td>Ottawa-Glandorf</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>Nicholas Theodore Hemleben</td>
<td>Columbus</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>Daniel Robert Helin</td>
<td>Blacklick</td>
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<td>Tuckor Scott Had, Mansville</td>
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Sydney Anne McKee, Powell
Summa Cum Laude
with Research Distinction in Chemistry

Erienna Marcedes Mckenzie, Cincinnati
Elena Louise McKnight, Boca Raton, FL
Amelia Lane McNamara-Bryant, Alliance
Allison Kate McMurray, Westerville
Cum Laude

Brooke Elise McNerny, Cincinnati
Oliver Mehdendale, Mason
Sumran Mehta, Novi
Cum Laude

Svasti Mehta, Dublin
Ao Mei, China
Magee Cum Laude
with Honors in the Arts and Sciences

Kelly Ann McNulty, Strongsville
Mynor Josue Mendez, Gates Mills
Cum Laude

Lubidiana Elizabeth Menjivar, Ashburn, VA
Jenna Loyko Messer, Bosque, NC
Cum Laude

Kurt Allen Metz, Maumee
Hannah Nicole Meyer, Fort Loramie
Claire Elizabeth Novak, Columbus
Tatiana Noel, Butler, PA
Olivia Jacqueline Noall, Mentor
Kuntang Niu, Zibo, China
Erica Lynn Niewold, Allen, TX
John Paul Niedenthal, Navarre
Lauren Nicole Nicassio, Greensburg, PA
Sandra Nguyen, New Albany
Cam Phuong Thi Nguyen, Columbus
Cum Laude

Julie Lynne Morris, Waldorf, MD
Morgan Taylor Morrison, Jacksonville, FL
Brene Kathleen Morrissey, Solon
Hannah Grace Shehan Mosinik, Toledo
Cum Laude

Adam Joseph Moss, Beachwood
Anissa M. Mozouc, Mason
Shuchun Mu, Xin, Shania, China
Alexander Jonathan Mui, Dublin
Lydia Rose Mullins, Jackson
Cum Laude

Katharine Ann Mundt, Rochester, NY
Kathleen Rita Mundt, Akron
Branden Michael Murphy, Mason
Stevie Lynn Muscarelia, Akron
Cum Laude

Omar Ahmed Muse, Narobi, Kenya
Alexandria Bethann Myers, Van Wert
Magee Cum Laude
with Honors in the Arts and Sciences

Amrasha Nadeem, Hilliard
Magee Cum Laude

Saisopooch Nagasamudram, Bangalore, India
with Research Distinction in Physics
Mohamad Nayer, Dublin
Cum Laude

Michael Ryan Nantz, Columbus
Molly Malone Nash, Zanesville
Cum Laude

Aaron David Natarelli, Victor, NY
Keyla Navarrete, Chicago, IL
with Research Distinction
Luke Neff, Dublin
Kevin James Neibecker, Kirtland
Magee Cum Laude

Brooke Emily Neiderman, Columbus
Alexis Catherine Neri, New Albany
Hannah Dom Newburger, Polotmac, MD
Cum Laude

Cum Phuong Thi Nguyen, Columbus
Summa Cum Laude

Sandra Nguyen, New Albany
Cum Laude

Lauren Nicole Nicassio, Greensburg, PA
Cum Laude

John Paul Neidenthal, Navarre
Erica Lynn Newold, Allen, TX
Magee Cum Laude

Steven Jeremy Nihal, Lexington
Corbyn Daniel Nii, Austin, TX
Cum Laude

Kuntang Niu, Zibo, China
Cum Laude

Olivia Jacqueline Noall, Mentor
Summa Cum Laude
with Honors in the Arts and Sciences

Emma Frances Neecker, Fairfax, VA
Cum Laude

Taratai Noel, Butler, PA
Cum Laude

with Honors in the Arts and Sciences

Dominic Nolf, Columbus
Clare Elizabeth Novak, Columbus
Shannon Kathleen Novak, Strongsville
Summa Cum Laude
with Honors in the Arts and Sciences

Stanslaw Novokv, Columbus
Ardorl Steve Nosumbe, Glenn Dale, MD
Robert Ernest Numbers, Dublin
Cum Laude

Alex Christian Nussstein, Dublin
Cum Laude

Cori Yvonne O'Boyle, Lewis Center
with Research Distinction in Psychology
Patrick Thornton O’Gara, Springboro
Evan Michael O’Malley, Cleveland
James Benjamin Oatney, Columbus
Cum Laude

Morgan Makana Oberweiner, Zionsville, IN
Colin Austin Oberon, Stow
Cum Laude
with Research Distinction in Earth Sciences

Isabelle Capadocia Ocampo, Gahanna
Brigid Marie Ogden, Dublin
Joseph Anthony Ojeda, Dallas, TX
John Matthew Olmstead, Powell
Magee Cum Laude

Bret Olson, Antioch, IL
Heather Marie Olson, Huntington Beach, CA
Magee Cum Laude
with Honors in the Arts and Sciences

Carolina Isabel Ortiz Vilabona, Cleveland
Magee Cum Laude
with Honors in the Arts and Sciences

Suad Osman, Columbus
Peyton Michael Osmundson, Hartville
Cum Laude
with Honors in the Arts and Sciences

Dana Leigh Outcalt, Alamo, CA
Summer Cum Laude
with Honors in the Arts and Sciences

Cerys Elizabeth Owen, Gatheburgs, MD
Emily Christine Pacenta, Dayton
Sarah Marie Painter, Lebanon
Magee Cum Laude
with Honors in the Arts and Sciences

Alexander Pan, Georgetown
Cum Laude
with Honors in the Arts and Sciences

Wedi Pan, Chengu, China
Summa Cum Laude

Prinanka Pandey, Dublin
Radhika Amruth Pandit, Mason
Magee Cum Laude
with Honors in the Arts and Sciences

Alexandra J. Pappas, New Albany
Kareesa Parhbo, Massillon
Julia Marie Parker, Cleveland
Summa Cum Laude

Rochelle Lorenz Parker, South Vienna
Cum Laude
with Honors in the Arts and Sciences

Shana Kasten Parker, Waverly
Summer Cum Laude
with Honors in the Arts and Sciences

Katherine Marie Pasteck, University Heights
Magee Cum Laude
with Honors in the Arts and Sciences

Darsan S. Patel, Milbury
Cum Laude

Dhaval R. Patel, Twinsburg
Madhav Rajesh Patel, Canton
Magee Cum Laude

Payal Patel, Elyria
Rapha Upendra Patel, Centerville
Shalini Hariprasad Patel, Powell
Cum Laude

Shama Patel, Boston, MA
Magee Cum Laude

David Michael Patterson, Carrollton
David Mitchell Patterson, Franklin
Rachele Michele Patton, Centerville
Magee Cum Laude

Pavan Kumar Peketi, Twinsburg
Magee Cum Laude

Koti Prabha Pelluru, Dublin
Cum Laude

Paige Montana Penque, Stockholm, NJ
Alexandra Adair Perborcher, Deerfield, IL
Brennan K. Perkins, Loveland
Emily Ann Perry, Powell
Kristin Nicole Petit, Canton
Cum Laude

Emma Catherine Phillips, Springboro
Summa Cum Laude
with Honors in the Arts and Sciences

John Andrew Pilson, Galion
Lindsey Danielle Pilson, Dayton
Kristina Pickett, Columbus
Rachel Ellen Pinchot, Russia
Magee Cum Laude
with Honors in the Arts and Sciences

Nicholas Max Pinkerton, Cincinnati
Lia Pinkus, Columbus
Cum Laude

Kelly Anne Piper, Westerville
Magee Cum Laude

Mary Katherine Piscara, Newbury
Braiden James Poe, Twinsburg
Cum Laude
with Honors in the Arts and Sciences

Tyler Andrew Poecking, Brecksville
Cum Laude

Aeshna Uma Polakampalli, Blacklick
Cum Laude

Carly Renee Polyn, Jackson
Magee Cum Laude

Danielle Sierra Pond, Columbus
Christian Daniel Prada, Chagrin Falls
Magee Cum Laude

Brad Andrew Preadrell, Muskego, WI
Magee Cum Laude

Alexa Ann Prass, Vandalia
Melissa Kay Pratt, St. Augustine, FL
Nathaniel Robert Prijatel, Mentor
Summa Cum Laude

Michael Albert Pristera, Ash habilua
Dakota Shane Pritchard, Chillicothe
Tylor Cale Pritchard, Upper Sandusky
Magee Cum Laude

Alexander Tyler Prouty, Troy
Jordan Alan Purcell, Columbus
Yazen Khaled Qaisi, Columbus
Shenqi Qian, Huizhou, China
Yang Qian, Nanjing, China
Cum Laude

Coleman Matthew Quay, Loudonville
Colin Harrison Quinn, North Attleboro, MA
Magee Cum Laude

Heather Ann Quinn, West Chester
Dineen Rabbani, Canfield
Cum Laude

Brian Keith Race, Wadsworth
Courtney Lynn Rader, Marengo
Sean Powell Radigan, Mentor
Daniel Jacob Radomski, Gahanna
Shashank Raghavachari, Solon
Nishiha Reiha, Hudson
Jamie Lynn Rainey, Fort Myers, VA
Milena Rajcevic, North Royalton
Madison Ayers Ramirez, Tampa, FL
with Research Distinction in Psychology

Paige Alexandra Ramon, Franklinville, NJ
Pegah Shahrzad Rashidnia, Westlake
Tara Lee Russo, Sagamore Hills
Payton Runyan, Columbus
Colin David Rowe, Columbus
Alexandra Kay Row, Akron
Gianna Marie Rotondo, Warwick, NY
Richard Dominic Ross, Dublin
Jeffrey Dale Rolland, Jr., Medina
Marilyn Eneria Rodriguez, Rockville, MD
Joshua Timothy Robinson, Dayton
Mailli Joan Robinett, Orient
Taylor James Roberts, Pickerington
Abigail Sophia Robbertz, New Albany
Matthew Jacob Rivera, Huron
Hannah Riddle, Beavercreek
Jennifer Ann Seilhamer, Dublin
Haley Nicole Sechrist, Edinboro, PA
Kendal Lee Searer, Mason
Brayden Christopher Seal, Frisco, TX
Taylor Janette Scott, Cleveland
Jonathan Scott Schulman, Mason
Timothy Charles Schofield, West Chester
Nathaniel Steven Reinhardt, Urbana
Kristen Marie Rehl, Cincinnati
Rafal Razooky, Dublin
Nithya Raya, Pickerington
Brook Nicole Ray, Newark
Spencer Ernest Talentino, Dublin
Sunder Sai, Broadview Heights
Kelley Marie Sadosky, Parma
Rachel Hruby Sperling, Solon
Yiannis Sotiropoulos, Kennett Square, PA
Karen Mary Somes, Kirtland
Virginia Jesusita Soliz, Columbus
Kareem Soliman, Canfield
Stephen Anthony Sobocinski, Garfield Heights
Joshua-Paolo Calibag Reyes, Alliance
Benjamin David Reis, Dayton
James Elmer Reinhart, Urbana
Nathanael Steven Reinhardt, Urbana
Richard John Reilly, Columbus
Tammy E. Robinson, Wooster, OH
Alden David Siperstein, Shaker Heights
Taylor Nicole Sirset, Orange, CA
Kailyn Anne Smith, Cincinnati
Eric Gregory Smith, Baltimore
Chloe Renee Smith, Round Rock, TX
Ashley Victoria Stewart, Pickerington
Nathaniel Steiner, Skaneateles
Christian Jacque Tanny, McKees Rocks, PA
Ashley Victoria Stewart, Pickerington
Nicholas Andrew Tarney, Hilliard
Anna Claire Tantari, Lewis Center
Christian Jacque Tanny, McKees Rocks, PA
Anna Claire Tantari, Lewis Center
Nicholas Andrew Tarney, Hilliard
Andrew Jacob Taylor, Pickerington
Mary Elizabeth Silverii, Kettering
Alexis Jane Simmerneyer, Findlay
Kari R. Silverman, Lewis Center
Vijay Hemant Shah, Dayton
Hannah Kristine Staats, Marysville
Hannah Lynn Shane, Cuyahoga Falls
Vanessa Joana Shannon, Massillon
Shivani Ram Sharma, Centerville
Sneha Ramakrishna Sharma, Powell
Sukiya Rhode, Columbus
Taylor Allen Schaffer, Rockford
Brianna Dawn Sawyer, Hilliard
Kathryn Elizabeth Schimmel, Columbus
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Kathryn Elizabeth Schimmel, Columbus
Taylor Anne Schaffner, Greensboro, NC
John Taylor, Springboro
Nicholas Brian Sosnowski, Memphis, TN
Yiannis Sotiropoulos, Kennett Square, PA
Jarrod Joseph Sotos, Dublin
Sarah Elizabeth Spalt, New Albany
Weltha Renee Spencer, Toledo
Rachel Hustay Spelling, Solon
Jennifer Ann Seilhamer, Hilliard
Abigail Rose Sperling, Solon
Hannah Rayna Sperling, Davidson, NC
John Taylor, Springboro
Nicholas Brian Sosnowski, Memphis, TN
Yiannis Sotiropoulos, Kennett Square, PA
Jarrod Joseph Sotos, Dublin
Sarah Elizabeth Spalt, New Albany
Weltha Renee Spencer, Toledo
Rachel Hustay Spelling, Solon
Summa Cum Laude
with Honors in the Arts and Sciences

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with Honors in the Arts and Sciences

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with Honors in the Arts and Sciences

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Cum Laude
with Honors in the Arts and Sciences

Summa Cum L
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<td>Carissa Nicole Vavalle</td>
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<td>Douglas James Vanderhoof</td>
<td>Lakeview</td>
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<td>Emily Nadatta Weekes</td>
<td>Beavercreek</td>
<td>Magna Cum Laude</td>
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<tr>
<td>Rebecca May Welsh</td>
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<td>Stephanie Wenzel</td>
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<td>William Delos Vennemeyer</td>
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<td>Natalie Victor, East Hanover</td>
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<td>Cinerea Alexandra Vichoz Espinoza, Hilliard</td>
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<td>Anna Voelker, Allison Park</td>
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<td>Ana Marie Harmsen, Ottawa</td>
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<td>Katherine Mary von Hollem, Galena</td>
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<td>Amber Alicia Vories, Grove City</td>
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<td>Sara Nicole Voss, Milford</td>
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<td>Alexandra Margaret Volyko, North Ridgeville</td>
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<td>Mathias David Wagner, Cincinnati</td>
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<tr>
<td>John Alan Wildenthal, Lewis Center</td>
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<td>Aaron Heath Wilker, Lima</td>
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<td>Cameron Nathan Williams, Pennsylvania, NJ</td>
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<tr>
<td>Candace Ann-Marie Williams, Bridgetown</td>
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<tr>
<td>Savannah, GA</td>
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<tr>
<td>Mark Lanh Lam Williams, Reynoldsburg</td>
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<td>Paul Anthony Williams, Bedford</td>
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<td>Rhonda Marie Williams, Reynoldsburg</td>
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<td>Abigail Ann Wilmer, Upper Arlington</td>
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<td>Enda Xiao, Changzhou, China</td>
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<td>With Honors in the Arts and Sciences</td>
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**Cum Laude**

- Summa Cum Laude
- Magna Cum Laude
- Cum Laude
Commencement Convocation, May 6, 2018

Edward Micheal Boerstler, Newark
Thomas Eugene Bolin III, Grove City
Haakon Borstad, Columbus
Baylie Marie Brock, Lima
Jewel Easter Bracey, Cleveland
Alisha Renee Boyer, Rushville
Daniel Joseph Boecker, Continental
Caitlyn Denise Blecha, St. Louisville
Nickolas Lee Bishop, Mansfield
Shanicia Inell Berts, Cleveland Heights
Hailey J. Batross, Lewis Center
Ellis S. Barnes, Bluffton
James Zackary Ball, Centerburg
Taylor Miranda Bahan, Mount Victory
William Arnold, Maineville
Kirsten Marie Eileen Appel, Poland
Johnny Douglas Anderson, Columbus
Sydney Elaine Alspach, Bucyrus
Owen Ackerman, New Washington
Nahom Abayneh, Reynoldsburg
Zachary Joseph Zuppardo, Lima
Kyle Scott Zumfelde, Napoleon
Yunying Zhu, Ningbo, Zhejiang, China
Yudi Zhou, Chengdu, Sichuan, China
Yiting Zhou, Shanghai, China
Ziyi Zhao, Beijing, China
Ziyi Shiping Zhong, Columbus
Kashl Zhou, Dongyang, Zhejiang, China
Yiting Zhou, Shanghai, China
Yeancun Zhou, Chongqing, China

Summa Cum Laude
Magna Cum Laude
Cum Laude

Associate of Arts
Nahom Abayneh, Reynoldsburg
Walid Abu-Raad, North Olmsted
Owen Ackerman, New Washington
Rebecca Lee Adams, Newark
Sydney Elaine Alspach, Bucyrus
Heath Jacob Alterm, Somerset
Johnny Douglas Anderson, Columbus
Kirsten Marie Eileen Appel, Poland
Reagan Elizabeth Arena, Powell
William Arnold, Maineville
Taylor Miranda Bahan, Mount Victory
Travis Charles Baldwin, Johnstown
James Zachary Ball, Centerburg
Nahom Abayneh, Reynoldsburg
Ellis S. Barnes, Bluffton
Kommer Ryan Bar, Gahanna
Alexa Nikol Bartlett, Newark
Hailey J. Batross, Lewis Center
Shanicia Inell Berts, Cleveland Heights
Nickolas Lee Bishop, Mansfield
Megan Christine Blankemeyer, Bellevfontaine
Cathryn Denise Blecha, St. Louisville
Daniel Joseph Boecker, Continental
Edward Michael Boerstler, Newark
Thomas Eugene Bolin III, Grove City
Rachel Ann Boogaard, Dublin
Haikon Borstad, Columbus
Latsidowane Nina Brunenmay, Columbus
Courtney Lanae Boychan, Newark
Alisha Renee Boyer, Rushville
Jewel Easter Bracey, Cleveland
Randi Lynne Brackman, Hilliard
Scott Davis Braunworth, Lima
Michael Allen Breed, Ashland
Lloyd Clark Briggs III, Lima
Byatle Marie Brock, Lima
Emily Raee Brown, Lexington
Samuel Marcus Brummet, Cincinnati
Alex Marie Brunk, Lima
Magnus Cum Laude
Jacob Taylor Butler, Newark
Magnus Cum Laude
Cara Lynne Caldwell, New Albany
Lawrence Clark III, Dayton
Magnus Cum Laude
Carla Renee Caprella, Lima
Michael Joseph Caproni, Ripley
Brianna Shannon Carroll, Dublin
Cum Laude
Walter Carruthers, Jr., Ashley
Monica Blake Case, Hilliard
Carlon Casey, Hilliard
Danielle Nicole Carter, Marysville
Daniel Ryan Casey, Columbus
Cum Laude
Brittney Caudill, Columbus Grove
Eliane Chen, Toledo
Molly Elizabeth Chetnik, Granville
Summa Cum Laude
Kati Chi-Kei Cheung, Westerville
Joshua Edward Chitini, Pataskala
Constance Faith Claus, Columbus
Nathaniel Edward Clanchot, Galena
Andrew Joseph Coffman, Zanesville
Jennifer Renee Colarossi, Marion
Ruhi Ruhi Collier, Powell
Adam Richard Collins, Pickerington
Conlon Wayne Conley, Marion
Cum Laude
Carson Bradrick Cooke, Marysville
Kate Tyler Cope, Richwood
Dakota Copley, Cuylerberg
Cassandra Paige Cormon, Columbus
Cum Laude
Joey Dale Corley, Buckeye Lake
Dominic Ramon Luis Cortez, Galion
Aisha Crafter, Columbus
Magnus Cum Laude
Michael Rye Crenn, Pataskala
Magnus Cum Laude
Connor Joseph Cua, Columbus
Matthew Ellis Cubbison, Granville
Anna Marie Curtis, Jenera
Hristijan Cvetanovski, Reynoldsburg
Matthew Joseph Dalanov, Westerville
Maxwell James DeBord, Newark
Jacob Anthony Demetreus, New Albany
Sebastian Ovidiu Demetreus, New Albany
David Christopher Denzy, Loveland
Lyndsey Kate Dibbaul, Westerville
Ashley Nicole Diworth, Ashland
Tira Angeline DiYanni, Pickerington
Emily Nicole Dott, Dublin
Cum Laude
Brooke Donaker, Newark
Olivia Marie Douglas, Ottawa
Andrew Alexander Douglass, Lima
Lydia Marie Doyle, Delaware
Brandon Kenneth Draper, Lima
Alexander Peter Drews, Newark
Alyssa Drons, Republic
Evaanda Durac, Columbus
Christopher James DuCEt, Newark
Collin Thomas Eberhardt, Newark
Tyler James Egbert, Anna
Andrew Nicholas Embry, Thornville
Megan Emig, Cincinnati
James Luther Ensmers, Marion
Miyakoa M. Erbe, Dublin
Cum Laude
Naomi Grace Egen, Columbus
Alexander Scott Evans, Mansfield
Danielle Jade Evans, Newark
Cum Laude
John Andrew Evans, Columbus
Michael William Fackler, Loveland
Cum Laude
Michael Joseph Fotter, Lima
Matthew Roland Fisher, Upper Arlington
Waryn Renee Fiswell, Richwood
Cum Laude
Sarah Marie Flowers, Centerburg
Javan Thomas Fogle, Newark
Anthony Forrest, Groveport
Andrea Marie Frencics, Circleville
Dylan Chase Fritts, Dublin
Cum Laude
Hannah Renee Gable, Marion
Nicholas Joseph Gaby, Upper Arlington
Tremaine Gallow, Columbus
Alex Roman Gastesi, Columbus
Joshua Gilbert, Reynoldsburg
Rebecca Cecilia Goletz, Newark
Jode Levi Gray, Ashland
Abigail Grace Green, Westerville
Kyle Nicole Green, Pataskala
Alyson Leah Grubbs, Lima
Jasmin Leigh Guerrero, Spencerville
Kellen Ann Gullat, Groveport
Emily Joy Gurney, Thornville
Cum Laude
Bethany Elaine Gurne, Baltimore
Bobbee Blair Hall, Athens
Kaidyn Marie Hall, Johnstown
Daneille Nicole Harley, Logan
Jallicia Elizabeth Halliday, New Albany
Diana Marie Ivory Hanson, Marion
Jake Richard Hansson, Reynoldsburg
William R. Harden, Mansfield
Allison Brooke Hardyman, Pickerington
Elajhir Aaron Harris, New Albany
Nicholas Joseph Hayt, Pataskala
Magnus Cum Laude
Rachel Marie Hawthorn, Thornville
Maria Theresa Hayes, Newark
Sara Pearl Healea, Upper Sandusky
Kristyna Ellen Heimerdinger, Ashland
Sabrina Sylvia Helman, Mount Gilead
Brittany Lynn Hendrickson, Lima
Cum Laude
Maddilyn Marie Herman, Ottowwe
Tawny K. Hetsler, Belleville
Caleb Michael Hickman, Mount Vernon
Magnus Cum Laude
Travis Jay Higgins, Johnston
Cum Laude
Quinton Michael Hiler, New Washington
Emily Nicole Himsei, Lima
Kelsey Elizabeth Hoar, Pataskala
Elliot J. Hoep, Republic
Christopher Alexander Hoffman, Berlin Heights
Drew Joseph Holland, Dublin
Ryan Lee Holter, Marion
Corey Lee Honaker, Pataskala
Boyla Sabi Hoob, Huber Heights
Amy Elizabeth Hopkins, Wilmington
Olivec Grace Hoppe, Wooster
Nicole Elisabeth Hopwood, Upper Arlington
Travis Eugene Hothen, St. Clairsville
Angelina Raquel How, Columbus
Nicholas Clay Hudak, Brunswick
Christian Alan Hunt, Canal Winchester
Clanssa Dawn Hutchinson, Hebron
Cum Laude
Nour Tawsir Isskander, Westerville
Devon Lyle Johnson, Pickerington
Shane Johnson, Columbus
Lily Catherine Johnson, Marion
Brandon Antonio Jones, Cleveland Heights
Colton Michael Jones, Canal Winchester
Cum Laude
Logan Jeffery Jordan, Dresden
Cum Laude
Rukassa Regina Kabealo, Marysville
Cum Laude
Pavin Singh Kala, North Ridgeville
Cum Laude
Nicholas Kanel, Columbus
Emily Louise Kanney, Plymouth
Bhavneek Kaur, Greenville
Cum Laude
Alyssa Linnea Keil, Lancaster
Blake Cristian Kiley, Grove City
Matthew Scott Kennedy, Pataskala
Jonathan Edward Kent, Jr., Pataskala
Anny Khayyasang, Columbus
Katlin Rose Kidd, Elda
Cum Laude
Emily Laine Kiger, Columbus
Taylor Rosemary Kiger, Granville
Cum Laude
David Bits Hall, Ashland
Jocoo Kim, New Albany
Alexander Peter Kiraly, Reynoldsburg
Riley Weston Klausen, Spencerville
Cum Laude
Chesleary Marie Klotzenauer, Celina
Cum Laude
Stone Michael Krapp, Whitehall
Augusta Lynos Koeleis, Springfield
Cum Laude
Maxwell Alexander Koontz, Newark
Jessica Kovalchuk, Painesville
Rebecca Rose Kowalscuk, Reynoldsburg
Evelyn Michelle Lambert, Raymond
Jordyn Nicole Lambert, New Albany
Jean-Pierre George Lammers, New Albany
Philip Andrile LafVigne, Newark
Lauren Elizabeth Leameran, Von Wert
Cum Laude
Alexis Kristen Leavers, New Philadelphia
James Patrick Lee, Marion
Rachel Mary Leff, Neforfillein
Cum Laude
Emily Elaine Legg, Westerville
Jo Ann Leininger, Ashley
Kyleen Christian Leifer, Kent
Cum Laude
Sam Simon Leitz, Monroeville
Sarah Marie Lewis, Chardon
Abigail Sue Lewallen, Upper Sandusky
Cum Laude
Hannah Marie Likar, Richfield
Maureen B. Liu, Canton
Amelia Claire Lovely, Marysville
Emily Lynn Locke, Granville
Cum Laude

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Commencement Convocation, May 6, 2018

Megan Catherine Long, Lima
Margay Currie Ladd, Cambridge
Scottee Anne Long, Alexandria
Kayla Jo Luft, Hebron
Trevor Cole Maag, Kalida
Cum Laude
Sarah Rae Mackesy, Lima
Cum Laude
Myah Mahay, Cambridge
Casidi Lynnette Maierle, Jacksontown
Jarrett Austin Makofor, Brunswick
Crystal Celeste Manley, Canal Winchester
Madelin Vera Mann, Wadsworth
Evam Richard Mansfield, New Albany
William John Margiotta, Jr., Columbus
Chloe Jennifer Martin, Bellfontaine
Hannah Margaret Martin, Attica
William Alexander Mason, Reynoldsburg
Anna Grace Mattes, Columbus
Michael Maynard, Columbus
Brionne Nicole McCague, Lewis Center
Jadyn McClain, Toledo
Colin Paul McCullough, New Albany
Hannah Pearl McDaniel, Marion
Cum Laude
Melissa M. McGoram, Columbus
Luis Alberto Melendez, Cleveland
Allison Carol Mellor, Upper Arlington
Victoria Rose Merklen, Mansfield
Elizabeth Sue Merritt, Pataskala
Emilee Joy Meyer, Spencerville
Brenna Miller, Kenton
Kyester Miller, Wilmington
Kyle Andrew Miller, Centerfield
Magna Cum Laude
Shannon Noel Miller, Bucyrus
Cum Laude
Ryan Dean Minyo, Mount Gilead
Mohamed Abdi Mire, Columbus
Brianne Chriane Montgomery, Mansfield
Cum Laude
Yejuang Moon, Hilliard
Jose G. Moore, Gahanna
Morgan Ashley Morris, Gahanna
Morgan Brittany Morton, Elida
Hayden Jacob Muckensturm, Lancaster
Stephen Muica, Massillon
Alessia Ctlin Murray, Ashland
Cum Laude
Kevin Lamonte Rankin, Jr., Galena
Diamond Marie Rapp, Blacklick
Danyelle Christine Rave, Obetz
Phillip Lee Rawson, Twinsburg
Magna Cum Laude
Timothy Daniel Rigrut, Westerville
Magna Cum Laude
Kayla Ann Reichert, Westerville
Mackenzie Nicole Reinhardt, New Riegel
New Riegel
Cum Laude
Lea Rose Rehord, Pickerington
Rachel Gene Rickman, Pickerington
Magna Cum Laude
Yusoda Rajal, Blacklick
Cum Laude
Lindsey Cora Rine, Bladensburg
Magna Cum Laude
Drew Andrew Rippl, Minster
Cade Christopher Rischo, Heath
Garrett Lee Robinson, Pataskala
Magna Cum Laude
Samantha Maria Rocco, Brookpark
Mettey Lynn Roloen, Mendon
Nicole Romanelli, Galena
Cum Laude
Zane Dylan Rome, Newnan
Alison Lynn Rood, Lima
Max Jesse Rosenberg, Blue Ash
Ciana Lyn Roush, Canal Winchester
Magna Cum Laude
Colton Ruck, Dublin
Jordan Alexander Rummel, Westerville
Elisabeth Amy Ruth, St. Marys
Cum Laude
April Tia Alexis Rymer, Guysville
Clay David Sammons, Baltimore
Cum Laude
Kyle Andrew Sands, Rawson
Cum Laude
Shelby Anne Sansky, Westerville
Cum Laude
Cameron Jamie Savage, Columbus
Cooper James Scallon, Loveland
Annellese Margaret Scherik, Delaware
Julie Elizabeth Schmersal, Ottoville
Alexa Lynn Schoonover, Reynoldsburg
Nicholas Schuman, Upper Arlington
Cum Laude
Bernard Robert Schwartz, Newark
Cum Laude
Melissa Faith Schweyer, Mansfield
Kevin David Scott, Wellington
Magna Cum Laude
Mark Allen Scott, Newark
Levin Samantha Sens, Marion
Cum Laude
Nicholas Babeaux Sergakis, Columbus
Amanda Sexton, Westerville
Jordan Michelle Shafer, Reynoldsburg
Noah William Sharpe, Lancaster
Justus Alexander Shaw, Columbus
Devon Scott Sheller, Etna
Claire Margaret Shonk, Lancaster
Cum Laude
Cory Blake Sims, Wapakoneta
Cum Laude
Julia Renee Sincel, Tallmadge
Cum Laude
Journi Nicole Smith, Reynoldsburg
Megan Elaine Smith, Newark
Jordan Susanne Smiley, Franklin
Charles Basil Sockel V, Hudson
Michael Connor Somerville, Powell
Blake Allen Sours, Wadsworth
Mana Grace Spain, Worthington
Gavin Austin Speelman, Mansfield
Molly Kay Sprinkle, Zanesville
Tessa Marie Stamer, Bucyrus
Kaelyn Heather Steele, Mason
Cum Laude
Daniel Spencer Stevens, Newark
Morgan Makaia Stewart, Mentor
Carla Marie Stoll, Wooster
Hannah Marie Swanson, Cardington
Cum Laude
Jessica Tang, Cleveland
Aydin Joseph Terrill, Prospect
Jared Christopher Thomas, Lancaster
Jazmine Monique Thomas, Lima
Joel Thomas, Newark
Seth Allen Thomas, Coshocton
John Ross Thompson, Columbus
Ross Tomek, Hilliard
Noah James Torres, Newark
Catlin Marie Trae, Cleveland
George Joseph Trivison, Brunswick
Cum Laude
Magna Cum Laude
Seth Andrew Tumblin, Coshocton
DeMarco DeShawn Turner, Dayton
Giovanni Hassel Ulate, Columbus
Nicholas Austin Untch, Hilliard
Cum Laude
Joseph Corey Van Oss, Cleorvdale
Cum Laude
Avery Jack Van Reeth, Zanesville
Marta Vandra, Fairview Park
Cum Laude
Elizabeth Yankovich, Blacklick
Cum Laude
Caleb Anthony Yoder, Columbus
Jeffrey Michael Yoman, Alexandria
Cum Laude
Isaac Henry Zachmann, Marion
Cum Laude

The Max M. Fisher College of Business

Dean: Anil K. Makhija

Bachelor of Science in Business Administration

Morgan Danielle Aaron, Sandusky
Yulya Abukhovich, Columbus
Cum Laude
Drew Zubin Acharya, South Barrington, IL
Alec Edward Adams, Vermilion
Aneelah Ahmed, Dayton
Muzammil Ahmed, Dublin
Magna Cum Laude
Katherine Grace Albin, Sarasota, FL
Alec Albright, Lebanon
Miesha Milton Alexander, Worthington
Magna Cum Laude
Hayley Marie Allyn, Maumee
Cum Laude
Sean Michael Allen, Laurelville
Magna Cum Laude
Evie Gabrielle Villaruel, Lima
James Augustus Vogel, Cincinnati
Spencer Ethan Vorst, Kalida
Brooklyn Joy Waizlaik, Vermilion
Mia Elizabeth Walker, Columbus
Madalyn Marie Wallace, Columbus
Kennedy Katherine Wallis, Galena
Magna Cum Laude
Baily Madison Webb, Pataskala
Drew Daniel Wohlfart, Fort Loramie
Grant Mason Weirhach, Ottawa
Amber Welch, Reynoldsburg
Christopher Michael Wendling, Lexington
Christian Michael Wengertner, New Albany
Magna Cum Laude
Josie Madeline Westfall, Gahanna
Jireh White, Sunbury
Seth David Wickey, Lewis Center
Gunnar Wielinski, New Albany
Craig L. Wiggins, Canton
Joana Mykalia Jean Wilburn, Etna
Taylor Danae Wilkinson, Potomac, MD
Magna Cum Laude
Morgan Barbara Williams, Pickerington
Bradly Allan Wilson, St. Louisville
Jonah Wilson, Westerville
Kyle Jacob Winttering, Hilliard
Stephen Krieg Wisserer, Wadsworth
William Francis Wohle III, Columbus
Magna Cum Laude
Elizabeth Ellen Wolfe, Mansfield
Lynne Marie Woodahl, Noblesville, IN
Nicholas Scott Wright, Glenford
Rachel Lynn Wulf, Toledo
Kelly Wurth, Springboro
Cum Laude
Sarah Elizabeth Yankovich, Blacklick
Cum Laude
Caleb Anthony Yoder, Columbus
Jeffrey Michael Yoman, Alexandria
Cum Laude
Isaac Henry Zachmann, Marion
Cum Laude

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Commencement Convocation, May 6, 2018

Brian Daniel Clark, Cleveland Heights
Eric Edward Clark, Delphos
Cum Laude
Tanner Elizabeth Clarke, Rochester Hills, MI
Sydney Katherine Claus, Solon
Daniel Robert Clement, Solon
Emily Climer, Findlay
Chelsey Marie Cochran, Newton Falls
Lauren Ashley Coffman, Urbana
Alexa Cohen, Plainview, NY
Alexis Sara Cohen, Fairlawn
Cum Laude
Kyle Morgan Cohen, Scarsdale, NY
Magna Cum Laude
Elana Colangelo, West Hartford, CT
Magna Cum Laude
Garrett Allen Colburn, Circleville
Lydia Anne Coldiron, McKeesville
Adriana Camille-Notardonato Cole, Westlake
Magna Cum Laude
Nia Imani Coleman, Reynoldsburg
Cum Laude
Samuel David Coleman, Shelby
Cum Laude
Michael Colgan, New Albany
Magna Cum Laude
Haley Renee Collins, West Chester
Magna Cum Laude
Sarah Elise Cone, Canal Winchester
Summa Cum Laude
Shelbi Lynn Collins, Galion
Cum Laude
Samuel James Conkright, Mason
Magna Cum Laude
Chelsea Conley, Springfield
Michael James Conlin, Miamisburg, OH
Cum Laude
Martin John Conroy, Avon
Ryan Joseph Conry, Shaker Heights
Olivia Maureen Conti, Pittsford, NY
Caroline Conway, Cleveland Heights
Anastasia Alyssa Cook, Canfield
Julia Ariel Cooper, Melville, NY
Anastasia Alyssa Cook, Canfield
Ryan Joseph Conry, Shaker Heights
Cum Laude
Samuel James Conkright, Mason
Magna Cum Laude
Christopher James Cua, Dover
Magna Cum Laude
Nikolina Cuca, Rockford, IL
Cum Laude
Coleman Alan Cunningham, Lewis Center
Magna Cum Laude
Sarah Marie Cuppert, Medina
Cum Laude
Mary Cumre, Oxford
Cum Laude
Lucas Edward Curran, Westerville
Cum Laude
Avery Elizabeth Dahil, Rocky River
Cum Laude
Annelise Rose Dahl, Worthington
Summa Cum Laude
with Honors in Business Administration
Alex James Daley, Massillon
Kylie Mackenzie Daney, Prospect, KY
Senay Daniel, Pickerington
Cum Laude
Wesley Stephen Dantzler, Sykesville, MD
Cum Laude
Michael Alexander David, Cincinnati
Cum Laude
Cody James Davis, Warren
Magna Cum Laude
Isabella Fisher Dawes, Hilliard
Cum Laude
Christina Maria Dawson, Columbus
Magna Cum Laude
Davies James Day, Canton, MI
Cum Laude
Julia Theresia Dean, Brecksville
Magna Cum Laude
Samanthia Dean, Saratoga Springs, NY
Cum Laude
Alson Brigid DeCrane, Cleveland
Cum Laude
Drew Andrew Dees, Cincinnati
Cum Laude
Charles Hanauer Deitschmann, Jacksonville, FL
Franklin DelGado, Dublin
Cum Laude
Amanda Marie Dellinger, Marysville
Cum Laude
with Honors in Accounting
Nicole Marie DelOye, Russia
Cum Laude
Kevin DeMoss, Gibsonia, PA
Cum Laude
William Christopher Dempster, Doylestown, PA
Harley Ann DeNoto, Pittsford, NY
Cum Laude
Kathryn Clare Deslva, Aurora
Cum Laude
Julia Elizabeth Diamantopoulos, Westfield, NJ
Magna Cum Laude
Rachel Elizabeth Dickey, Youngstown
Summa Cum Laude
Magna Cum Laude
Michael Alexander Diemer, Strongsville
Haley Renee Dietz, Warren
Cum Laude
Dustin Taylor Dillon, London
Haley Nicole Dillon, Springfield
Feng Ding, Ningbo, China
Cum Laude
Mitchell Ryan Doherty, Buffalo, NY
Matthew Harrison Dolan, East Windsor, NJ
Summa Cum Laude
Devon Edward Dombrowski, Columbus
Anthony Michael Donagan, McFarland, WI
Cum Laude
Brandon Thomas Donelan, Strongsville
Cum Laude
Cindy Dong, Cleveland
Cum Laude
Mojun Dong, Beijing, China
Cum Laude
Trevor Linwood Dowd, Dayton
Cum Laude
David Ryan Downey, Medina
Mason Thomas Dray, Mansfield
Cum Laude
Ana Drazetic, Mentor
Mitchell Dreibusch, Columbus
Cum Laude
Brian Dreilishak, Avon
Jonathan Dalton Driscoll, Marysville
Amarya Ayana Dryden, Louisville, KY
Yulin Du, Beijing, China
Addison Grace Duchesne, Reynoldsburg
Magna Cum Laude
Sydney Eliza Dudley, Loveland
Magna Cum Laude
NICHOLAS DUMMITT, Alexandria
Alexandra Marie Dunn, New Albany
Alexandre Duque, Lexington, KY
Cum Laude
Daniel James Dunnin, Avon
Cum Laude
Tiffani Marie Duscheid, Dublin
Magna Cum Laude
Francesca Dutra, Hemosa Beach, CA
Chandler Scott Eash, Gambier
Cum Laude
Aaron Michael Eibert, St. Clairsville
Magna Cum Laude
Matthew Alexander Ebeling, Villa Park, IL
Madeline Shea Echevarria, Severna Park, MD
Cum Laude
Derek Alan Eckstein,
Washington Court House
Magna Cum Laude
Alexandra Danielle Edwards, Marion
Brandon Gatewood Edwards, Pickerington
William Tucker Edwards, San Diego, CA
Cum Laude
Sheryl Lavin Ehlebusch, Andover, MA
Magna Cum Laude
Max Geoffrey Eicher, Akron
Tyler John Eichhorn, Beaver Creek
Eric Brian Eichner, Liberty Township
Conner Eitel, Circleville
Magna Cum Laude
Muhammad Haizq Elas, Perak, Malaysia
Cum Laude
Cameron James Elkins, Stamford, CT
Cum Laude
Anderson Parker Ellis, Chagrin Falls
Cum Laude
Austin Martin Ellis, Warren
Colin T. Engel, Centerville
Hannah Dorothy-Ann Engler, Holland/Perrysburg
Rebekah Mae Engler, Oxford, MI
Magna Cum Laude
Rachel Ann Entrup, Cincinnati
Cum Laude
Bari Epstein, Strongsville
Magna Cum Laude
Rachel Ann Ernst, Lima
Cum Laude
Michael James Essig, Westlake
Summa Cum Laude
Aaron Charles Estrel, Sylvania
Summa Cum Laude
with Honors in Business Administration
with Honors Research Distinction in Finance
Sarah Michelle Eustair, Painesville
Cum Laude
Emma Eustis, Waterville, OH
Cum Laude
Dustin Lee Evans, Westerville
Oliver Barry Evans, Newark
Sarah Lynn Everhart, Bainbridge
Magna Cum Laude
with Honors in Business Administration
Stephen Evvard, Pittsburgh, PA
Cum Laude
Benjamin James Eyssen, Brunswick
Magna Cum Laude
Stefanos Fakoukakis, Cincinnati
Mareme Garmy Fall, Cincinnati
Kang Fan, Guangzhou, China
Magna Cum Laude
Lingxiu Fan, Ningbo, China
Cum Laude
Zeyu Fan, Tianjin, China
Magna Cum Laude
Nicole Frar Agall, Toms River, NJ
Cum Laude
Fuad Christopher Farah, Canton
Summa Cum Laude
Kenneth Michael Farmer, Hudson
Cum Laude
Joshua Alan Farr, Dublin
Cum Laude
Gabrielle Marie Fatzinger, North Canton
Cum Laude
Connor Benjamin Favre, Avon, CT
Le Fang, Foshan, China
Magna Cum Laude
Robert Lawrence Fenik, Avon Lake
Cum Laude
Lyle Dean Fenton, Cleveland
Magna Cum Laude
Rena Ferrara, Wexford, PA
Magna Cum Laude
with Honors in Business Administration
Westin Richard Fechter, Glendale
Kaylee Danielle Fields, Mechanicsburg, PA
Cum Laude
Daniel Stephen Flita, Strongsville
Cum Laude
Bryan Dominic Finner, Marysville
Cum Laude
Sarah Lynn Everhart, Bainbridge
Magna Cum Laude
with Honors in Accounting
Nathan Jerome Finneran, Powell
Magna Cum Laude
Louis Anthony Firmstone, Powell
Magna Cum Laude
Thomas Braydon Fischer, Cincinnati
Magna Cum Laude
Kenneth Earl Fisher, Orange
Cum Laude
Emily Ann Fitzgerald, Washington Crossing, PA
Magna Cum Laude
John Michael Flannery, Rocky River
Matthew R. Fleming, Plain City
Meredith Liliana Flor, Silver Lake
Nicolemara Fobellah, Westerville
Brittny Rae Folks, Eden Prairie, MN
Magna Cum Laude
Anna Elizabeth Fote, Long Valley, NJ
Magna Cum Laude
Brian Foreman, East Setauket, NY
Cum Laude
Benjamin Fournier, Dublin
Cum Laude
Drue Fowler, Cincinnati
Magna Cum Laude
Ryan James Fowler, Dublin
Cum Laude
Patricia Marie Fox, Columbus
Magna Cum Laude
Liam Donald Foxe, Palisades, NY
Magna Cum Laude
Nicola Marie France, Dublin
Cum Laude
Bailie James Francis, Russia
Cum Laude
Mia Francisco, Jackson, NJ
Cum Laude
Ryan Taylor Frank, Strongsville
Magna Cum Laude
with Honors in Accounting
Andrew Robert Little, Columbus  
Cung Liu, Tianjin, China  
Cum Laude  
Sheji Liu, Dalian, China  
Cum Laude  
Wenmin Liu, Kunshan, China  
Cum Laude  
Xiaoqiu Liu, Dalian, China  
Magna Cum Laude  
Yao-Yu Liu, Cincinnati  
Yi Liu, Zhengzhou, China  
Cum Laude  
Zehui Liu, Shenzhen, China  
Zequn Liu, Beijing, China  
Magna Cum Laude  
Gered Brandt Lockwood, Milford  
Daniel James Lopresti, Cranberry Township, PA  
Cum Laude  
Jeremy Richard Lott, Morningside, NJ  
Cum Laude  
Jordan McKenna Lovely, Camden  
Cum Laude  
with Honors in Business Administration  
Luke Weijun Low-Pitroff, Dublin  
Anqi Lu, Yantai, China  
Cum Laude  
Jasmin Lu, Xi'an, China  
Magna Cum Laude  
Robert Lu, New Albany  
Cum Laude  
Shiyi Lu, Shanghai, China  
Cum Laude  
Wenmin Luan, Nanjing, China  
Yixin Luan, Qingdao, China  
Christopher Matthew Lubrano, Green Brook, NJ  
Magna Cum Laude  
Allison Taylor Lucas, Worthington  
Cum Laude  
Natasha Lynn Lucas, Dublin  
Cum Laude  
Nicholas Hunter Lucidi, Moorstown, NJ  
Cum Laude  
Andrew Scott Ludwig, Centerville  
Krista Eve Lugo, Congers, NY  
Hannah Alyse Lufting, Sycamore  
Alexandra Michele Lucks, Glen Allen, VA  
Magna Cum Laude  
Dean Lumish, Woodbury, NY  
Yunrei Luo, Zhongshan, China  
Magna Cum Laude  
Yi Lu, Penghai, China  
Magna Cum Laude  
Eilene Ly, West Covina, CA  
Cum Laude  
Joseph John Lynn III, Medford, NJ  
Cum Laude  
Shiyu Ma, Henan, China  
Magna Cum Laude  
Xiaoaoa Ma, Chengdu, China  
Cum Laude  
Yashutu Ma, Beijing, China  
Magna Cum Laude  
Travis Norbert Maas, Leipsic  
Taylor Lauren Macaulay, Oakwood  
Matthew T. McLean, Mason  
Cum Laude  
Anna Rose Macnachy, Westerville  
Ihab Homayr Madan, Mason  
Cum Laude  
Nicholas Kenneth Maglic, Cleveland  
Ryan Hunter Mahan, Hudson  
Cum Laude  
Mitchell Thomas Maher, Springboro  
Magna Cum Laude  
Anthony Jordan Mahmud, Lewis Center  
Magna Cum Laude  
Manissa Lynn Mairaca, Avon Lake  
Conner Levy Mandrella, Brecksville  
Jacob Michael Mandel, Dublin  
Magna Cum Laude  
Divya Maran, Dublin  
Elita Christine Marchetti, Mars, PA  
Summa Cum Laude  
with Honors in Accounting  
Morgan Danielle Marcus, Buffalo Grove, IL  
Magna Cum Laude  
Alessandra Maria Margelolo, Powell  
Cum Laude  
Thomas John Marinelli, Lincroft, NJ  
Cum Laude  
with Honors in Business Administration  
Madison Marino, New York, NY  
Magna Cum Laude  
Sophie Alen Marion, Excelsior, MN  
Jessie Trevor Markowitz, Smithtown, NY  
Magna Cum Laude  
with Honors in Business Administration  
Justin Taylor Markowitz, Morganville, NJ  
Kryna Elizabeth Marks, Perryburg  
Magna Cum Laude  
Victoria Marra, Gates Mills  
Cody Aaron Marshall, Dublin  
Cum Laude  
Kayla Mitsuoka Marshall, Tipp City  
Austin Ray Marsico, Pickerington  
Adam Edward Martin, Latrobe, PA  
Magna Cum Laude  
with Honors in Business Administration  
Laura Ashley Martin, Hilliard  
Madeline Hope Masaryk, Cleveland  
Magna Cum Laude  
Faith Minah Mason, Pickerington  
Cum Laude  
Mark William Matheny, Middletown, DE  
Kevin William Mathey, Independence  
Cum Laude  
with Honors in Integrated Business and Engineering  
Logan Todd Howard Mathes, Blanchester  
Mark Salvatore Matzinger, Westlake  
Summa Cum Laude  
Jocelyn Antoinette May, Upper Marlboro, MD  
Lindsey Elizabeth May, Hilliard  
Zachary Mayer, Belle Mead, NJ  
Cum Laude  
Jasmeen Cadena Mayes, Atlanta, GA  
Matthew Ryan Mayville, Blacklick  
Blacklick  
Adam James Mazyck, Warren  
Magna Cum Laude  
Sarah Marie Maye, Schaumburg, IL  
Magna Cum Laude  
Jacob Tyler Mazzeo, Westerville  
Katherine Rose McAlister-Spiel, Cary, IL  
Ellen Brennan McCabe, Lakewood  
Magna Cum Laude  
Andrew Tucker McCarthy, Bur Ridge, IL  
Hannah Araujo McCarthy, Westlake  
Cum Laude  
Jeffrey Patrick McCarthy, Dublin  
Casey Wells McCarty, Clarksville  
Jacek McCarty, Dayton  
Summa Cum Laude  
Vickie Renee McCaulley, Stow  
Magna Cum Laude  
Daniel Thomas McCormick, Avon Lake  
Mary Louise McCormick, Maumee  
Julia Caroline McCoy, Loveland  
Mary Grace McCuen, Cincinnati  
Magna Cum Laude  
Taylor Marie McGuire, Hudson  
Cody Benjamin McCune, Wilmington  
Judson Isaac McDaniel, Bowling Green  
Ryan McDermott, Rocky River  
Karn Law McDonnell, Hudson  
Magna Cum Laude  
Matthew McGahan, Mason  
Yasmine Brooke McGlothlin, Marion  
Cum Laude  
Ryan Alexander McGrath, Hilliard  
Cum Laude  
Nicholas Robert McIlvaine, Jordan, MN  
Cum Laude  
Natalie McNerney, Columbus  
John McLaughlin, Montgomery  
Cum Laude  
Maxwell Kendall McLaughlin, Cincinnati  
Cum Laude  
Connor Parker McMahon, Mansfield  
Cum Laude  
Benjamin Robert McMillan, Dayton  
Magna Cum Laude  
Amanda McNulty, Greenfield, SC  
Puteri Nurtazmah Amanah Megat Suhaimi, Subang Jaya, Malaysia  
Cum Laude  
Joshua James Megina, Marshfield, MA  
Jack Meilson, Columbus  
Cum Laude  
with Honors in Business Administration  
Casey Jordan Melnick, Jupiter, FL  
Magna Cum Laude  
Elemi Laisi Menas, Twinsburg  
Matthew James Mendez, Ellicott City, MD  
Matthew James Mesker, Perryburg  
Anthony Joseph Messner, Kirtland  
Summa Cum Laude  
Nathan James Metzger, Westerville  
Mitchell Joseph Meyer, Powell  
William Paul Meyer, Rocky River  
Summa Cum Laude  
John Devlin Mezzanotte, Princeton Junction, NJ  
Summa Cum Laude  
Kelly Allison Michaels, Strongsville  
Harrison George Milacek, Hillsdale, NJ  
Cum Laude  
with Honors in Business Administration  
with Honors Research Distinction in Business Management  
Audrey Elizabeth Miller, Cincinnati  
Elliott Lucas Miller, Zionsville, IN  
Kevin David Miller, Stony Point, Canada  
Kyle Mckenna Cecilia Miller, Newark  
Cum Laude  
Maxwell Douglas Miller, Bowling Green  
Michael Peter Miller, Shaker Heights  
Zachary Miller, Hampton, NJ  
Cum Laude  
Kevn L. Min, Canfield  
Cum Laude  
Cory D. Minich, Lexington  
Noah Simon Mitchell, Beachwood  
Cum Laude  
William Logan Mitchell, Athens  
Nicholas Meats, Westerville  
Cum Laude  
Daniel Molloy, Tinton Falls, NJ  
Cum Laude  
Craig Joseph Morley, Lorain  
Magna Cum Laude  
Anna Noel Mordor, Cincinnati  
Emalie Jean Mongno, Yorktown Heights, NY  
Andrew Harry Monioudis, Rockville Centre, NY  
Summa Cum Laude  
Claudia Louise Monnin, Russia  
Ivan Jacob Montague, Sylvania  
Joan Amber Moore, Columbus  
Summa Cum Laude  
Andrew Lee Moore, Cincinnati  
Magna Cum Laude  
Isabella Elektra Moore, New Albany  
Jordan Dean Moore, Delaware  
Sarah Josephine Moore, Columbus  
Taylor Elaine Moore, Columbus  
Cum Laude  
Amy Elizabeth Morency, Cincinnati  
Magna Cum Laude  
Nora Catherine Moriarty, Westfield, NJ  
Magna Cum Laude  
Owen Joseph Morrow, Fairview Park  
Magna Cum Laude  
Beth Rachel Moyer, Beachwood  
Bria M. Mosley, Bloomington, IL  
Magna Cum Laude  
Cory Matthew Mossing, Metamora  
Lillian Carol Motz, Cincinnati  
Summa Cum Laude  
Lauren Mox, Liberty Township  
Summa Cum Laude  
Taylor Baxtter Moyer, West Salem  
Magna Cum Laude  
Katelyn Jane Mueller, Lebanon  
Magna Cum Laude  
Jordan Muhlenkamp, Vandalia  
Magna Cum Laude  
Toddie Sean Mullen, Springfield  
Magna Cum Laude  
Zachary Thomas Mullen, Miamisburg  
Kyle Edward Mullins, Hilliard  
Richard Mulvey, Loveland  
Cum Laude  
Emily Ellen Mumaw, Dayton  
Lindsey Mummert, Galloway  
Lauren Joanne Munch, Chagrin Falls  
Cum Laude  
Mary-Claire Mundy, Akron  
Magna Cum Laude  
Dustin William Munro, Vanleer, TN  
Cum Laude  
Katherine Margaret Murphy, Cincinnati  
Fiona Rose Murray, North Olmsted  
Ryan Michael Murray, Springboro  
Malik Monica Musco, Cuyahoga Falls  
Aaron Myregard, Bakersfield, CA  
Jackson John Nafziiger, Chagrin Falls  
Adam Charles Naida, Cleveland  
Courtney Lynn Neff, Carlisle, MI  
Magna Cum Laude  
with Honors in Accounting  
Jalen Michael Nelson, Dayton  
Rachel Rae Nelson, Reno, NV  
Cum Laude  
Zoe Ashley Neubert, Liberty Township  
Brooke Lindsay Newcomer, Whitehouse  
Tracie Nguyen, Gahanna  
Viet Xuan Nguyen, Columbus
Alexander Scott Nickell, Leawood, KS
Magna Cum Laude
with Honors in Accounting
Leah Kristine Niekamp, Minster
Magna Cum Laude
Adam Richard Niemeyer, Minster
Cum Laude
Mounirouatou Nikiema, Columbus
Cum Laude
with Honors in Business Administration
Wenting Ning, Taiyuan, China
Cum Laude
Xizian Ning, Liaoning, China
Mitchell Nin, Columbus
Cum Laude
Jesse Wonil Park, Dublin
Cum Laude
Aaron Kung-Jiun Pang, Cincinnati
Cum Laude
Shiqing Pan, Zhongshan, China
Cum Laude
Kathleen Elizabeth Palko, Strongsville
Cum Laude
Matthew Paley, Orange
Cum Laude
Samantha Morgan Pagliaroli, Kettering
Cum Laude
Mackenzie Ruthann Packard, Burbank
Cum Laude
Kayla Pack, Worthington
Cum Laude
Kaiwen Ouyang, Changsha, China
Magna Cum Laude
with Honors in Business Administration
Mary Catherine O’Brien, St. Louis, MO
Cum Laude
Mark Robert O’Connor, Mason
Cum Laude
Tara Elizabeth O’Hern, Stony Brook, NY
Cum Laude
Nicholas Christian Pasquale, Cleveland
Cum Laude
Craig Michael Parker, New Albany
Cum Laude
Nicholas Christian Pasquale, Columbus
Cum Laude
Harsh Yogesh Patel, Hilliard
Cum Laude
Janik K. Patel, Carol Stream, IL
Cum Laude
Sunny Vijay Patel, Canton
Cum Laude
Anna Lee Patterson, Ashland
Cum Laude
Kristen Nalani Pavlick, Scottsdale, AZ
Cum Laude
John Paulovolos, Homer Glen, IL
Cum Laude
Joseph Michael Pearl, Richfield
Cum Laude
Andrew Choi Pearson, Dublin
Cum Laude
Victoria Morgan Pearson, Independence
Cum Laude
Kori Prabha Peliru, Dublin
Cum Laude
Victoria Maria Pemberton, Wappingers Falls, NY
Magna Cum Laude
Buoy Peng, Beijing, China
Cum Laude
Chen Peng, Beijing, China
Cum Laude
Yunjie Peng, Chengdu, China
Cum Laude
Allison Renee Penna, Ashtabula
Cum Laude
Felix A. Pereyra, New York, NY
Cum Laude
Adam Perez, Springboro
Cum Laude
Nicholas Andrew Perzeno, Brecksville
Cum Laude
Lauren Elizabeth Perry, Mentor
Cum Laude
Joseph Antonio Persiani, Cincinnati
Cum Laude
Allyson Pesta, Westlake
Cum Laude
Bridget Emily Petrucci, Strongsville
Cum Laude
Ryan William Petruzzo, Medina
Cum Laude
Samuel Timothy Pfeiffer, Germantown
Cum Laude
Jenna Anne Phelps, Milford Center
Cum Laude
Foni Pricanne, Enon
Cum Laude
Daniel Pierce, Albany, NY
Cum Laude
Nicholas W. Plattenburg, Cincinnati
Cum Laude
Brandon Robert Plump, Brookpark
Cum Laude
John Michael Politoorz, Broadview Heights
Cum Laude
Nicholas James Poplos, Memphis, TN
Cum Laude
Rachel Lynne Poretsky, Bay Village
Cum Laude
Tiffany Nicole Porter, Johnstown
Magna Cum Laude
Molly Terese Potoczak, Strongsville
Magna Cum Laude
Michael William Potratz, Olmsted Township
Cum Laude
Nicholas Eugene Praynor, Mayfield Heights
Cum Laude
Lindsay Anne Prichard, Ottawa
Cum Laude
Zachary Pride, Grove City
Cum Laude
Alexander Scott Prillaman, Libertyville, IL
Cum Laude
Tanner Rex Pryor, Wilmington
Cum Laude
Dana Pusterhofer, Avon
Cum Laude
Xuewen Qiu, Ningbo, China
Cum Laude
David Quinn, Marlton, NJ
Cum Laude
William Michael Quirk, Canfield
Cum Laude
Junaid Tarig Qureshi, Galena
Cum Laude
Holly Nicole Rack, Cincinnati
Cum Laude
Casey Jessica Rodner, Catoctin, MD
Cum Laude
Alma Rudu, Broadview Heights
Cum Laude
Deeksha V S Ramsey, Cincinnati
Cum Laude
Andrea Marie Randall, Chesterfield, MO
Cum Laude
Andrew Joseph Randazzo, Troy
Cum Laude
Anthony Michael Rangel, North Olmsted
Cum Laude
with Honors in Business Administration
with Honors Research Distinction in Logistics
Clay Raterman, Dublin
Cum Laude
Austin T. Rathburn, Huron
Magna Cum Laude
Austin Skylar Ray, Okemos, MI
Cum Laude
Matthew Alan Ray, Columbus
Magna Cum Laude
Nicholas James Ray, McMurray, PA
Cum Laude
Megan Kathleen Reardon, Sagamore Hills
Cum Laude
Claire Elizabeth Reddy, Cleveland
Cum Laude
Darrin James Reeb, Sunbury
Cum Laude
Adrienne Albert Reed, Dublin
Cum Laude
John Willis Reed, Upper Arlington
Cum Laude
Colin Leopold Reeves, Sylvia
Cum Laude
Daniel James Reiley, Fairview Park
Cum Laude
Megan Kathleen Reilly, North Ridgeville
Cum Laude
Daniel James Renner, Milford
Cum Laude
Cassidy L. Reusch, Brunswick
Cum Laude
Douglas John Revak, Chagrin Falls
Cum Laude
Lindsey Megan Reys, Libertyville, IL
Cum Laude
Emily Katherine Rice, Springboro
Cum Laude
Nicholas Richardson, Johnstown
Cum Laude
Richard Dillon Ricketts, Pickerington
Cum Laude
Andrew EDGE Ricketts, Pickerington
Cum Laude
Kyle Riefenberg, Barrington, IL
Magna Cum Laude
Mckenna Babe Reilly, Upper Arlington
Cum Laude
Austin Paul Reimer, Avon Lake
Cum Laude
Daniel James Renner, Milford
Cum Laude
Megan Michaels Ries, Loveland
Cum Laude
Gregory Patrick Riley, Hartville
Cum Laude
Nicholas Allen Rinehart, Circleville
Cum Laude
Andrew John Rincella, Aurora
Cum Laude
Meredith Muriel Rintoul, Centerville
Cum Laude
with Honors in Business Administration
Jessica Marie Robbins, Hudson
Cum Laude
Rachael japan Robbins, Dayton
Cum Laude
Thomas Darbin Robenalt II, Rocky River
Magna Cum Laude
with Honors in Business Administration
with Honors Research Distinction in Marketing
Courtney Lynn Roberts, Wellsville
Cum Laude
Jamie Gabrielle Roberts, North Canton
Cum Laude
James Clayton Robertson, Findlay
Cum Laude
Andrew Lee Robinson, Milton, GA
Cum Laude
Mary Margaret Rose, Canton
Cum Laude
Lindsay Rosenberg, East Brunswick, NJ
Cum Laude
Jon Michael Rosenberg, Flannavin, NY
Cum Laude
Harsh Voelch Roslan, Selangor, Malaysia
Cum Laude
Alexandria Marie Ross, Hinckley
Cum Laude
with Honors in Business Administration
with Honors Research Distinction in Marketing
Sydney Marie Roth, Solon
Cum Laude
Kimberly May Rothman, Powell
Cum Laude
with Honors in Business Administration
Emily Margaret Rouse, Lakewood
Cum Laude
Yuhan Ruan, Hangzhou, China
Cum Laude
Lauren Rubin, Victor, NY
Cum Laude
Amit Rubinstein, Tenafly, NJ
Magna Cum Laude
Taylor Nicole Ruby, Hilliard
Cum Laude
with Honors in Accounting
Jennifer Pauline Ruder, Northport, NY
Cum Laude
Eva Elizabeth Rud, Dublin
Magna Cum Laude
Courtney Marie Russell, Naperil, IL
Magna Cum Laude
Meredith Kathleen Russell, Hudson
Cum Laude
Alexandar Kevin Rutledge, Franklin
Cum Laude
Benjamin Lee Ruttgen, Pittsburgh, PA
Cum Laude
Ashleigh Brooke Ryan, Struthers
Magna Cum Laude
James Michael Ryan, Jr., Blacklick
Cum Laude
Kellin Ann Ryan, Perryburg
Cum Laude
Hannah Teresa Sagel, Loveland
Cum Laude
with Honors in Business Administration
Shantansu Sakaram, Lewis Center
Cum Laude
Nichole Elizabeth Sakis, New Albany
Cum Laude
Zachary Salafia, Poway, CA
Cum Laude
Zahra Salim, Columbus
Cum Laude
Sofia Shazin Salleh, Shah Alam, Malaysia
Cum Laude
Candace Rebecca Sample, Columbus
Cum Laude
Craig Thomas Sander, Cincinnati
Cum Laude
Jonathan Kevin Samp, Akron
Cum Laude
Emma Marie Sarra, Cincinnati
Cum Laude
Noah Derrick Sasse, North Royalton
Cum Laude
Abigail Satterl, Perryburg
Cum Laude
Coleen Hope Sau, Cincinnati
Cum Laude
Hope Seanne Sawchuk, Hilliard
Cum Laude
Cum Laude
Emily Lynn Schaefer, Findlay
Cum Laude
with Honors in Business Administration
with Honors Research Distinction in Marketing
Courtney Marie Scheer, Long Grove, IL
Cum Laude
Charles Isaac Schierich, Martins Ferry
Cum Laude
Benjamin Ralph Schaneri, Dayton
Magna Cum Laude
with Honors in Accounting
Alex J. Schiavone, Celina
Cum Laude
Cum Laude
Galen Vincent Schlussler, Gladwyne, PA
Cum Laude
Brian Raymond Schmitt, Deerfield, IL
Cum Laude
Christopher Adam Schmitt, Troy
Cum Laude
James Swezy Shmitt, Kettering
Cum Laude
1305
Commencement Convocation, May 6, 2018

Erin Ann Schnell, Wapakoneta
Magna Cum Laude
with Honors in Accounting
Kyle Thomas Schrick, Dayton
Ben James Schrock, Huron
Magna Cum Laude
Rachel Kay Schroeder, Bowling Green
Cum Laude
Trenton Joseph Schroeder, Findlay
Konrad Nikolaus Schroeter, Mount Gilead
Jared Max Schuman, Plainview, NY
Cum Laude
Cara Schupke, West Chester
Olivia Ariana Schwann, Ottawa Hills
Summa Cum Laude
Eric Schwartz, Muroestown, NJ
Joshua Alan Schwartz, Bath
Sarah Elizabeth Scott, Zanesville
Cum Laude
Kaitlin Marie Seals, Lancaster
Magna Cum Laude
Anna McKeever Seale, Canton
Coletta Lee Seeman, Tipp City
Peter Joseph Sender, Claster, NJ
Cum Laude
Rebecca Ann Serio, Twinsburg
Ishan Sethi, Dublin
Olivia Jane Seving, Sidney
Kurt William Sheffer, Stafford, VA
Becca Shaulson, Stamford, CT
Summa Cum Laude
Lucca Brett Shaut, Columbus
Thomas Isaac Shaw, Alexandria
Magna Cum Laude
Wangsong Shen, Suzhou, China
Xiangyang Shi, Qidong City, China
David Joseph Shoffstall, Holland
Taylor Shwode, Plainview, NY
Magna Cum Laude
Qing Si, Hohhot, China
Cum Laude
Aaron Huy Shihayama, Pickerington
Thomas Sikorski, Troy, MI
Rebecca Anne Simon, Cleveland
Cum Laude
Alexander Judah Singer, Huntington Beach, CA
Jocelyn Estella Sierover, Springfield, VA
Cum Laude
Matthew David Skidmore, Columbus
Brett Michael Skurna, Mentor
Magna Cum Laude
Jonathan James Sliman, North Canton
Landon Jacob Slomovitz, Pepper Pike
Matthew Anthony Smilek, Huntington Beach, CA
Alexander Anthony Smith, Shaker Heights
Halley Juliana Smith, Avon Lake
Jordan Smith, Deerfield, IL
Katelyn Elizabeth Smith, Vermilion
Michael Emmett Smith, Dublin
Magna Cum Laude
Olivia Kathryn Smith, Tiffin
Magna Cum Laude
Ryan Steven Smith, Morganville, NJ
Magna Cum Laude
Samantha Ryan Smith, Mendham, NJ
Sara Kaye Short Smith, Celina
Wesley Justin Smith, Dry Ridge, KY
Cum Laude
with Honors in Business Administration
Caryn Snede, Westerville
Cum Laude
Caillen Bernier Snyder, Hilliard
Cum Laude
Karin Scott, Meckeever Township
Cum Laude
Michael Scott Solomon, Canfield
Magna Cum Laude
Robert Nathaniel Solomon, Henrico, VA
Alexander Charles Sontzes, Hilliard
Chase Landon Sompone, Bath
Amanda Jane Sonntag, Township of Washington, NJ
Cum Laude
Rachel Nicole Sorensen, Pickerington
Magna Cum Laude
David Anthony Sorger, Cincinnati
Magna Cum Laude
Sydney Allison Soroka, Rockville, MD
Magna Cum Laude
Hunter Edward Souders, Yellow Springs
Stephen Alexander Souders, Fostoria
Jennifer Joy Sperry, Centerville
Cum Laude
Alexander Eugene Spohr, Loveland
Andrew Jeffrey Sprock, Lake St. Louis, MO
James Bailey Spraul, Lima
Sean M. Stacho, Westerville
Kyle Jensen Stahl, St. Henry
Nicholas John Stamatis, Avon
Summa Cum Laude
with Honors in Business Administration
Heather Stamper, Hilliard
Magna Cum Laude
Molly Ann Stander, Milford, MI
Cum Laude
Griffin Christopher Stanley, Gallipolis
Kerstyn Leigh Stanley, Green
Cum Laude
Jack Ryan Staub, New City, NY
Brandon Zachary Stebbins, Massillon
Garrett Wade Stefan, Rocky River
Brittany Marie Stegen, Defiance
Ellen Cathleen Steinmetz, Cincinnati
Magna Cum Laude
Caroline Constance Stephens, Wexford, PA
Jeremy Isaac Steren, Naperville, IL
Nicholas Alexander Stewart, Strongsville
Cum Laude
Jessica Shannah Stone, Solon
Robert Strauss, Clinton
Magna Cum Laude
with Honors in Accounting
John David Strayer, Akron
Summa Cum Laude
with Honors in Business Administration
Leigh Anne Streecker, Overland Park, KS
Jason Hunter Stubbet, Naperville, IL
Corbin Pryce Sturgill, Columbus
Summa Cum Laude
Kara Anne Sturtz, Columbus
Stefan Michael Subich, Akron
Devon Suganto, Jakarta
Magna Cum Laude
Madeline Francis Sulewski, Perryburg
Cum Laude
Austín Richard Sullivan, Cincinnati
Joseph Alexander Sundberg, Galloway
Yonatan Erezek Sunshine, University Heights
Baylee Sural, Columbus
Faith Danielle Surface, Dayton
Cum Laude
Kyle Nicholas Suits, Strongsville
Wade Knight Sutton, Waterville
Magna Cum Laude
Gerald Joseph Swanson, Grayslake, IL
Evelyn Rose Tammamore, Perryburg
Si Siew Tan, Cleveland
Yina Tan, Guangzhou, China
Cum Laude
Han Tae, Dublin
Sherin Tawawa, Dublin
Andrew Charles Taylor, Hightstown, NJ
Cum Laude
Brandon James Taylor, Copley
Ian Jeffrey Teckelburg, Novi, MI
Bryan Kyle Tomin, East Brunswick, NJ
Nicholas Michael Tenseng, Cincinnati
Joshua Drake Tharp, Newport Coast, CA
Cum Laude
Rachel Elise Theis, New Albany
Cum Laude
Allen P. Thomas, Pickerington
Brett Austin Thomas, Brunswick
Devon Renee Thomas, Powell
Magna Cum Laude
Gregory Raphael Thomas, Boardman
Johnson Joseph Thomas, Mason
Maggie Nicole Thomas, Ironton
Cum Laude
Sarah Kate Thomas, Findlay
Cum Laude
Alexander Michael Thompson, Basking Ridge, NJ
Magna Cum Laude
Emily Nicole Thompson, Mission Hills, KS
Trevor John Thompson, Medina
Nicholas Carl Thrasher, Powell
Kyle Sunil Thumar, Moorestown, NJ
Geng Tian, Tianjin, China
Yilin Tian, Hohhot, China
Summa Cum Laude
Sarah Michaela Timian, Baltimore, MD
Aaron Michael Todd, Hanoverton
Cum Laude
Ryan Toh, Petaling Jaya, Malaysia
Brett Toallas, Hixville
Cum Laude
Alexander Philip Tolpin, Jericho, NY
Cum Laude
Rachel Ann Tomasic, West Chester
Ana Carolina Timer Fuentes, San Antonio, TX
Magna Cum Laude
with Honors in Business Administration
Evon Michael Trainer, Westerville
Cum Laude
John Scott Trentman, West Chester
Cum Laude
Raymond Phong Trieu Truong, Reynoldsburg
Cum Laude
with Honors in Accounting
Heather Ann Tucker, Concord
Timothy M. Tully V, Andover, MA
Justin Paul Tuttle, Louisville
Magna Cum Laude
Sara Kelsey Tyson, Cleveland
Summa Cum Laude
Kathryn Evangelia Tzaghouni, Upper Arlington
Ryan Thomas Ulrich, Amanndale, NJ
David Winston Underwood, Jr., Dublin
Cum Laude
Jacob Miles Underwood, Santa Cruz, CA
Christopher Unser, Westerville
John Boydten Uplyke III, Aurora
Omoruyi Uwadawe, Columbus
Cum Laude
Zachary Isaac Valdman, New Albany
Summa Cum Laude
Vreince Robert Vanhorn, Westerville
Emma Marie Vandenbusche, Medina
Ari Benjamin Vanderluis, Dayton
Cum Laude
Artem Vasiliev, The Woodlands, TX
Summa Cum Laude
with Honors in Accounting
Dalton Durrett Vass, Powell
Alexander Elefterios Vassalos, Charlotteville, VA
Lauren Elizabeth Vassas, Avon
Cum Laude
Paul Verderic, Columbus
Wade Joseph Verhoff, Defiance
Andre Richard Vignon IX, New Rochelle, NY
Magna Cum Laude
with Honors in Integrated Business and Engineering
Gabrielle Margaret Mary Vincent, Newark, NJ
Magna Cum Laude
Victoria Lynn Vinci, Manalapan, NJ
Nicholas Andrew Volta, Eastchester, NY
Hannah Morgan Vik, Chardon
Cum Laude
Claire Julia Vossard, Powell
 Lauri Robert WonderBrink, Cincinnati
Jillian Waldorf, Chagrin Falls
Alex Thomas Walker, Columbus
Nicholas K. Walker, Belleville
Ryan Patrick Walker, Canton
Sean Kelley Walsh, Cincinnati
Hongliang Wang, Guiyang, China
Huan Wang, Shanghai, China
Magna Cum Laude
Huawei Wang, J’an, China
Magna Cum Laude
Jason Xiao Wang, Kendall Park, NJ
Jeremy Wang, Pickerington
Magna Cum Laude
Jingyong Wang, Suzhou, China
Magna Cum Laude
Kevin Wang, Vandalia
Nai Wang, Beijing, China
Magna Cum Laude
Shuyan Wang, Shanghai, China
Cum Laude
Wenjun Wang, Shanghai, China
Magna Cum Laude
Yao Wang, Zhenghoo, China
Magna Cum Laude
Yan Wang, Beijing, China
Magna Cum Laude
Yaque Wang, Beijing, China
Cum Laude
Yupei Wang, Nanjing, China
Magna Cum Laude
Zeian Wang, Weihai, China
Magna Cum Laude
Zetian Wang, Shanghai, China
Magna Cum Laude
Zeyu Wang, Jinan, China
Summa Cum Laude
Zhe Wang, LuAn, China
Magna Cum Laude
Cum Laude
1306
<table>
<thead>
<tr>
<th>Name</th>
<th>City, Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher James Ward</td>
<td>Marysville</td>
</tr>
<tr>
<td>Brandon William Warren</td>
<td>Center Square, NY</td>
</tr>
<tr>
<td>William C. Wiatros</td>
<td>Center, NY</td>
</tr>
<tr>
<td>Cameron Christopher Watson</td>
<td>Columbus</td>
</tr>
<tr>
<td>Stephen William Watson</td>
<td>North Canton, OH</td>
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<td>Emily Christine Spotka</td>
<td>B.S. (Berea College)</td>
</tr>
<tr>
<td>Carson Elizabeth Spornhauer</td>
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<tr>
<td>Bryce Steindl</td>
<td>B.S. (University of Toledo)</td>
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<tr>
<td>Mattie E. Stowell</td>
<td>B.S. (Marietta College)</td>
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<tr>
<td>Adam M. Swan</td>
<td>B.S. (Brigham Young University)</td>
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<tr>
<td>Duke Tien Trinh</td>
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<td>Michael Patrick Vieth</td>
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<tr>
<td>Xiaotian Wang</td>
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<tr>
<td>Kala A. Warner</td>
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<tr>
<td>Ayanna K. Williams</td>
<td>B.S. (Master's (Johns Hopkins University)</td>
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<tr>
<td>Kenneth D. Willis</td>
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<tr>
<td>Kevin L. Wilson</td>
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<td>Madison P. Wright-Piekarski</td>
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<tr>
<td>Seung E. Yu</td>
<td>B.S. (University of Notre Dame)</td>
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<tr>
<td>James William Zimmerman</td>
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Bachelor of Science in Dental Hygiene
Kasey Ann Bilancini, Amherst
Cum Laude
Nadia Michelle Boggs, New Lexington
Cum Laude
Lauren Mark Colón, Lorain
Cum Laude
Sabrina Lee Daniels, Belle Center
Cum Laude
Clarissa Lynn Dillon, New Lexington
Cum Laude
Katelyn Irene Doran, Westerville
Cum Laude
Sahro Adbinsani Elmi, Columbus
Cum Laude
Kaylyn Marie Goshe, Tiffin
Cum Laude
Natalia Hagee, Columbus
Cum Laude
Jennifer Lynn Harsh, Mansfield
Cum Laude
Katelyn Elizabeth Justice, Columbus
Cum Laude
Erika Marie Kassich, Dublin
Cum Laude
Rowad Shaban Mahmoud, Columbus
Cum Laude
Emily Marcella Maik, Galena
Cum Laude
Stephanie Marie Meyer, Toledo
Cum Laude
Trinette Casiano Panico, Lewis Center
Cum Laude
Fatuma Mahadi Pemba, Columbus
Cum Laude
Andrea Gail Perry, Noperville, IL
Cum Laude
Kristen Marie Petit, Doylestown
Cum Laude
Sierra Rae Polliucci, Newcomerstown
Cum Laude
Madeline Angeline Rastatter, Macedonia
Cum Laude
Cyllb Eileen Rejas Llamosas, Ica, Peru
Cum Laude
Samantha Riley Seitz, Akron
Cum Laude
Ivanna Maria Soto, Columbus
Cum Laude
Rachel Nicole Stafford, West Chester, PA
Cum Laude
Lauren Lovell Stanfield, Gilbert, AZ
Cum Laude
Taylor Sheree Stanforth, Hillsboro
Cum Laude
Kelsee Jo Strother, Springfield
Cum Laude
Paige Jane Velas, Grove City
Cum Laude
Kimberly Sue Walls, Urbana
Cum Laude
Brooke Lauren Warner, Akron
Cum Laude
Brooke Wolfe, Belleview
Cum Laude
Brooke Wolfe, Bellevue
Cum Laude
College of Education and Human Ecology
Dean: Cheryl L. Achtéberg
Bachelor of Science in Health Promotion, Nutrition, and Exercise Science
Mark Robert Belanger, Akron
Logan Ross Brauer, Castalia
Cum Laude
Katelyn Nicole Francis, Centererville
Yael Natale Friedstrom, Cincinnati
Cum Laude
Mitchell Stephen Gallagher, Pleasant Plain
Grace Leilah Gardner, Alexandria
Katelyn Rae Inbodi, Arlington
Sarah Johnson, Chillicothe
Cum Laude
Ryan David Lachance, Galion
Jaena Lizabeth LeMaster, Greensville
Xuewei Lu, Liaoning, Shenyang, China
Macy Owen McNichols, Brecksville
Luke J. Montavon, Lucasville
Neeng Narayan, Cincinnati
Jamie Pratt, Pittsburgh, PA
Holly Lynn Tester, Brilliant
Rachel Briana Vore, Brecksville
Mitchell Lawrence Verhonda, Kirtland
Bachelor of Science in Human Development and Family Science
Kaylyn Sue Aebie, Columbus
Alicia A. Atkins, Rochester, NY
Corinne Atwood, Reynoldsburg
Cum Laude
Sarah Anne Baker, Hamilton
Samantha Cheryl Bals, Dublin
Shaina Christine Bookless, Zanesville
Cum Laude
Emily Elizabeth Bordner, Columbus
Kristen Mary Barton, Akron
Cum Laude
Victoria Ann Brehm, Arcanum
Dana Walker Brooks, Columbus
Cum Laude
Taveon Lamar Brown, Dayton
Tara Lynn Browning, Dayton
Christian Nicole Bueil, Gahanna
Amanda Nicole Burnsk, Dayton
Joslyn Nicole Cabanas, Marion
Jessica Ashley Cavinder, Steger, IL
Taylor Chamberlin, Milford
Britney Marie Collins, Windham
Cameron Xavier Cook, Gahanna
Alexandra Jade Craft, Hamilton
Cum Laude
Olivia Suzanne Crawford, Fostoria
Cum Laude
Quinn Dion-Johnathan Daniels, Pleasant Hill, CA
Rachel Anni Dawson, Columbus
Cum Laude
Sarah Marie DeLuca, Worthington
Amy Katherine Dishong, Chagrin Falls
Summa Cum Laude
Madeleine Averee Drost, Amanda
Ashley Duty, Columbus
Carly Michon Evall, Chillicothe
Magna Cum Laude
Kayla Nicole Entsminger, Galena
Taylor Maree Fitzsimmons, Springfield
Joshua Wesley Fieagle, St. Marys
Katelyn M. Fox, Dublin
Cum Laude
Shelby Rae Frick, Dublin
Noelle Lee Fuzy, Canton
Cum Laude
Amaria Nicole Gardner, Columbus
Audrey Godnick, Roslyn Heights, NY
Karlie Kathryn Greene, Galena
Avel William Halverson, Cranston, RI
Abigail Katherine Hammond, Reynoldsburg
Shaina Janelle Harrison, Solon
Cum Laude
Jasmine Lillian Hearne, Stillwater, MN
Cum Laude
Caitlyn Hodge, Milford
Samantha Jane Horowitz, Deerfield, IL
Cum Laude
Hannah Jean Hostetler-Chaney, Columbus
Jenna Kristine Houston, Lima
Cum Laude
Rong Hu, Zhongshan, China
Aubrey Monique Jenkins, Cleveland
Aiste Jociute, Mendham, NJ
Ciara Nicole Johnson, Columbus
Rebecca Carol Johnson, Columbus
Veronica Johnson, Georgetown
Cum Laude
Christopher William Keane, West Park
Cum Laude
Kasey Diane Klima, North Canton
Cum Laude
Lauren Alexis Kohler, Waynesville
Cum Laude
Taylor Lachey, Sidney
Christina Sangmin Lee, Carol Stream, IL
Cum Laude
Kate Lemieux, Dublin
Sarah Elizabeth Letcher, Mediera
Cum Laude
Carly Christine Libor, Cincinnati
Magna Cum Laude
Jaylen Lindsey, Cincinnati
Annie Rose Librente, New Castle, PA
Cum Laude
Andrew Edward Louwers, Dublin
Breanna Rene Maffett, Ashland
Sophia Rossi Marinucci, Worthington
Cum Laude
Joan McCloud, Dubu
Amber Joanneen McCoy, Lewis Center
Gajj William Meyer, Columbus
Lucy Hannah Meyer, Falmouth, ME
Kyle Stephen Michalk, Brunswick
Jacob Andrew Miller, Germantown, TN
Cum Laude
Allison Nicole Mirka, Otsego
Madeline Maire Musselman, Columbus
Bridgeite Marie Nevius, Dayton
Kaylin Michelle Overdorf, Tipton, IN
Cum Laude
Emily Kate Plymton, Amherst
Hanna Leigh Rawlins, Worthington
Courtney Nicole Reder, Cincinnati
Magna Cum Laude
Clayton Reyes, Toledo
Carolina Elizabeth Rodriguez, Columbus
Kayla Jordan Sadwick, Westlake Village, CA
Summa Cum Laude
Rebecca Anne Sankovich, Bay Village
Adrian Fae Schaffer, Monroeville
Magna Cum Laude
Kara Nicole Schmizelle, Ottoville
Cum Laude
Delaney Donna Scott, Milford
Megan Lauren Seiffert, Hilliard
Virginia Rose Shand, Arden, NC
Cum Laude
Kate Lynn Smith, Eaton
Margan Delanie Snyder, Springfield
Abby Corin Spangler, Hilliard
Cum Laude
Madison Spector, Akron
Magna Cum Laude
Samantha Stojanovski, South Brunswick, NJ
Gabriela Juanita Stokes, Liberty Township
Eric Subbar, Pataskala
Magna Cum Laude
Abigail Rae Taylor, Steubenville
Valerie Kathryn Tawoosen, Columbus
Alexis Leeanne Tellow, Ontario
Thang San Tran, Groveport
Stefan Anthony Treglia, Upper Arlington
Magna Cum Laude
Talia Noa Turk, Los Angeles, CA
Rachel Anne VarScoy, Lancaster
Cum Laude
Julia Velly, Dublin
Magna Cum Laude
Sindra Aku, Dublin
Janelle Breanne Washington, Oxford, OH
Rodney Deon Washington II, Columbus
Kaitlyn Marina Willing, Galloway
Magna Cum Laude
Margaret Victoria Wilson, Worthington
Michaela Winfred Wilson, Richfield
Steven Eugene Wimer, Coshohocken
Jeffrey Eric Wood, Upper Arlington
Kelly Branie Woodard, Worthington
Stacy Marie Yerger, Hartington, NY
Sarah Anne Zink, St. Clariass
Magna Cum Laude
Samantha Jane Ziska, Lancaster
Summa Cum Laude
Brittany Michelle Zoppa, Marysville
Bachelor of Science in Human Ecology
Brooke Jordan Adelman, Norwalk
Cum Laude
Rhma Allen, Lima
Alexa Renee Antipas, Story Brook, NY
Gretchen Elizabeth Bach, Bucyrus
Hannah Kay Baize, Springfield
Cum Laude
John Ryan Baker, Chardon
Colin William Biles, Hilliard
Sarah Lynn Bourdon, Chicago, IL
Joelant Lashawn Brandon, Toledo
Magna Cum Laude
Eric Strubhar, Pataskala
Cum Laude
Dominic Anthony Bruno, Olmsted Falls
Joseph Lee Burrow, Athens
Stefan Anthony Treglia, Upper Arlington
Magna Cum Laude
Dominic Anthony Bruno, Olmsted Falls
Joseph Lee Burrow, Athens
Cum Laude
Alexandra Margaret Neihoff, Mason
Brenna Lynn Niece, Mill City
Jennifer Claire O'Neill, Darien, CT
Carlee Ellery Omer, Cincinnati
Lynn Alexis Overtier, Defiance
Cum Laude
Taara H. Parker, Princeton, NJ
Madison-Marie Pauly, Spring Grove, IL
Cum Laude
Jacob Isaac Pearson, Vancouver, Canada
Lisa Celeste Poirier, Columbus
Elizabeth Polkoff, Libertyville, IL
Cum Laude
Kari Ann Polizani, Murphysville, PA
Summa Cum Laude
Dennis Pushkin, Holmdel, NJ
Christina Anne-Marie Reed, Powell
Miranda Riegler, Amherst
Cum Laude
Laura Anne Robbins, Pataskala
Monica Colleen Robinson, Circleville
Cum Laude
Juliana Amanda Roche, Columbus
Tiffany Renee Rudolph, Toledo
Ryan Paul Ruff, Canandaigua
Anne Elizabeth Salmon, Columbus
Casey Lynn Scott, Bellefontaine
Ande Rebecca Simon, Somers, NY
Cum Laude
Joseph Michael Sloman, Columbus
Cum Laude
Matthew Michael Smerglia, South Euclid
Lindsay Taylorsmith, Columbus
Kelsey Marie Stockwell, Lancaster
Cum Laude
Alexander Terrence Stonerock, Circleville
Steven Michael Sunday, Reynoldsburg
Nadia Charlotte Szymkowiak, Columbus
Jonathan Douglas Terrell, Akron
Maggie Nicole Thomas, Ironton
Cum Laude
Ashley Kay Toothman, Lewis Center
Linda Q. Tran, Akron
Bren Joseph Trucky, Dublin
Hanna Rose Tumbusch, St. Henry
Alyohn Leigh Tupper, Dallas, TX
Jessica Catherine Tye, Watervliet
Martha Vandra, Fairview Park
Cum Laude
Samanthia Lynn Vargo, Columbus
Michael Anthony Vieta, Lorain
Sydney Marie Wenzinger, Findlay
Audrey Marie Williams, Liberty Township
Christian Michael Yanok, New Albany
Nickolas Craig Young, Bellbrook
Emily Amanda Young, Van Wert
Xiaoming Yu, Wenzhou, China
Cum Laude
Payton Zamba, Zanesville
Cum Laude
Bachelor of Science in Hospitality Management
Anteau Reslyn Ballard, Dayton
Antonia Rayelle Clement, Stafford, VA
Mandy Jo Dudley, Hilliard
Micah Timothy Elfer, Findlay
Zachary Ellsworth, Lima
Cum Laude
Catherine Marcella Eschenbach, Lewis Center
Zhao Gao, Zhuhai, China
Yu He, Nanning, China
Olivia Lauren Humpstead, Marion
Bryan Patrick Higgins, Youngstown
Yue Hu, Huzhou, China
Huaqing Jiang, Tianjin, China
Cum Laude
Alexander Josephy, Alpharetta, GA
Claire Ann Klepzy, Dayton
Patricia Michael Kohns, Youngstown
Jared Kotiw, Canal Winchester
Cum Laude
Elizabeth Browning Ledford, Upper Arlington
Marcie Joy Litchman, Columbus
Erik Logan, Hubbard
Cum Laude
Alishia Rae Mackintosh, Columbus
Michele Genevieve Marcincic, Brooklyn Heights
Summa Cum Laude
Brea Demi Martz, Cincinnati
Sean Michael Melton, Orlando, FL
Kiley Madigan Merritt, Hudson
Magna Cum Laude
Alexandra Leigh Morrison, Upper Arlington
Cum Laude
Sarah Lauren Nesmith, Columbus
Nicklas John Nocera, Bedford, MA
Nicole Partlow, Groveport
Cum Laude
Kaya L. Powell, Warren
Cum Laude
Lucas Michael Pugno, Hilliard
Casey Jessica Radcliffe, Cotonville, MD
Zachary Robert Ratusk, Pittsburgh, PA
Korra-Shay Ann Richards, Dassel, MN
Abby Shayna Robins, Berlin
Katherine Elizabeth Romo, Athens
Maddison James Sams, Cleveland
Sydney Shapiro, St. Paul, MN
Kelsey Nicole Shores, North Canton
Blaire Teaford, Middletown
Emily Marie Turner, Wheelersburg
Emily Ann Viars, Cincinnati
David Raymond Williams, Branchburg, NJ
Hunter Neil Williams, Zanesville
Lindsay Michelle Wolf, Hilliard
Cum Laude
Maria Kathyrn Yallourakis, Valparaiso, IN
Jason Choi Yang, Seoul, South Korea
Mattison Renee Young, St. Clairsville
Cum Laude
Xinran Zhang, Nanjing, China
Bachelor of Science in Nutrition
Kaitlyn Elizabeth Armstrong, Westlake
Kaylee Suzanne Arlow, Pittsburgh, PA
Erika Renee Barnes, North Ridgeville
Sydney Carol Brown, New Albany
Ann Elizabeth Chrystler, Strongsville
Cum Laude
Gina F. Ciliberti, Bay Shore, NY
James Kody Davissson, Marysville
Amanda Elizabeth Gabon, Kirtland
Cum Laude
Alice Gantman, Cleveland
Tessa Marie Gerken, Findlay
Daniel Ryan Guastella, Cleveland
Makayla Kristen Hartton, Cincinnati
Laura Taisser Iskander, Westerville
Claire Jackson Jaboni, Cleveland
Carolina Jimenez, Boynton Beach, FL
Humah Hennan Khan, Hilliard
Maienna Autumn Koger, Birmingham, MI
Leah Rebecca May, Creston
Cum Laude
with Research Distinction in Human Nutrition
Kevin Q. Mo, Ottawa
Cum Laude
Emily Catherine Morris, Stow
Cum Laude
Kaitlin Elizabeth Smith, Youngstown
Michelle Pauline Smith, Gahanna
Shamna Smith, Worthington
Roshini Sinivasan, Tallmadge
Summa Cum Laude
with Honors Research Distinction in Human Nutrition
Morgan Alexander Taylor, Penfield, NY
Cum Laude
Salam Tiba, Dublin
Cum Laude
Megan A. R. Way, Dublin
Cum Laude
Rebecca Leigh Youngs, Dublin
Alison Ann Ziegler, Attica, NY
Cum Laude
Bachelor of Science in Education
Elizabeth Kay Abbott, Newark
Cum Laude
Julia Erin Adams, Mansfield
Cum Laude
Haa Hussain Ahmad, Dublin
Cum Laude
Aaron Alan Akers, Bucyrus
Cum Laude
Carly Paige Albanese, Stow
Cum Laude
Brian Albano, Wilmette, IL
Cum Laude
Nicole Julia Alexander, Mansfield
Cum Laude
Hamid Nader Aljasjy, Columbus
Cum Laude
Travis Austin Allard, Covington, VA
Cum Laude
Kaley Renee Anderson, Hilliard
Cum Laude
Abby Kramer Andrews, Dublin
Cum Laude
Andrea Marie Amristerbusch, Columbus
Cum Laude
Jaison Matthew Armitage, Steubenville
Cum Laude
Taylor Ann Assalone, Miamisburg
Cum Laude
Amy Atkinson, Powell
Cum Laude
Morgan Carleen Avers, Miamisburg
Cum Laude
Ciera Nicole Badertscher, Belle Center
Cum Laude
Emily Marie Baird, Kenton
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Maggie Cum Laude
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<tr>
<th>Name</th>
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<tr>
<td>Shawn Robert Burns</td>
<td>Cincinnati</td>
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<td>Lee Andrew Burley</td>
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<td>Jared Alan Butler</td>
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<td>Richard Fray</td>
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<td>Xiaoli Fu</td>
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<td>Amber Grace</td>
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<td>Seamus Joseph</td>
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<td>Michael Greek</td>
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<td>Athens, OH</td>
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<td>Robert David Halley</td>
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<tr>
<td>Hannah Elizabeth</td>
<td>Madison, WI</td>
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<td>Elizabeth Kim</td>
<td>Medina, OH</td>
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<td>tessie Shanley</td>
<td>Cincinnati, OH</td>
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<td>Melissa Hayford</td>
<td>Fairview, OH</td>
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<td>Erica Lyn Hartsche</td>
<td>Wadsworth, OH</td>
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<td>Damari Te'von Harris</td>
<td>Columbus, OH</td>
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<td>Katlin Elaine Harris</td>
<td>Richmond, VA</td>
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<td>Robert Roach</td>
<td>Muncie, IN</td>
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<td>Emma Gimber</td>
<td>Cincinnati, OH</td>
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<td>Maggie Gist</td>
<td>Columbus, OH</td>
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<tr>
<td>David Cooper</td>
<td>Fairview, OH</td>
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<tr>
<td>Melissa Hayford</td>
<td>Philadelphia, PA</td>
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<td>Emily Hayford</td>
<td>Philadelphia, PA</td>
<td>Magna Cum Laude</td>
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<tr>
<td>Suanna Lee Hammond</td>
<td>Lexington, KY</td>
<td>Magna Cum Laude</td>
</tr>
</tbody>
</table>
Commencement Convocation, May 6, 2018

Robert Anthony Harris III, Columbus  
Ryan Joseph Harris, Beachwood  
Kyle Rae Haslage, Lorain  
Marcy Lynn Haynam, Canton  
Holly Ann Heck, North Lima  
Kathryn Ellen Heilman, Kenton  
Tessa Marie Hetmeyer, Rawson  
Cassidy Lin Held, Defiance  
Nicole Marie Kasper, Solon  
Sara Kapaj, Dublin  
Daniel Nicholas Karlak II, Fairview Park  
Nicole Marie Kasper, Solon  
Nihal Raj Kattar, Maumee  
Hailey Aventine Kaufman, Wilmette, IL  
Katelyn Marie Kaufman, Ottawa  
Matthew Keenan, Oak HI, VA  
Christina Marie Keller, Piqua  
Klayysa Marie Kendrick, Powell  
Ivy Lee Kennedy, Jr., Dayton  
Artie Rae Kenney, Marengo  
Nicole Major Killman, Manhattan Beach, CA  
John Gordon Kilpatrick IV, Acton, MA  
Tiffany Suin Kim, Columbus  
Anna Lee Kimborowicz, Chardon  
Kailyn Jane King, Mason  
Seth Joseph Kinker, Barbourville, WV  
Logan Michael Klett, Maumee  
Teresa Nicole Kleinhenz, Olmsted Falls  
Daniel Michael Kloeser, Oregon  
Jacob Edward Knopp, Columbus  
Alyssa Ann Knickerbocker, Columbus  
Nathaniel Kott, Hilliard  
Connor Norman Kohls, Columbus Grove  
Kaylie Koker, Athens  
Victoria Catheryn Kramer, Pickerington  
Janice Kubialek, Brecksville  
Nicole Marie Kuchenschuh, Cincinnati  
Zachary Reid Kusiner, Spring, MD  
Mikaela Rae Kussmaul, Bluffton  
Amy Lagerstrom, Crestwood, IL  
Duncan Everett Lamar, West Chester  
Fennelly Ann Land, Baltimore, MD  
Stephanie Jane Lange, Lebanon  
Michael Jacob Lawless, Dover  
Jared Ryan Lawler, Miamisburg  
Hanna Elsa Ledford, Lebanon  
Joy Lee, Columbus  
Kai Limee Lee, Columbus  
Blake Gregory Leeson, Mequon, WI  
Emily Ann Lewing, Cardington  
Audrey Jane Lewis, Westerville  
Isabella Victoria Lewis, Cincinnati  
Jenna Elizabeth Lewis, Hilliard  
Audrey Jane Lewis, Westerville  
Isabella Victoria Lewis, Cincinnati  
Jenna Marie Lilly, Newark  
Ashley Nicole Lindsay, Groveport  
Matthew Dougas Lindsey, Clarendon Hills, IL  
Maria E. Little, Granville  
Longxu Liu, Columbus  
Martha Major Living, Columbus  
Kelli Marie Lohr, Mason  
Sam Summa, New London  
Robert Lori, Hudson  
Kristin Michelle Loyich, Grove City  
Paige Nichole Lucas, Elida  
Nicholas Scott Mackey, Champion  
Sarah Alison Mantel, Pittsburgh, PA  
Jeffrey Daniel Markham, Aurora, IL  
Brooke Anne Martin, St. Marys  
Karen Marie Mascarello, Columbus  
Tamika Lynn Massey, Columbus  
Delaney Hope Matthews, Gahanna  
William Dalton McCaleb, Hilliard  
Brendan Patrick McAndrews, Bay Village  
Emily Jean McAvoy, Hampstead, NH  
Madison Taylor McCaleb, Hilliard  
Jade Diamonte McCormick, Hilliard  
Daniel Charles McCullum, Massillon  
Evon Michael McDowell, Gothen, NY  
Emma McGinnis, Reno, NV  
Kate Elizabeth McGregor, Hudson  
Griffin Tyler McKenzie, Studio City, CA  
Dakota James McNulty, Oxford  
John Robert McKeenlburg, Columbus  
Taylor Joy Mencyzoyer, Lancaster  
Stefanie Anne Merkley, Petersburg, Canada  
Baylee Storm Messmer, Marengo  
Renae Marie Meyer, Fort Loramie  
Katerina Maria Mihalopoulos, Hilliard  
Alexandra Milan, Aurora  
Audrey Ann Miller, Kenton  
John Langley Miller, Dublin  
Kerrin Lynn Miller, Wapakoneta  
Madisen Danielle Miller, Powell  
Morgan Taylor Miller, Harrod  
Shannon Noel Miller, Bucyrus  
Nichole Leigh Missolcek, Hilliard  
Kelsey M. Mitchell, Cincinnati  
Yamiex Molina, Union City, NJ  
Matthew Carter Montag, Columbus  
Lindsey Leigh Moore, Sedalia  
Emily Moore Morgan, Troy  
Joshua M. Mull, Columbus  
Abigail Rae Nadolton, Dublin  
Katlyn Nagel, Westlake  
Hayley Elizabeth Neff, Amanda  
Cynthia Elberta Nelson, Columbus  
Leah Katherine Neroni, Chagrin Falls  
Ashley Ann Newman, Kenton  
Elizabeth Mahala Nichols, Columbus Grove  
Bryce Patrick Nicholson, Richfield  
Brandon Nickles, Lafayette  
Kelsey Nolan, Columbus, PA  
Kayla Nicole Nungester, Circleville  
Andrew Albert O'Reilly, Dublin  
Ethan Mark Oldfield, North Bend  
Drew David Ongena, Columbus  
Lynn Rachel Owsn, Cincinnati  
Ryan O'Connell, Columbus  
Karianne Elizabeth Ouellette, Seymour, CT  
Gregory Thomas Overstrom, New Trippoli, PA  
Summer Diane Owens, Columbus  
Kathlyn Alexandra Palmer, Granville  
Stephanie Payano, Tacea, NJ  
Oliver Pears, Cleveland  
Monica Leigh Petruski, Westerville  
Morgan Beth Pfeiffer, Dublin  
Lorrie Ann Phillips, Wapakoneta  
Nathan Alexander Poftman, Delphos  
Jared Andrew Powell, Washington Court House  
Michael Bradley Powers, Bucyrus  
Maxwell James Provan, Palatine, IL  
Matthew Charles Pruden, Wall, NJ  
Kyle R. Pryor, Batavia  
Shayleigh K. Pugh, Marysville  
Hannah Elizabeth Purvis, Ashland  
Molly Kathryn Quay, Loveland  
Harvest Nicole Radich, Howland  
Mandy Campbell Radigan, Westerville  
Caroline Elizabeth Rath, Greenville, DE  
Charcle Tiona Ray, Hampton, VA  
Rachel Louise Reamer, Tiffin  
Bryan Anthony Recker, Fort Jennings  
Tesu G. Reda, Columbus  
Christopher Michael Reeder, Willard  
Joyanne Marie Reese, Reynoldsburg  
Haylie Marie Reichenbach, Brunswick  
Samuel Stephen Reid, Maumee
Commencement Convocation, May 6, 2018

Alysha Marie Shobe, Lima
Pauline Amanda Shaw, Marysville
Tyler Joseph Seitz, Springfield
Susan Kathryn Sedlacko, Akron
Trey Daniel Schroeder, Paulding
Jayson Smith Schott, Upper Arlington
Ellen Theana Schooley, Upper Arlington
Jamie Rose Schooler, Solon
Karli Raquel Schneider, Wapakoneta
Jessica Sue Schmalzried, Perrysburg
Jessica Taylor Schell, Fremont
Kassidy Jeanne Sauve, Whitby, Canada
Danielle Jo Sadek, Columbus
Adam M. Sabol, Castaic, CA
Stefanie Jeanine Russell, Baltimore
Kelsey Lauren Rosen, Long Island, NY
Trey Markus Roney, Columbus Grove
Vincent John Romita, Port Jefferson, NY
David Raymond Romero, North Easton, MA
Jakia Laniece Roland, Youngstown
Katherine Anne Rochon, Jacksonville, NC
Aliesha Marie Robinson, Canton
Delani Elizabeth Reynolds, Worthington
Mitchell Renner, Chantilly, VA
Morgan E. Robison, Bellefontaine
Christopher C. Santee, Niles
Jaclyn Caroline Sauder, Lucas
Kassidy Jeanne Sauer, Whitiy, Canada
Andrew Donald Scarpelli, Vandalia
Jessica Taylor Schell, Fremont
Stephanie Jeanine Russell, Baltimore
Katherine Anne Rochon, Jacksonville, NC
Robert John Rody, Upper Arlington
Alyssa Marie Shobe, Lima
Tyler Joseph Seitz, Springfield
Nicholas Robert Seme, Wadsworth
Dean McEwen Shaffer, Columbus
Alyssa Nicole Sharrer, Lakewood
Pauline Amanda Shaw, Marysville
Jonikka L. Shepherd, Marion
Alysha Marie Shobe, Lima
Dawna Michelle Shroads, Westerville
Allyson Marie Simmons, Navarre
Katherine Anne Rochon, Jacksonville, NC
Delani Elizabeth Reynolds, Worthington
Kelly Anne Rhodes, Lexington
Tyre Daniel Schroeder, Paulding
Samantha Harel, Solon
Maxwell James Hanich, McDonald, PA
Jennifer Nicole Haines, Mason
Julia Catherine Huff, New Albany
Taylor Douglas Honeycutt, Raleigh, NC
Zi Xiang Heng, Johor Bahru, Malaysia
Ryan Joseph Howard, Defiance
Dean: David B. Williams

College of Engineering

Dean: David B. Williams

Bachelor of Science in Aeronautical and Astronautical Engineering

Ahmad Faraz Khan, Columbus
Rehman Abdul Kaludi, Karachi, Pakistan
Summa Cum Laude with Honors in Integrated Business and Engineering

Zachary Matthew Allen, Tipp City

Benjamin Barrowclough, San Diego, CA

Jeffrey David Bramlage, Beaver creek

Jacob Andrew Brandon, Medina

Joseph Brian Cahill, Hudson

Michael Thomas Celestii, Mason

With Honors in Integrated Business and Engineering

Ian Robert Chamberlain, Dartmouth, MA

With Research Distinction in Aeronautical and Astronautical Engineering

Kyle E. Christman, Dublin

With Honors in Integrated Business and Engineering

Paul John Gaecke, Canton, MI

David Franklin Gedeon, Eastlake

Gabriel Matthew Geiger, Defiance

With Honors in Engineering

Jonathan Grimm, North Royalton

Michael Edward Guza, Powell

With Honors in Engineering

Jennifer Nicole Haines, Mason

Maxwell James Hanich, McDonald, PA

Samantha Harel, Solon

With Honors in Integrated Business and Engineering

Rebecca Marie Williams, Columbus

Magna Cum Laude

Mary Kenton, Worthington

Shelby Elizabeth Willo, Newark

Morgan Taylor Wilson, Kenton

Magna Cum Laude

Ridge Ray Winand, Butler

Dana Catherine Winegard, Brecksville

Summa Cum Laude

Emily Jean Wolf, Maineville

Magna Cum Laude

Alexander Maria Wright, Lakewood

Magna Cum Laude

With Honors in Integrated Business and Engineering

Rachel Elizabeth Zeaman, Solon

Mason Clay Zimmer, West Carrollton

Brooke Makayla Zuber, Delphos

Summa Cum Laude

Magna Cum Laude

With Research Distinction in Aeronautical and Astronautical Engineering

Stephen Charles Ioas, Cincinnati

With Honors in Engineering

With Research Distinction in Aeronautical and Astronautical Engineering

With Research Distinction in Aeronautical and Astronautical Engineering

With Research Distinction in Aeronautical and Astronautical Engineering

With Research Distinction in Aeronautical and Astronautical Engineering

With Research Distinction in Aeronautical and Astronautical Engineering

With Research Distinction in Aeronautical and Astronautical Engineering

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With Research Distinction in Aeronautical and Astronautical Engineering

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With Research Distinction in Aeronautical and Astronautical Engineering

With Research Distinction in Aeronautical and Astronautical Engineering

With Research Distinction in Aeronautical and Astronautical Engineering

With Research Distinction in Aeronautical and Astronautical Engineering

With Research Distinction in Aeronautical and Astronautical Engineering
Bachelor of Science in Architecture (Austin E. Knowlton School of Architecture)
Adeeba Husain Arastu, New Hartford, NY
Magnus Cum Laude
with Honors in Architecture
with Honors Research Distinction in Architecture
Ashley Shannon Austin, SLOW
with Research Distinction in Architecture
Vera Alexander Betancourt, Columbus
Christopher Charles Block, Hilliard
with Research Distinction in Architecture
Andrew Michael Burik, Gahanna
Christopher James Burroughs, Kings Mills
Cum Laude
with Honors in Architecture
Ximing Du, Beijing, China
Cum Laude
Andrew John Dwyer, Medina
Rachel Lynn Ghindea, Port Washington
Cum Laude
with Honors in Architecture
Benjamin Dale Haywood, Elroy
Cum Laude
Rachael Maria Hill, Beavercreek
Cum Laude
with Honors in Architecture
Bryant W. Hostet, Pandora
Cum Laude
with Honors in Architecture
Guannming Huang, Linyi, Shandong, China
Tristan Montgomery Huck, Liberty Township
Christopher William Humphrey, Glouster
with Research Distinction in Architecture
Mason L. Johnson, Cincinnati
Tyler Curtis Krebs, Lakewood
Magnus Cum Laude
with Honors Research Distinction in Architecture
Dania Khalil, Latr, Dubur
Yutong Lu, Taiyuan, China
Theodore Roger Lyons III, Hilliard
Trace Andrew Martik, McKeever, PA
Cori Elizabeth Medley, Bethesda
Theodore Michael Morrow, North Canton
Magnus Cum Laude
with Honors in Architecture
Jacquelyn Ruth Nehrbass, Centerville
Cum Laude
with Honors Research Distinction in Architecture
Alexandra Oetzelt, Bethel
Magnus Cum Laude
with Honors in Architecture
with Honors Research Distinction in Architecture
Michael James Penwell, Washington Court House
Caroline Constance Prilfit, Delaware
Cum Laude
Fengzhou Qian, Changsha, China
Cum Laude
Jack Michael Raymond, Bradner
Summa Cum Laude
with Honors in Architecture
with Honors Research Distinction in Architecture
Amy Rose Riordan, Petoskey, MI
Ryan Nicholas Rudd, Gahanna
Renee Annette Saavedra, Maineville
Austin Schlosser, Powell
Christopher Garrett Schultz, South Point
Hey Song, Beijin, China
Cum Laude
Brian Douglas Spitalne, Alexandria, VA
Zachary Ryan Stewart, Thurman
Magnus Cum Laude
with Honors in Architecture
Kelsey Renee Swardth, Chantilly, VA
Cum Laude
James D’Artagnan Swider, Mentor
Cum Laude
with Honors in Architecture
with Honors Research Distinction in Architecture
Victor Quilula Taeixeira, Orlando, FL
Ashleigh Rose Urig, Vermilion
Rachel Elizabeth Wallace, Bay Village
Gavin Walsh, Port Washington, NY
Tian Wang, Shenzhen, China
Aleah Rai Westfall, Toronto
Cum Laude
with Honors in Architecture
with Honors Research Distinction in Architecture
Zhuxiaoning Yang, Hebei, China
Cum Laude
Tyler James Young, Mays Landing, NJ
Yanzing Zheng, Yangchun, China
with Research Distinction in Architecture
Yuan Zhu, Hangzhou, China
Cum Laude
Bachelor of Science in Aviation
Yasmine Abu Arab, Countryside, IL
Austin Michael Green, Lancaster
Anthony Jacob Letterle, Macedonia
DeAndre Anthony Esmeius Smith II, Shaker Heights
Victoria Ann Weckenbrock, Cincinnati
Cum Laude
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering
Bachelor of Science in Biomedical Engineering
Emily Austyn Albrecht, Yellow Springs
Magnus Cum Laude
Malory Grace Allen, Canfield
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering
Talia Rae Arciere, Mahopac, NY
Cum Laude
Pranay Azra, Westlake
Cum Laude
Colleen Marjorie Bendig, Dublin
Cum Laude
Zachary James Brannan, Columbus
Cum Laude
with Honors in Engineering
Torie Marie Broer, Silver Spring, MD
Summa Cum Laude
with Honors Research Distinction in Biomedical Engineering
Daniel Canfield, Westerville
Magnus Cum Laude
Sophie Ann Carus, Peru, IL
Magnus Cum Laude
with Honors in Engineering
Charles James Casa, Cleveland
Cum Laude
with Honors in Engineering
Jonathan Chang, Gahanna
Cum Laude
with Honors Research Distinction in Biomedical Engineering
Michael Anthony Ciccone, Poland
Cum Laude
Allysa Marie Dalic, Parma
Magnus Cum Laude
Eric E. Donnelly, Maineville
Magnus Cum Laude
with Honors in Engineering
Taylor Ashley Dunbar, Center Valley, PA
Cum Laude
Jacob John Enders, Chagrin Falls
Summa Cum Laude
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering
Summer Christine Gallentine, St. Clairsville
Cum Laude
with Honors in Engineering
Jeffrey Gray, Waterville
Cum Laude
Claire Hale, Columbus
Cum Laude
Justin Yi Han, Dublin
Cum Laude
with Honors in Engineering
Michael Joseph Heyden, Buffalo, NY
Cum Laude
Deborah Youngeen Hong, Columbus
Magnus Cum Laude
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering
Riley Hubert, Mason
Adam Jacobowitz, Livingston, NJ
Cum Laude
Graciana Hua Janton, Findlay
Cum Laude
Mitchell Thomas Kahn, Sylvia
Andrew Charles Kaminski, Centerville
Brian David King, Dublin
Magnus Cum Laude
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering
Commencement Convocation, May 6, 2018

Helen Krondorfer, Aurora
Summa Cum Laude
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering

Sunny Kwok, Hilliard
Magna Cum Laude
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering

Cemalbaha Morgan Lane, Morrow
Magna Cum Laude
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering

Geovanny Lara, Rutherford, NJ
Zhimo Li, Beijing, China
Magna Cum Laude

Yiting Liu, Shanghai, China
Alexandria Nicole Loretto, Canal Fulton
Alexander Leonard Martinson, Cincinnati
Caroline Miller, Quechee, VT
with Honors Research Distinction in Biomedical Engineering

Rachel Elizabeth Novinc, Chagrin Falls
Cum Laude
with Honors Research Distinction in Biomedical Engineering

Brooke McKenzie Ott, Medina
Cum Laude
with Honors in Engineering

Kishan U. Patel, Dublin
Magna Cum Laude

Alexander David Paul, Cincinnati
Magna Cum Laude

Brittany Penn, Cleveland
Cum Laude

Joel Pepper, Westerville
Cum Laude

Teresa Porter, Bellbrook
Magna Cum Laude

Ryan Paul Pietro, Avon
Summa Cum Laude
with Honors in Engineering

Corin Leon Prutt, Bellbrook
Cum Laude

Qinwan Rabbani, East Liverpool
Cum Laude
with Honors in Engineering

Archit Redhe, Avon
Cum Laude

Nicholas Henry Rieger, Rochester, NY
Cum Laude

Dalton Beaux Rowell, Marvin, NC
Austyn Cole Sandlin, Franklin
Cum Laude

Tony Derrick Satrophus, Reno, NV
Magna Cum Laude
with Honors Research Distinction in Biomedical Engineering

Katrina Marie Schroeder, Milford
Magna Cum Laude
with Honors in Engineering

Aaron James Seibel, Celina
Magna Cum Laude

Aurko Jyoti Shaw, Centerville
Cum Laude
with Honors in Engineering

Griffin Banks Spychalski, New Albany
Cum Laude
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering

Adam Bennett Stevile, Arlington Heights, IL
Cum Laude

Jenna Marie Tabbia, Westlake
Magna Cum Laude
with Honors Research Distinction in Biomedical Engineering

Rachel Helen Teater, Hilliard
Summa Cum Laude
with Honors in Engineering
with Honors Research Distinction in Biomedical Engineering

Hannah Louise Thiel, Melbourne, Australia
Magna Cum Laude

Ye Wei, Nanjing, China
Cum Laude

Tirzah Jeany Ayta Weiss, Centerville
Magna Cum Laude
with Honors in Engineering

Zihui Xu, Ruichang, China
Magna Cum Laude

Bofei Zhang, Jining, China
Summa Cum Laude

Bachelors of Science in Chemical Engineering
Joseph Benjamin Adams, Strongsville
Dylan Andrew Ahonen, Lewis Center
Abay Akturin, Aqtobe, Kazakhstan
Emily Kate Banhu, Clarksville, MD
Kaycee Lee Ash, Fort Lauderdale, FL
Keith Dean Bair, North Lima
Christopher David Baldwin, Chardon
Grayson Ball, Kingsport, TN
Robert Alexander Balli, Akron
Cum Laude
with Honors Research Distinction in Chemical Engineering
Danieal James Bechek, Pittsburgh, PA
Michelle Nicole Bertrand, Olmsted Falls
Cum Laude
Erich Biscanetta, Cuyahoga Falls
Christian Evan Boethelfield, North Royalton
Kevin Patrick Bowman, Bellbrook
Aidan James Brody, Cleveland
Cum Laude
Megan Anne Buckley, Youngstown
Coby Scott Burckard, New Albany
Summa Cum Laude
Domenic Joseph Camino, Kirtland
Cum Laude
Peter James Canape, Columbus
Joseph Casciano, Salem, CT
Magna Cum Laude
with Honors in Engineering
Daniel Patrick Casey, Akron
Monica Grace Chan, Cleveland
Baoqi Chang, Hangzhou, China
Kate Morgan Ceilland, Dublin
Cum Laude
Eric Matthew Collins, Beaver Falls, PA
Zachary David Thomas Collins, Oak Harbor
Matthew Ryan Contini, Brentwood, TN
Garrett Jack Coppler, Marion
Kelsey Danielle Crawford, Hudson
David Raymond D’Imma, Cincinnati
Wen Dai, Shanghai, China
Riley Marie Dautlow, Dublin
Magna Cum Laude
Brandon James Dean, Columbus
Justin Thomas Dienschenieder, Dublin
Magna Cum Laude
with Honors in Engineering
with Honors Research Distinction in Chemistry
Nicole Marie DiRlando, Ravenna
with Research Distinction in Materials Science and Engineering
Jocelyn Elizabeth Earle, Wadsworth
Joshua Epperson, Ball Ground, GA
Jesse Colter Feiler, New Richmond
Scottie L. Ford II, Wellston
Alexander Mitchell Gobanac, Avon Lake
Kyle Matthew Gersman, Akron
Magna Cum Laude
with Honors in Engineering
Katarina Elise Goode, Chardon
Magna Cum Laude
with Honors in Engineering
Aki Sami Gore, Columbus
Garrett Thomas Greco, New Albany
Magna Cum Laude
Ellen Marie Harrell, Dublin
Annamarie Therese Helpling, Cincinnati
Cum Laude
with Honors in Engineering
Vasilli K. Kollopsopoulos, Velo, Greece
Magna Cum Laude
with Honors Research Distinction in Mechanical Engineering
Kelly Lynn Kolotka, Morris, IL
Cum Laude
with Honors in Engineering
with Honors Research Distinction in Chemical Engineering
Nathan Dominic Koval, Blacklick
Olivia Katherine Krebs, Rocky River
Cum Laude
Tyler Joseph Krupp, Tiffin
Magna Cum Laude
with Honors in Engineering
Matthew John Landis, Stow
Allison Marie Langer, Sidney
Matt Lee, Leroy Township
Chunyi Li, Kunming, China
Magna Cum Laude
John Douglas Lloyd, Kalamazoo, MI
Cum Laude
Kian Boon Low, Kota Bharu, Malaysia
Magna Cum Laude
Sarah Elizabeth Lyons, Wooster
Cum Laude
David James Maholage, Malay
Cum Laude
with Honors in Engineering
Daniel Patrick Maholage, Munroe Falls
Cum Laude
John Douglas Lloyd, Kalamazoo, MI
with Honors in Engineering
Brian Masten, North Bellmore, NY
Anne Marguerite McAlister, Liberty Township
Summa Cum Laude
with Honors in Engineering
Brandon Matthew Martin, Oak Harbor
Lara Rae McCalmont, Columbus
Cum Laude
with Honors in Engineering
John William McGrogan, Westlake
Summa Cum Laude
with Honors Research Distinction in Chemical Engineering
John Christian McNels, Strongsville
Stephen William Merriman, Novely
Sean Patrick Miller, Cincinnati
Benjamin Naragon, Akron
Chloe Nemchik, Brunswick
Andrew Kevin Nounesengo, Columbus
Quincy Maureen O’Malley, Flossmoor, IL
Cum Laude
with Honors in Engineering
Nathaniel Olson, Defiance
Summa Cum Laude
with Honors Research Distinction in Chemical Engineering
Kaaz Ozadali, Newburgh, IN
Cum Laude
Yury Partyka, Cleveland
Cum Laude
Rutva Patel, Palisades
Cum Laude
Mitchell Pearson, Hilliard
Veronica Erin Peterson, Poughkeepsie, NY
Tyler Davis Poff, Plain City
Zachary Raymond Powers, Cranford, NJ
Steven Michael Quain, Centerville
Joshua Allen Rawlins, Marion
Magna Cum Laude
Matthew James Regan, Mason
Alan Joseph Renner, Eaton
Cum Laude
Brandon Joseph Renner, Eaton
Eva Marie Rezek, Bay Village
Cameron Alexander Riffe, Mason
Elana Blair Rosner, Cleveland
Stuart Martin Ruck, Beavercreek
David Joseph Ruffner, North Royalton
Joseph Michael Sadaiaskas, Dublin
Youcef Saied, Dublin
Cum Laude
Samuel David Schuer, Painesville
Carloschi Kristine Schwartz, Hamilton
Alex Joseph Seibel, Celina
Magna Cum Laude
with Honors Research Distinction in Mechanical Engineering
Adit Shah, Ahmedabad, India
Spandan Nishimah, Upper Arlington
Cum Laude
Nora Sheehan, Amman, Jordan
with Research Distinction in Chemical Engineering
Kapil Visveswaran Shankaran, Dublin
Magna Cum Laude
with Honors in Engineering
Nahida Hasib Sharif, Glastonbury, CT
Stavroula Christina Sotoulas, Avon
with Research Distinction in Chemical Engineering
Alexander Patrick Spanos, Sheffield
Cum Laude
Nina Marie Stanic, Strongsville
Nacacara Rae Astar, Ashland
Kaliin M. Stechschulte, Fort Jennings
Cum Laude
with Honors in Engineering
Samantha Marie Stephens, Dayton
David Charles Michael Supert, Champion
Wei Zhi Tan, Butterworth, Malaysia
Kiboh Patrick Uchida, Washington, PA
Magna Cum Laude
Bachelor of Science in City and Regional Planning (Austin E. Knowlton School of Architecture)

Mercedes Lynn Barr, Washington Court House Jorge Carrillo, Jr., Columbus Sarah Nicole Davis, Dublin
Maria Colleen de Cari, Cleveland
Tad Havethorne, Santa Clarita, CA William John Hehemann, Cincinnati Chad Alan Kinsworth, Columbus Sarah Lagganac, Fishers, IN
Ashley Leddy, Westerville Andrew James Love, Columbus Reyna Rachel Luston, Columbus
David Michael Marlow, West Carrollton Javer Maxel Melendez-Galvis, Monticello, NJ
Derek Craig Miller, Copley Nicholas John Parks, Marengo Alaina Pauline Parrish, Westerville
William Carl Plumley, Sun Prairie, WI
William David Weisman, Dayton
Andrew Romanoff, Beachwood Alyssa Saltzman, Solon
Yumeng Sun, Nanjing, China Adam David Trimmer, Raleigh, NC
Nathan David Vale, Fairport Harbor

Biology

Andrew Romanoff, Beachwood

Nathan David Vale, Fairport Harbor

Alyssa Saltzman, Solon

William Carl Plumley, Sun Prairie, WI

Nicholas John Parks, Marengo

Derek Craig Miller, Copley

Javier Manuel Melendez-Galinsky, Montclair, NJ

David Michael Marlow, West Carrollton

Andrew James Love, Columbus

Ashley Leddy, Westerville

Sarah Nicole Davis, Dublin

Maria Colleen de Cari, Cleveland

Tad Havethorne, Santa Clarita, CA

William John Hehemann, Cincinnati

Choon Zhen Yeoh, Glugor, Malaysia

Lucas Joseph Watson, Quincy, IL

Magna Cum Laude

Cum Laude

with Hono...
Brian Robert Groenke, Madeira
Cum Laude
Chuanging Guo, Fuzhou, China
Niharika Gupta, Mumbai, India
Remington Blake Hackarth, Coldspring, KY
Thomas John Haight, Mentor
Nicholas Anthony Halley, Cleveland Heights
Michael S. Hamill, Columbus
Nathan Ray Hammonds, Gahanna
Shuming He, Beijing, China
Eric Alan Hempfih, Copley
Lanmary Henry, Dayton
Cum Laude
Jonathan Michael Herrera, Miami, FL
Elizabeth Bronwyn Heyen, Bexley
Cum Laude
with Honors in Engineering
Haoqiu Hu, Chengdu, China
Magna Cum Laude
Syed-Aamir Ashraf Hussain, Columbus
with Honors Research Distinction in Linguistics
Christopher James Milton Hutchinson, Columbus
Nathan Rafael larve, Centerville
Omar Ahmed Ibrahim, Chelmsford, MA
Jeffrey Michael Jarby, Dublin
Joshua Harris Kahn, Muhlkete, WA
Magna Cum Laude
Vivom Bhosnesh Kelkar, Columbus
with Honors in Engineering
Daniel Joseph Kennon, St. Clairsville
Jae Dong Kim, Paju, Korea
Dylan Colbert Knaplund, Tiffin
with Honors in Engineering
Mark Jeffrey Koozer, Westerville
Ben Prakash Lai, Dublin
Joshua Lan, Beavercreek
Jeremy Michael LeDonne, Cuyahoga Falls
Cum Laude
Yuping Liang, Changsha, China
Adrien Lindner, Shalimar, FL
Cum Laude
Ryan Shucie Li, Fremont, CA
Philip Robert Loveland, Kaliad
Zachary Scott Lucas, Woodville
Cum Laude
Nicholas Emery Luckenbach, Grandview Heights
Brian Thomas Lutz, Chagrin Falls
Chance Logan Lytle, Belgrade
Cum Laude
with Honors in Engineering
Owen Michael Maher, Galena
Gabriela S. Maninseu, Berlin Center
Clayton William James Mason, Lowell
Magna Cum Laude
with Honors in Engineering
Maxwell Joseph McAdvie, Canal Winchester
Johan Alexander McGwire, Dublin
Quinn Michael McHugh, Mason
Magna Cum Laude
Dillon James Merritt, Mentor
Nicholas Carl Meyer, Worthington
Magna Cum Laude
Amy Miao, Columbus
Cum Laude
with Honors in Engineering
Gabrielle Francesca Miguel, Kenosha, WI
Casey Steven Miller, Pickerington
Brandon Robert Minner, Cincinnati
Trevor Jon Montforte, Seven Hills
Shawna Aeon Moore, Galloway
Patrick Brendan Muller, Temple, TX
Sean Timothy Nemann, Crescens, KY
Cum Laude
with Honors in Engineering
Tony Thany Nguyen, Cleveland
Adam Matthew Ovak, North Canton
Cum Laude
Travis John Pastore, Shaker Heights
Magna Cum Laude
with Honors in Engineering
Sunny Bimal Patel, Northfield
Magna Cum Laude
Austin Payne, Broken Arrow, OK
Nicholas Ivan Perrin, Cincinnati
Brad Michael Pershon, Delaware
Magna Cum Laude
Steven Pidcock, Columbus
Justin Pinsky, Plainview, NY
Andrew Logan Pitoto, Dayton
Tytus Isaac Plancz, West Chester
Andrew Evan Pliska, Hilliard
Cum Laude
Brennen Tre Plowman, Cardington
Nicolas James Poulousken, Eden Prairie, MN
Maxwell Ronald Powell, Columbus
Magna Cum Laude
Lucas Alan Puskaric, Mokena, IL
Nianyong Qi, Columbus
Kevin C. Quach, Reynoldsburg
Magna Cum Laude
Babak Rahian, Columbus
Trevor Rambacher, Miamisburg
Babak Danial Rashidnia, Westlake
Andrew Michael Relyea, Chagrin Falls
Magna Cum Laude
Richard Beck Renner, Chagrin Falls
Cum Laude
Siddharta Venkata Subbu Revur, Columbus
Cum Laude
with Honors in Engineering
Riley Hurley Richards, Lewis Center
Cum Laude
Adam Roller, Mason
Kyle Andrew Rossman, Jenera
Akhil Saini, Mumbai, India
Allison Francis Salach, Cincinnati
Joshua Jon Sandvick, North Royalton
Magna Cum Laude
with Honors in Business and Engineering
David Joshua Sauder, Pettisville
Eric Lucas Schirzinger, Worthington
Jonathan Michael Seaman, Garrettsville
Mubashir Alam Shamil, Columbus
Daniel Edward Shawlison, Fairlawn
Magna Cum Laude
David Sinchok, Hudson
Melissa Ann Sjostrom, Adrian, MI
Nicholas Scott Skiljan, Chagrin Falls
Magna Cum Laude
Benjamin Dean Smith, Columbus
Dylan Franco Smith, Strongsville
Tyler William Snyder, Cincinnati
Gregory Allen Sop, Jr., Youngstown
Ashwarya Srivastava, New Delhi, India
Magna Cum Laude
Kenton Lee Steiner, Wooster
Jami Roberta Steines, Warren
Adam Dee Sturgeon, San Diego, CA
Zeyang Su, Shenzhen, China
Cum Laude
Aliison Elizabeth Subtelny, Columbus
Peyxuan Tang, Beijing, China
Cum Laude
with Honors in Engineering
Alexander James Tashravy, Canfield
Cum Laude
Kyle Kenneth Thompson, Canfield
Kevin Thai-Hung Truong, Columbus
Alexander Robert Turner, North Olmsted
Magna Cum Laude
Rezeek Adyanj Ulomko, Jakarta, Indonesia
Cum Laude
Nikhil Vinay, Columbus
Kevin Pao-Chi Wang, Columbus
Yian Wang, Beijing, China
Zachary Michael Weatherly, Perkins
Cum Laude
with Honors in Engineering
Allen Wenzel, Avon
Sean Patrick Whitehurst, Kings Mills
Alexander Brian Williams, Hudson
Magna Cum Laude
Connor Winton, Westerville
Jingyuqian Xu, Lewis Center
Cum Laude
Linlin Yang, Qingdao, China
Yuchen Ye, Beijing, China
Samuel Andrew Yinger, Somerset
Kim Lam Yip, Avon
Cum Laude
Lucas Michael Yost, Marysville
Cole Thomas Zaver, Plain City
Lingfeng Zhang, Kunming, China
Cum Laude
Zheng Zheng, Wenzhou, China
Magna Cum Laude
Mary Zhiemei Zhou, Powell
Cum Laude
Minghao Zhu, Tianjin, China
Magna Cum Laude
Brendan Jeffrey Bronsahan, Columbus
Samuel Edward Brunson, Chagrin Falls
Preston Edward Bryan, Delaware
Adam Charles Buehler, Botskins
Cum Laude
Sean Patrick Burns, Parma, MI
Harold E. Careins, New Lexington
William Casey, Akron
Cum Laude
Ian Michael Chan, Solon
Sharon Yun-Shin Chan, Columbus
Robert Y. Chen, Atlanta, GA
Sieg Chen, Shanghai, China
Wenda Chen, Nanjing, China
Cum Laude
Anthony Paul Colozza, Olmsted Falls
Evan James Connaughton, West Chester
Chenxi Dai, Chengdu, China
Chance Joseph Davises, Columbus
Joshua Eiken, Wadsworth
Matthew Edward Eliswick, Marion
Timothy Erick Evans, Cleveland
Estefania Fernandez, Barbanegra, Colombia
Nicolas Fernandez, Barbanegra, Colombia
Cum Laude
Mitzi Yazmin Fernandez Herrera, Columbus
Robert Lewis Firk III, Columbus
Richard Martin Figg, Mentor
Jon Allen Ford, Cincinnati
Cum Laude
Brendan Alexander Fuller, Dublin
Grant Michael Gallagher, Mount Airy, MD
Shengchao Gao, Beijing, China
Magna Cum Laude
Ahmed Almstafa Taha M Gashiour, Columbus
Cum Laude
Cum Laude
Corey Austin Gibson, Zanesville
Zhibo Gou, Perryburg
Magna Cum Laude
Nathaniel Zacharish Griest, Springfield
Jesse Adam Giffen, Aurora
Haonan Guo, Hohhot, China
Magna Cum Laude
Umer Haider, Powell
John Paul Haugan, Beavercreek
Qingdao Hu, Jinan, China
Tianhang Huang, Beijing, China
Zehan Anosh Irani, Columbus
Donna bradinaegardh, Cleveland
Alan Travis Jaski, Palos Park, IL
Joshua Shakespeare Jenkins, Hamilton
Michael Joseph Johnson, Hilliard
Magna Cum Laude
with Honors in Engineering
Larry Lues Jones, Memphis, TN
Magna Cum Laude
Robert Paul Kahmann, Dayton
Kevin Hensleigh Kester, West Chester
Cum Laude
Grant Joseph Kiefer, Danville
Dylan Jacob Klein, Westport, CT
Erika Klee, Cleveland
Jacob Kreuzer, Mount Vernon
Faith Eleanor LeMay, Peninsula
Magna Cum Laude
Zhiyuan Li, Shanghai, China
Magna Cum Laude
David Philip Linden, Sandusky
Ryan Burr Linnabary, Sunbury  
Cum Laude  
with Honors in Research Distinction in Electrical and Computer Engineering

Shihao Liu, Dalian, China  
Summa Cum Laude

Derek Ryan Longshore, Tipp City  
Mark Scott Lust, Hilliard  
Cum Laude

Allison Renee Mack, Columbus  
Christopher Juris Managilus, Columbus  
Matthew Angelo Marcilieus, Beaver, PA  
Tianming Mao, Ningbo, China  
Craig Nelson Martin, Hilliard  
Chester Daniel Matthews, Centreville, VA  
Griffin William Maxwell, Columbus  
Magna Cum Laude

Tory D. Smith, Folsom, CA  
John A. Siracusa, Willoughby  
Harsh Vardhan Singhania, Columbus  
Joshua Nathan Sines, Hilliard  
Joshua Robert Simmerson, Powell  
Hongliang Si, Beijing, China  
Phillip Shvartsman, Twinsburg  
Ammar Ghaleb Shkoukani, Dublin  
Steven Edward Saliba, Qaa Er Rim, Lebanon  
Matthew James Rutan, Powell  
Zachary Chase Ritter, Millsboro, DE  
Brody Thomas Ringler, Ashland  
Travis James Remlinger, Gurnee, IL  
Aaron Ray Pycraft, North Ridgeville  
Joshua Michael Oberster, Pickerington  
Mahnoor Naqvi, Dublin  
Garrett Blaine Nease, Portsmouth  
Chau Tran Minh Nguyen, Ho Chi Minh, Vietnam  
Macy Joan Huston, Circleville  
Joseph G. Pilla, Cleveland  
Patrick Francis Pirmann, Powell  
Chau Ray Pycraft, North Ridgeville  
Michael Connor Reinertsen, Greenlaw, NY  
Travis James Remlinger, Gurnee, IL  
Olivia Racine Richardson, Wyoming  
Brody Thomas Ringer, Ashland  
Zachary Chase Ritter, Millboro, DE  
Ryan David Ruch, Strongsville  
Matthew James Rutan, Powell  
Steven Edward Saliba, Qaa Er Rim, Lebanon  
Matthew Andrew Sawka, Richfield  
Brandon Robert Scarl, Columbus  
Amirah Ghale Shokouhi, Dublin  
Phillip Seventhman, Twinsburg  
Hongliang Si, Beijing, China  
Cum Laude

Daniel David Stone, Marion  
Eric Strotman, Sharonville  
Sachin Sunny, Lewis Center  
Tanya Suri, Columbus  
Trevor Carl Tallos, Polk  
Jalen Anthony Tate, Houston  
Samuel James Taylor, Whitehouse  
Wesley Joey-Chin Thio, Columbus  
Jake R. Thompson, Enon  
Caleb Paul Trevaskis, Jackson  
Geet P. Tripathi, Cincinnati  
Sala Uddin, Columbus  
Matthew Paul Viens, Canton  
Ramanandeep Singh Vilku, Lewis Center  
Summa Cum Laude  
with Honors in Engineering  
with Honors in Research Distinction in Electrical and Computer Engineering

Joseph Thomas Wagner, Findlay  
Jonas Orion Wahl, Grove City  
Hamming Wang, Shanghai, China  
Shawnwen Wang, Columbus  
Magna Cum Laude

Xinyang Wang, Beijing, China  
Magna Cum Laude

Nathan A. Weirich, Reynoldsburg  
Brett Whittford, West Chester  
Summa Cum Laude  
with Honors in Research Distinction in Electrical and Computer Engineering

Benjamin Matthew Wintering, Lewis Center  
Cum Laude

Zeyuan Xu, Columbus  
Magna Cum Laude  
with Honors in Research Distinction in Electrical and Computer Engineering

Kongyan Yan, Beijing, China  
Siqi Zeng, Chengdu, China  
Haocheng Zhu, Wenzhou, China  
Magna Cum Laude

Minghua Zhu, Tianjin, China  
Yizhou Zhu, Columbus  
Yurou Zhu, Hangzhou, China  
John Zielinski, Bolingbrook, IL  
Jeffrey Anthony Zivkovic, Mentor

Bachelor of Science in Engineering Physics

Anne Mahtlyn Carter, Hudson  
Summa Cum Laude  
with Honors in Engineering  
with Honors in Research Distinction

Evam Michael Cornelius, Cincinnati  
Nimit Tushar Desai, Cincinnati  
Juan Christopher Espinosa, Reynoldsburg  
Mark Robert Fisher, Solon  
Brian James Haugen, Ann Arbor, MI  
Chih-En Huang, Hacienda Heights, CA  
Macy Joan Huston, Circleville  
Magna Cum Laude  
with Honors in Engineering  
with Honors in Research Distinction in Astronomy  
Michael Joseph Kachmarik, North Royalton  
Kratin Hastyeon Kim, Powell  
Laurence Taher King, Chardon  
Magna Cum Laude  
Junchao Lin, Shenzhen, China  
Magna Cum Laude

August Randall Mason, Marietta  
Tristan Thomas Mooney, Milford  
Cum Laude  
with Honors in Engineering

Layla Barrie Nosek, Chesterland  
John Peter Rawlinson, Leonardtown, MD  
Collin Sebastian Roberts, Springfield  
Magna Cum Laude  
with Honors in Engineering

Christopher Randal West, Milton, DE  
Bachelor of Science in Environmental Engineering

Gabrielle Leigh Amstrong, Naperville, IL  
Daniel Anugerah, Columbus  
Alexandra Maria Baratucci, Mayfield  
Bailey Michelle Bardus, Toledo  
Lucas Michael Downing, Warren  
Nina Elizabeth Duerk, Vanguard, WA  
Johnston Thomas Duffy, Cambridge  
Cum Laude

Erika Lynn Elman, Middletown  
Spencer Thoreau Flynn, Alexandria  
Alexandra Katlin Frederick, Morrow  
Cum Laude

Joshua David Fuchs, Canton  
Benjamin James Gaughan, Damascus, MD  
Melissa Marie Hall, Mount Vernon  
Ezekiel Allen Harrson, Westerville  
Mary Cassandra Hofmann, Cincinnati  
Stephen Paul Kopechek, Blacklick  
Ryan Eric McMullen, Columbus  
Cum Laude

Clint Joseph Oliver, Cincinnati  
Sai Vara Prasad Pandimukkala, Hyderabad, India  
Austen John Prokop, Waterville  
Cum Laude

Calvin Schutt, Whitehouse  
Chuyun Sun, Xian, China  
Anna Elizabeth Thompson, Sherrisssville  
Siena Van Home, Georgetown, KY  
Lingyu Xu, Hangzhou, China  
Cum Laude

Jingzhe Zhao, Shanghai, China  
Magna Cum Laude

Bachelor of Science in Food, Agricultural, and Biological Engineering

Aya Mohammed Alwan, Dublin  
Santiago Avila, Lewis Center  
Monica Renee Beck, Elyria  
Jessica Rose Belcher, Troy, MI  
Cum Laude

Craig Alan Bennett, Cincinnati  
Jacquelyn Jane Blanchard, Cincinnati  
Cum Laude  
with Honors in Engineering

Kathryn Margaret Boeing, Glenbeulah, WI  
Gerard Edward Brown II, Celina  
John Bartley Brett, Leroxy  
Nicholas Garrett Brumfield, Amanda  
Charlotte Elisabeth Bury, Pickerington  
Emilie Marie Bussie, Cincinnati  
Cum Laude

Taylor Bethelen Burrowes, Enon

Kevin James Caldwell, Columbus  
Jackson Michael Caruso, Oswego, IL  
Urosch Chatterjee, Mason  
Christopher Michael Chisom, Granville  
Ethan Alan Christian, Medina  
Olivia Dawn Collins, Reynoldsville  
Brieman Angelo Cordova, North Canton  
Cum Laude  
with Honors in Engineering

Chloe Cain Criswell, Twinsburg  
Jasmine Selassie Davis, Cincinnati  
Matthew Jordan Donn, San Diego, CA  
Sean Robert Driscoll, Hilliard  
Adrean Marie Evans, Dexter City  
Lucas James Freoeich, Monclova  
Jacob Michael Prephan Ghalam, Perryburg  
Celene Claire Geink, Los Angeles, CA  
Cum Laude  
with Honors in Engineering

Erica Kristin Gilliland, Centerville  
Tushar Goswami, Beaver Creek  
Alex Librado Granados, North Royalton  
Carson Ashley Greco, Westlake  
Alexander Gregory Grewe, Wakapaketa  
Ming Guo, Carrollton, KY  
Quinn Dufour Harrett, Akron  
Cum Laude  
with Honors in Engineering

Clairissa Jeane Heigley, Crooksville  
Kristina Anna Maria Henneke, Fairborn  
Alice Elizabeth Hessin, Mason  
Timothy William Adam Hirth, Mount Sterling  
Cum Laude

Sarah Kristine Hopton, Wickliffe  
Nathan Horstman, Cincinnati  
Henry Cole Houser, Clayton, NC  
Holly Anne Huelmeleier, Georgetown, KY  
Cum Laude  
with Honors in Engineering

Ryan Lee Jeon, Cupertino, CA  
Eric Michael Johnson, Delaware  
Brian Douglas Klevier, Pickerington  
Jeffrey David Laux, Cuyahoga Falls  
Brandon Lim, Germantown, MD  
Michelle Marie Maas, Ottawa  
Cum Laude  
with Honors in Engineering

Ashley Marie Michael, Anna  
Alexandra Morve Morton, Cincinnati  
Drew Allison Netts, Urbana  
Miri Kien Nguyen, Columbus  
Hannah Oeder, Milan  
Daniel John Peyton, Jr., Cleveland  
Farhan Syed Quadri, Hilliard  
Jacob Thomas Radieff, Olmstead Falls  
Alexandra Marie Repke, Upper Arlington  
Michael Andrew Salmond, Villa Park, CA  
Patrick William Sanders, Cincinnati  
Cum Laude

Collin Michael Schavish, Cincinnati  
Magna Cum Laude

Cole Christopher Saylor, Belle Center  
Matthew Richard Sellers, Dayton  
Cum Laude  
with Honors in Engineering

Lauren Alexandra Saster, Milford  
Daniel Harrison Silberstien, Lancaster, PA  
John J. Sivestrum, Columbus  
Anna Mayumi Sims, Louisville, KY  
Benjamin James Steedman, Holland  
Garrett William Steinbeck, Macedonia  
Magna Cum Laude

Cum Laude  
with Honors in Engineering
Bachelor of Science in Industrial and Systems Engineering

David Alan Anderson II, Massillon
Cum Laude

Anthony Joseph Antonine, Weirton, WV
Cum Laude

Eric Azoulay, Plainview, NY
Cum Laude

Sydney Adrian Ballish, Cincinnati
Cum Laude

Bryan Michael Barrett, Cincinnati
Cum Laude
with Honors in Integrated Business and Engineering

Morgan Elizabeth Bernard, Cincinnati
Magna Cum Laude

Nia Labree Broker, Reynoldsburg
Samuel Edward Boughton, Copley
Magna Cum Laude

Justin Joseph Brands, Cincinnati
James Douglas Bradic, Cincinnati
David William Brower, Cincinnati
Brennan Z. Burt, Cincinnati
Kevin Fernando Cabrera, Indianapolis, IN
Pınarav Chaudhury, Columbus
Chenghang Cheng, Wenzhou, China
Amy Chi, Dublin
Magna Cum Laude
with Honors in Integrated Business and Engineering

Christopher John Coleis, Hudson
Zachary Cowan, Hilliard
with Honors in Integrated Business and Engineering

Garrett Russell Ezman, Liberty Township Cum Laude

Bronna Elaine Fellows, Pittsburgh, PA
Magna Cum Laude

Robert Glenn Fetterman, Gibsonia, PA
Megan Taylor Garrison, Holland
Cum Laude

Carrie Marie Gerding, Kalida
Magna Cum Laude

Robert Wilfred Graal, Worthington
Cum Laude

Lake M. Grooms, Bowling Green
Nicholas Vernon Grover, Raleigh, NC
Cum Laude

Yawen Han, Beijing, China
Summa Cum Laude

Alexander William Heer, Columbus
Cum Laude

Brock Dalton Hersh, Beachwood
Cum Laude

Brian O’Rourke Holcomb, Hudson
Tao Tse Huang, Taipei, Taiwan
Daniel Alexander Joseph, Hudson
Erin Elizabeth Joyce, Hilliard
Magna Cum Laude

Aston Nicole Krueger, Clarkston, MI
Cum Laude

Brian Daniel Kurz, Olmsted Falls
Magna Cum Laude

Soomhong Kwon, Seoul, Korea
Magna Cum Laude

Melanie Jean Larson, Chagrin Falls
Ryan John Lawler, Strongsville
Colin John Levis, Lakewood
Cum Laude
with Honors in Engineering

Emerald Jesse Liu, Union, KY
Jesse Marquelle, Edina, MN
John D. Martin, Columbus
Cum Laude

Hannah Grace Miller, Canton
Cum Laude

Kathryn Edith Miller, Canton
Cum Laude

Steven James Mollemo, Cincinnati
Chase Joel Morgan, West Chester
Magna Cum Laude

Maxwell Douglas Novak, Haslett, MI
Jordan Paul Page, Dover
Isabella Palacios, Medellín, Colombia
Cum Laude

Maria Victoria Pandolfi, Naperville, IL
Shyam Parikh, Cincinnati
Cum Laude
with Honors in Integrated Business and Engineering

Mary Morgan Phillips, Milwaukee, WI
Daniel Collins Power, Pittsburgh, PA
Morgan Elizabeth Reynolds, Springfield
Summer Cum Laude

Erin Binehart, Springfield
Sara Elizabeth Robinson, Lebanon
Cum Laude

Crisanto Eugenio Sacasa, Miami, FL
Christopher Lee Schiefer, Canton
John Raymond Schröder, Jr., Cincinnati
Summer Cum Laude

Ross David Sercu, West Carrollton
Magna Cum Laude

Mili Singh, Dublin
Gunnar Christian Smyth, Cincinnati
Thomas Kindler Solarek, Kettering
Magna Cum Laude

Victoria Miranda Spurling, Lebanon
Dustin Michael Studer, Columbus
Cum Laude

Alexander Jaydon Vanek, Richmond Heights
Magna Cum Laude

Jacob Jeffrey Walker, Alliance
Magna Cum Laude

Justin Allen Watson, Avon
Cum Laude

Joel Joseph Weiss, Columbus
Magna Cum Laude
with Honors in Integrated Business and Engineering

Jianyao Zhu, Harbin, China
Cum Laude
with Honors in Engineering

Bachelor of Science in Landscape Architecture
(Austin E. Knowlton School of Architecture)

Abigail Victoria Anacki, Akron
Magna Cum Laude
with Honors in Landscape Architecture

James Anthony Ciotola, Akron
Michael Martin Coon, Worthington
Cum Laude
with Honors in Engineering

Colin Christopher Danaher, Old Bridge, NJ
Magna Cum Laude

Andrew Lucus Baerjeef, Centerville
with Research Distinction in Landscape Architecture
Zoé Ashley Bolen, Lima
Magna Cum Laude
with Honors in Landscape Architecture
Nicole Blue Brockwell, Etna, PA
Christopher Anthony Cardinale, Powell
Moyan Chen, Beijing, China
Magna Cum Laude
with Honors in Landscape Architecture

Sally Doyle, Medina
Cum Laude

Neil Hoh, Dayton
Cum Laude

Amanda Lynn Knight, Sidney, ME
Summer Cum Laude
with Honors in Landscape Architecture
Leah Nicole Mancabelli, Copley
Ryan Madison Pickrell, Lovex Park, IL
Cum Laude
with Honors in Landscape Architecture

Ross Turner Rogers, McKinney, TX
Magna Cum Laude

Emily Anne Weber, Bedford, IN
Cum Laude

Yutong Wu, Mianyang, China
Ziya Yang, Beijing, China
Cum Laude
with Honors in Landscape Architecture

Clara Yvonne Young, Waynesville
Shihang Zhang, Shanghai, China
Cum Laude

Taylor Judith Dittrich, Aurora
Magna Cum Laude

Andrew Clare Distel, Findlay
Taylor Judith Dittrich, Aurora
Summer Cum Laude
with Research Distinction in Materials Science and Engineering

Nicholas Andrew Donohue, Beaver Creek
Sam Matthew Duane, Columbus
Cum Laude
with Honors in Engineering

Adam L. Flynn, Toms River, NJ
Anne Louise Graff, Cuyahoga Falls
Magna Cum Laude

Andrew Christopher Hartnett, Milton, GA
Peter Clark Jacobson, Minneapolis, MN
Jasmine Renee Jones, Cincinnati
Shoko Kanemoto, Pittsburgh, PA
Ameera Khan, Strongsville
Timothy Hayes Link, Granville
Leah Hargrave Mills, Columbus
Christopher Bradley Morgan, Pickerington
Jonathan Scott Morrison, Hilliard
Magna Cum Laude
with Honors in Engineering

Ryan Paul Mosciano, Cincinnati
Jacob Nutt, Chagrin Falls
Jordan Jacob Peltier, Middletown
Rachel Elizabeth Pry, Enon
Lindsey Kaitlyn Rager, Katy, TX
Holly Rose Rhodes, Medina
Cum Laude

Nicholas Steven Riedel, Mason
Elizabeth Ann Riedeman, Napoleon
Kelsey Grace Riffe, Granville
Rohini Sengupta, Fairfield, CT
Lauren Nicole Slifer, Acme, PA
Cum Laude

Andrew John Shipley, Twinsburg
Zachary Tyler Shipley, Chardon
Kelsi Elizabeth Spicer, Fremont
Anna Elizabeth Stinton, Rocky River
Summer Cum Laude

Jocie Lynne Steineker, Beacon
Cum Laude

Elizabeth Jean Sturges, Amherst
Cum Laude

Taylor Erin Thomas, Columbus
Valerie Nicole Thompson, Upper Arlington
Cum Laude

Zhe Wang, Beijing, China
Cum Laude

Zhejia Wei, Columbus
John David Williams, Columbus
Shing Xu, Hangzhou City, China
Cum Laude

Sheri Marie Youssif, Mayfield Heights
Cum Laude

Maximilian Zernicke, Highland Heights
Cum Laude

Bachelor of Science in Materials Science and Engineering

Cari Bruce Ahlborg, Richfield
Cum Laude
with Honors Research Distinction in Materials Science and Engineering

Hikaru Taki, Wellington, FL
Evon Allen Maher Angush, Pinckney, MI
Brennan Patrick Ajan, Pickerington
Taylor Lee Bowman, Tippan Lake
Alexander Gaston Branyon, Bainbridge Island, WA
Ian Briggs, Upper Arlington
Daniel Ryan Buergel, Hilliard
Cum Laude

Dawei Cai, Guangzhou, China
Taylor Ann Ceh, Grafton
Cum Laude

James Anthony Ciotola, Akron
Michael Martin Coon, Worthington
Cum Laude
with Honors in Engineering

Colin Christopher Danaher, Old Bridge, NJ
Magna Cum Laude

Bailey Decker, Jeffersonville, IN
Alexander Scott Distel, Findlay
Taylor Judith Dittrich, Aurora
Summer Cum Laude
with Research Distinction in Materials Science and Engineering

Nicholas Andrew Donohue, Beaver Creek
Sean Matthew Duane, Columbus
Cum Laude
with Honors in Engineering

Adam L. Flynn, Toms River, NJ
Ann Louise Graff, Cuyahoga Falls
Magna Cum Laude

Andrew Christopher Hartnett, Milton, GA
Peter Clark Jacobson, Minneapolis, MN
Jasmine Renee Jones, Cincinnati
Shoko Kanemoto, Pittsburgh, PA
Ameera Khan, Strongsville
Timothy Hayes Link, Granville
Leah Hargrave Mills, Columbus
Christopher Bradley Morgan, Pickerington
Jonathan Scott Morrison, Hilliard
Magna Cum Laude
with Honors in Engineering

Nicholas Andrew Donohue, Beaver Creek
Jacob Nutt, Chagrin Falls
Jordan Jacob Peltier, Middletown
Rachel Elizabeth Pry, Enon
Lindsey Kaitlyn Rager, Katy, TX
Holly Rose Rhodes, Medina
Cum Laude

Nicholas Steven Riedel, Mason
Elizabeth Ann Riedeman, Napoleon
Kelsey Grace Riffe, Granville
Rohini Sengupta, Fairfield, CT
Lauren Nicole Slifer, Acme, PA
Cum Laude

Andrew John Shipley, Twinsburg
Zachary Tyler Shipley, Chardon
Kelsi Elizabeth Spicer, Fremont
Anna Elizabeth Stinton, Rocky River
Summer Cum Laude

Jocie Lynne Steineker, Beacon
Cum Laude

Elizabeth Jean Sturges, Amherst
Cum Laude

Taylor Erin Thomas, Columbus
Valerie Nicole Thompson, Upper Arlington
Cum Laude

Zhe Wang, Beijing, China
Cum Laude

Zhejia Wei, Columbus
John David Williams, Columbus
Shing Xu, Hangzhou City, China
Cum Laude

Sheri Marie Youssif, Mayfield Heights
Cum Laude

Maximilian Zernicke, Highland Heights
Cum Laude

Bachelor of Science in Mechanical Engineering

Andrew William Amore, Upper Arlington
Cum Laude
Noah Taranto Anton, Lewis Center
Neil Anthony Arana, Centerville
Alexander Locke Avila, Santa Ana, CA
Emile Renee Baker, Willits, CA
Cum Laude

Jacob Andrew Baranski, Lebanon
Magna Cum Laude

Michael Peter Stevenson, Cincinnati
Ross Wesley Stoffer, Canfield
Samuel Hayes Storts, Sugar Grove
Alexis Elizabeth Swanson, Sidman, PA
Christopher Heath Tracy, Granger, IN
Cum Laude

Nikolas Alan Wagner, Prensburg
Matthew James Wesley, Evansville, IN
Sarah Elizabeth Wintner, Pickerington
Jacob Brian Zimmerman, North Royaltown
<table>
<thead>
<tr>
<th>Name</th>
<th>City/State</th>
<th>Degree and Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garrison Tyler Brown</td>
<td>Medina</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Jessica Ferree</td>
<td>Beavercreek</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Frank James Ferrato</td>
<td>Bluffton, SC</td>
<td>Cum Laude</td>
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<tr>
<td>Jennifer Tyler Brown</td>
<td>Medina</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Kevin E. Brown, Jr.</td>
<td>Chicago, IL</td>
<td>Cum Laude</td>
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<tr>
<td>Benjamin Charles Bruch</td>
<td>West Chester</td>
<td>Cum Laude</td>
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<tr>
<td>Peter Jeffrey Burns</td>
<td>Mason</td>
<td>Magna Cum Laude</td>
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<tr>
<td>Ryan Christopher Buck</td>
<td>Westerville</td>
<td>Magna Cum Laude</td>
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<tr>
<td>Declan Patrick Byrne</td>
<td>Bronx, NY</td>
<td>Cum Laude</td>
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<td>Imani Caleb Michael Caldwell</td>
<td>Columbus</td>
<td>Cum Laude</td>
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<td>Austin Michael Carter</td>
<td>Toledo</td>
<td>Cum Laude</td>
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<td>Michael Joseph Cavoli</td>
<td>Hudson</td>
<td>Magna Cum Laude</td>
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<td>Robert Joseph Centa</td>
<td>Malta</td>
<td>Cum Laude</td>
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<td>Robert Gabriel Cafarin</td>
<td>Newark</td>
<td>Magna Cum Laude</td>
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<td>Keteketa Chaudhary</td>
<td>Guwahati, India</td>
<td>Magna Cum Laude</td>
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<td>Jack Lee Chen</td>
<td>North Canton</td>
<td>Summa Cum Laude</td>
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<tr>
<td>Yaping Cheng Guinlin</td>
<td>China</td>
<td>with Honors in Integrated Business and Engineering</td>
</tr>
<tr>
<td>Junbin Choi</td>
<td>Gwangju, Korea</td>
<td>Magna Cum Laude</td>
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<td>Addison P. Clifton</td>
<td>Pickerington</td>
<td>Cum Laude</td>
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<tr>
<td>Charles Bradford Cummings</td>
<td>Ashville</td>
<td>Magna Cum Laude</td>
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<td>Lisa Anne D’Ima</td>
<td>Columbus</td>
<td>Cum Laude</td>
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<td>Grant William Davis</td>
<td>Avon Lake</td>
<td>Magna Cum Laude</td>
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<td>Tyler David Fischer</td>
<td>Milan</td>
<td>Cum Laude</td>
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<tr>
<td>Gustavo Franzoni Ereno</td>
<td>Cumbita, Brazil</td>
<td>Cum Laude</td>
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<td>Logan Gregory Gable</td>
<td>Ottoville</td>
<td>Cum Laude</td>
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<td>Evan Richard Gorney</td>
<td>Cincinnati</td>
<td>Cum Laude</td>
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<tr>
<td>Ilya Gulko, Richmond Heights</td>
<td>Magna Cum Laude</td>
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<tr>
<td>Thomas Gullo, Powell</td>
<td>Cum Laude</td>
<td>with Honors in Engineering</td>
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<td>Patrick S. Gurtz</td>
<td>Hilliard</td>
<td>Cum Laude</td>
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<tr>
<td>Anna Marie Hall</td>
<td>Tallmadge</td>
<td>Cum Laude</td>
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<tr>
<td>Chaz Henry Alexander Hansen</td>
<td>Vermilion</td>
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<td>Anna Glyn Lee, Beavercreek</td>
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<tr>
<td>Junfeng Li, Hangzhou, China</td>
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<td>Zhe Wang, Hong Kong, Hong Kong</td>
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<td>Ge Zhu, Beijing, China</td>
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**Bachelors of Science in Welding Engineering**

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<tr>
<th>Name</th>
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<tr>
<td>Satchele Charles Alvarez, Whitter, CA</td>
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<td>Logan James Chapman, Mount Gilead</td>
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<tr>
<td>Craig Jacob Galant, Columbus</td>
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Commencement Convocation, May 6, 2018

James Alan Kahan, Jr., Beley
Alvin Denim Kirkeby, Sandusky
Isaac Patrick Luther, Marysville
Katherine Elaine Namola, Columbus
Joshua Bradley Reed, Dublin
Jacob Michael Roebeke, Columbus Grove
Martin U. Schneider, Pittsburgh, PA
Joseph Michael Stanley, Columbus
Jonathan Thomas Vafior, Marion
Kristopher Leon Wanger, Dublin

College of Food, Agricultural, and Environmental Sciences

Dean: Cathann A. Kress

Bachelor of Science in Agriculture

Tabatha Ann Abshire, Woodbridge, VA
Amy Lynn Albers, Anna
Magna Cum Laude
with Research Distinction in Animal Sciences

Lauren Renee Allen, Bowling Green
Olivia Jean Allison, Columbus
Benjamin Randal Applegate, Lewis Center
Lauren Alexis Baldic, Gahanna
Christine Nicole Balint, Huron
Summa Cum Laude

Luke Joseph Baugess, Canal Winchester
Magna Cum Laude
Emily Nell Bauman, Otway
Cum Laude

Andrew David Bauer, Deshler
Katherine Marie Bell, Liberty Center
Tricia Linn Bellman, Bluffton
Trey Alexander Belzner, Canton
Dawn Michelle Berry, East Rochester
Elizabeth Kelsey Bormuth, East Rochester
Patton Wilder Boughan, Columbus Grove
Sheley Lee Bradford, Sunbury
Jacqueline Leigh Brandal, Belleview
Matthew Lee Brookbank, Hilliard
Christopher Kelse Brown, Edgerton
Magna Cum Laude
Daesha Joan Monae Brown, Akron
Grant Randall Brown, Columbus
Kaci Lori Bryant, Vinton
Kees Thomas Burklow, Mason
Elliot Calloway, Ohio City
Blake Frederick Campbell, Waterloo
Jaylyn Marie Camus, Veneta, PA
Cum Laude

Allison L. Carpenter, Caldwell
Magna Cum Laude
Nathan Liburn Carroll, Collins
Meghan Kathryn Chaffee, Sycamore
Robert Lee Chandler, Columbus
Elizabeth Renee Charvat, Westlake
Marah Danielle Cherniub, Columbus
Danielle Jula Chorba, McKees Rocks, PA
Paige Caitlin Cissick, Waverly
Leah Michelle Clements, Columbus
Molly Christine Cleveland, Green Springs
Magna Cum Laude
Justin Charles Clifford, Sunbury
Hailey Elizabeth Clinker, Columbus
Mikenzie Kae Coffer, Brunswick
Christina Marie Coier, Canfield

Trent Nicholas Congrove, Circleville
Jacob Michael Cook, Houston
Miranda Rae Cook, Massillon
Emilee Lynne Coppie, Columbus
Grant Michael Cory, Franklin
Summa Cum Laude
*Caroline Grace Rose Cotten, Strongsville
Cum Laude

John Clayton Craft, St. Marys
Summa Cum Laude

Samantha Hope Cutney, Dayton
Stephanie Frances Dampany, Dayton
Cum Laude

Grace Elizabeth Dannemiller, Pickerington
Magna Cum Laude

Josephine Louise Dohr, Delaware
Taylor Marie Davis, Hillsboro
Katelyn Rachael Ashlee Deaton, Eaton
Magna Cum Laude

Amber N. Dietz, Southington
Karli D’Grazia, Columbus
Mikaela Pilar Dishawebnet, Croton
Magna Cum Laude

Trent Christian Dues, Fort Recovery
Lindsay Michelle Dunham, Northfield
Cassidy Elizabeth Elam, New Holland
Anwar M. Elshababy, Westlake
Nicholas William Erf, Bellevue
Cum Laude

Walker Adam Fackler, Shelby
Lindsay Ann Fager, Wauseon
Cum Laude

David Frederick Farrell, Jr., Hudson
Carmen Corina, Fernandez, Columbus
Grant Edmund Fisher, Powell
Howard T. Flores, Milford Center
Lydia R. Flores, Sydenham, Loveland
Grant Edward Ford, Findlay
Magna Cum Laude

Nicholas Layman Fowler, Salesville
Marissa Elizabeth Friel, Kettering
Katlynn Lyme Frost, Bloomingburg
Magna Cum Laude

Nicholas S. Fuentes, Newark
Brooklyn Kay Furrow, Springfield
Megan Elaine Garber, Worthington
Cum Laude

Julia Annette Garleb, Pickerington
Magna Cum Laude

Rachel Lynn Garrison, Mount Sterling
Aaron David Gates, Monroe County
Ian Tyler Gitt, Millersburg
Kevin Joseph Girard, Lakewood
Ryan Stanley Godard, Urbana
Magna Cum Laude

Eliza Kay Goebel, Columbus
Billy Daniel Grayless, Russellville
Vaugn Eric Green, Johnstown
Hannah Katherine Greene, Worthington
Katelyn Jeanette Grieshop, Fort Recovery
Andrew James Grusenmeyer, Tipp City
Magna Cum Laude

Cody Paul Laux, Dublin
David Alexander Lee, Gaithersburg, MD
With Honors Research Distinction in Animal Sciences

Victoria Elizabeth Lang, Radnor
Cum Laude
Aislinn Leigh Latham, Thumont, MD
With Honors Research Distinction in Agronomy Education

Chase Robert Lattner, Columbus
Magna Cum Laude

Lous Andrew Liming, Mineral Ridge
Landon Adam Lindemer, West Liberty
Magna Cum Laude

Nicole Morgan Long, Brunswick
Kathryn Julia Losnes, Edgewood, FL
Emily KathrynLuc, Fremont
Kelsie Anne Mackin, Lima
Alyssa Rose Malinowski, East Canton
Magna Cum Laude

Maria Grace Mariano, Flushing
Magna Cum Laude

Alice Rose Martin, Galloway
Cody Andrew Mastnardo, Medina
Calera Marie Mathews, Logan
With Research Distinction in Plant Pathology

Nicolle Adrienne Maust, North Olmsted
Guy Thomas Mayhew, Columbus
Zhuzhen Yu, Maryston, Lebanon, ID
Bailie Jane Mazzaro, Williamsfield
Cathryn Rachelle McCauley, Canton
Magna Cum Laude

Rachel Elizabeth McClellan, Xenia
Summa Cum Laude

Amber Nicole McGraw, Marysville
Rachel Elizabeth McLaughlin, Springfield
Cum Laude
With Research Distinction in Entomology

Andrew William McCormick, Lancaster
Amiee Jane Means, Galloway
Hannah Grace Meller, Wauseon
Matthew Edwin Merritt, Lewis Center
Magna Cum Laude

Mason E. Metcalf, New Bloomington
Caroline Ellen Miller, Lindsey
Jared Andrew Miller, Marion
Todd Roy Miller, Delta
Magna Cum Laude

Brendan Anthony Millich, Marlville, NY
Maxwell Vincent Monahan, New Albany
Madison Taylor Montgomery, Mineral City
Cum Laude
With Research Distinction in Animal Sciences

Margaret Rose Moodwop, Wooster
With Research Distinction in Plant Pathology

Kelvin Antoine Moore, Columbus
Nicholas Andrew Moore, Lima
Ashley Renee Petry Morgan, Mount Gilead
Cum Laude

Nathaniel William Morris, Worthington
Mackenzie Rae Moyer, Tiffin
Amanda Erin Muldoon, Maineville
Nolan Alec Neyer, Hilliard
Brent Harriman Nicol, Marysville
Francey Clara Nicol, Plain City
Magna Cum Laude
With Research Distinction in Agronomy Education

Kyle James Norman, Bellevue
Samantha Rose Norman, Wauseon
Geoffrey Dale Norris, Wooster
Courtney JoAnn O’Mara, Columbus
Adriena Okpa, Rancho Palos Verdes, CA
Adrianna Maria Orlandi, Warsaw
Junjun Pan, Quanzhou, China
Michael Alan Pauley, Bellville
Krissy Lee Payne, Waterford
Sarah Nicole Peffley, Englewood
*Nic Max Petrykowski, Pataskala
Anisha Girish Prabhu, Bangalore, India
Cum Laude

Alexander Christian Pratt, Worthington
Michaela Rose Price, Wellington
Cum Laude

Tyler Allen Puckrin, Amherst
Kristen Nicole Ramey, Dayton
Magna Cum Laude

Candice Marie Rathburn, Delaware
Cassie Jo Reed, Vienna
Cole Robert Riddle, Marysville
Cumma Cum Laude

Felicia Anise Rocco, Parma
Cum Laude

Toward posthumously
Audrey Darves Rollins, Columbus
Magnus Cum Laude

Lindsey Marie Roncone, Columbus
Magna Cum Laude

Julia Elizabeth Rose, Coldwater
Summa Cum Laude

Claire Sylvia Rosenberg, Gahanna, MD
Magna Cum Laude

Kathryn Nicole Santinoco, Shadyside
Brenna Nicole Scheiderer, Milford center
Loren Elizabeth Schmidt, Minster
Magna Cum Laude

Allison Lynn Schroeder, Port Clinton
Lake William Schumann, Lebanon
Madeline May Schwarz, Fort Mitchell, KY
Natalie Jean Sequester, Westerville
Danielle Nicole Seiter, Farmersville
Grant M. Shaffer, Lewis Center
Breanna Marie Sharp, Liberty Center
Katerina M. Sharp, Stoutsville
Rendi Paula Shaw, Somerset
Summa Cum Laude

Haley Catherine Sherman, Kenton
Magna Cum Laude

Dalton Michael Shipley, London
Cameron Myers Shrier, Elmore
Jessica Leigh Shrike, Westerville
Hannah Frances Smith, Unontown
Lauren Elizabeth Sommers, Pleasantville
Magna Cum Laude

with Research Distinction in Animal Sciences
Elizabeth Hannah Spahr, Milton, FL
Zachiary Henry Sperling, Canar Winchester
Mary Elizabeth Sprang, Big Prairie
Magna Cum Laude

Emily Diane Starlin, Logan
Whitney Alexsis Stear, New Waterford
Mariah K. Stollar, Marietta
Magna Cum Laude

Summa Cum Laude

with Research Distinction in Community Leadership
Marina Katherine Sweet, London
Magna Cum Laude

Mandy Marie Taylor, Millersburg
Cum Laude

Zachary Michael Temple, Mansfield
Robert Anthony Thielt, Morral
Cum Laude

Jared Reed Thomas, Plain City
Lauren Josephine Thomas, Loveland
Chase Michael Thut, Orrville
Tanner Bruce Topp, New Bremen
Kharae Shea Tracy-Burkhart, Canal Winchester
Cum Laude

Jaime Elizabeth Uren, Dexter, MI
Summa Cum Laude

with Honors Research Distinction in Animal Sciences
Clayton Jon Whitelow, Hilliard
Ryan Lee Vonderheide, Camden
Moran Biren Vosteen, Steubenville
Bailey Nicole Wagner, Mount Victory
Nora Ellen Waldrop, West Chester
Collin Todd Watson, Cable
Janelle Christine Watson, Belleveue
Jesse Douglas Weidner, Dayton
Jonathan William Weihl, Bowling Green
Jade Elizabeth Wern, Belleveue
Mitchell Alexander Whalen, Painesville
Jessica Anne Wheeler, Canal Winchester
Halle E. White, Chillicothe
Jessica Susan White, Lower Salem
Victoria Dawn White, Ashland

Jacob Harrison Widman, Tiffin
Kaitlyn Margaret Wiley, Hicksville
Wesley David Wilton, Bucyrus
Magna Cum Laude

Michelle Kathryn Wintzinger, Milford
Allison Elizabeth Wirt, Columbus
Cum Laude

Taylor Nicole Wise, East Liverpool
Zachary Robert Wiseman, New Lexington
Katherine Marie Wolfe, Louisville
Stephanie Marie Wuorinen, Xenia
Christopher Jackee, Wauseon
Xiaoqiong Zhang, Yenta City, China
Zhenning Zhang, Beijing, China
Travis Barrett Zimmerman, Tiffin
Tyler Lawrence Zimmerman, Defiance

Bachelor of Science in Construction Systems Management
Rami Ibrhim Aboamor, Worthington
David Allen Ault, Newark
Alexander Vincent Bellucci, Woodmore, NY
Magna Cum Laude

Dalton Douglas Boettcher, Roseville
Kevon Richard Bessler, Sandozky
Clark Donald Brewer, St.Louisville
Molly Siobhan Coen, Columbus
Todt Patrick Crutchfield, Jr., Columbus
Ryan David Dennis, Fairfield
Rachel L. Doria, Hilliard
Brady Cameron Frakowski, St. Clairsville
Trent William Grassbaugh, Glenmont
Kevin Matthew Hackett, Westerville
Trey Thomas Hafer, Vandalia
Alex Charles Harris, Medina
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Jake Anthony Jejerszak, Solon
Chad Eric Joce, Columbus
Nicholas William Kay, Berea
Quinlan John Leslie, Waverly
Joshua Daniel Lewis, Oak Hill
Matthew C. Mayo, Pickerington
Magna Cum Laude

Mark Alan McAdams, Columbus
Adam Richard Metzger, Dalton
Clark Grace Moran, Thornville
Zachary Alan Novak, Painesville
Daniel J. Pettola, Hubbard
Ryan Patrick Reilly, Columbus
Blake Phalen Riley-Hawks, Columbus
Dominic Joseph Robson, Pickerington
Michael Alan Rosebrock, Ottawa
James Peter Salzler, Plain City
Cody Allan Sarsky, Westerville
Kelsey Dana Schultz, Powell
Christopher Michael Smith, Mahwah, NJ
Neale Elizabeth Snyder, Columbus
Cum Laude

Brandon Dean Sowers, Logan
Jeffrey Halen Starr, Skokie, IL
Jeffrey Thomas Steele, Loveland
Magna Cum Laude

Glenn Ois Tipton, Pickerington
Steven Edwin Tropula, New Richmond
Austin James Veach, Delaware
Brennan James Welcome, Mount Vernon
Brian Ross Wypolski, Brecksville
Dalton Michael Zembst, Zanesville

Bachelor of Science in Food Science
Ryan N. Edwards, Akron
Alexandra Lee Hall, Marysville
Siti Fatimah Binti Kharududdin, Ipoh, Malaysia
Cum Laude

with Research Distinction in Food Science and Technology
Kaitlin Rose Lammers, Ottawa
Yuting Li, Ningbo, China
Magna Cum Laude

Megan Lu, Fairborn
Magna Cum Laude

with Honors Research Distinction in Food Science and Technology
Haley Lynn Ovrig, Geneva, IL
Cum Laude

with Research Distinction in Food Science and Technology
Julie Ann Patton, Denver, CO
Ryota Sakamoto, Utsunomiya, Japan
Anna Marie Schmenk, Leipsic
Summa Cum Laude

with Research Distinction in Food Science and Technology
John Michael Shirk, Jr., Highland Heights
Daniel Lee Soth, Columbus
Cum Laude

with Honors Research Distinction in Food Science and Technology
Margaret Anne Stiegen, Wheelersburg
Cum Laude

with Research Distinction in Food Science and Technology
Olivia Grace Thompson, Wadsworth
Cum Laude

Karl Rose Van Siaemys, Villaqua
Magna Cum Laude

with Research Distinction in Food Science and Technology
Dawei Wang, Brooklyn, NY

Bachelor of Science in Nutrition
Clayton Ross Baughman, Utica
John Anthony Bouranis, Rochester, MI
Magna Cum Laude

with Honors Research Distinction in Animal Sciences - Nutrition
Michael Brandt Lovelace, Springfield
Magna Cum Laude

with Honors Research Distinction in Animal Sciences
Dairy Certificate
Dawn Michelle Berry, East Rochester
Alexandra Lee Houck, Oregonia
Chase Michael Thut, Orrville

School of Environment and Natural Resources
Kelli Christina Ahane, Colorado Springs, CO
Summa Cum Laude

Andie Atchiler, Fairfield, CT

Bachelor of Science in Environment and Natural Resources
Zachary Michael Ames, Ashland
Cum Laude

Ethel Fallon Anderson, Elyria
Magnus Cum Laude

Ashlee M. Balcerzak, Maumee
Cum Laude

with Honors Research Distinction in Environmental Sciences
Stella Camille Barnes, Columbus
Casey Elizabeth Beam, Upper Arlington
Leslie M. Beaucailli, Massillon
Magna Cum Laude

Linea Kristina Beagley, Granville
Nicole Christine Bregel, Centerburg
Spencer Bridlely, Newtown, CT
Kathryn Marie Brown, Cincinnati
Magna Cum Laude

with Honors Research Distinction in Environmental Policy and Decision Making
Erika Bruce, La Plata, MD
Cum Laude

Gemma Claire Bush, Columbus
Magna Cum Laude

Grayson Lee Calah, Columbus
Cum Laude

Kaitlin Renee Carr, Ashland
Cum Laude

with Research Distinction in Forestry, Fisheries and Wildlife
Olivia Rachel Caros, Manassas Park, VA
Magna Cum Laude

with Honors Research Distinction in Environmental Sciences
Sophie Chang, Plainsboro, NJ
Cum Laude

with Honors Research Distinction in Environment, Economy, Development and Sustainability
Alana Marie Chronister, East Liverpool
Cassandra Marie Clifford, Medina
Summa Cum Laude

David John Cornt, Jr., Canton
Hunter Frederick Crites, Granville
Haley Noel Crockton, Brunswick
Adam Fitz Gerald Cupio, Loveland
Magna Cum Laude

with Research Distinction in Forestry, Fisheries and Wildlife
Christopher Steven Davis, Beavercreek
Nicholas Erick Davis, West Liberty
Sarah Nicole Davis, Dublin
Magna Cum Laude

Balel Deaner, La Plata, MD
Cum Laude

Allison Elizabeth DeLong, Chillicothe
Cum Laude

Summa Cum Laude

with Honors Research Distinction in Animal Sciences
Samuel Jacob DeWitt, Annapolis, MD
Molly Margaret Diabrow, Avon Lake
Alex Edward Dumbald, East Palestine
Makenna Suzanne Dunlap, Granville
Kyle Wayne Fairburn, Newark
Kaitie Elizabeth Fallon, Naperville, IL
Alpaca, OH
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Sarah Ann Fischer, Madeira
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Victoria Fleischer, Hoffman Estates
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Christopher D. Gates, Tiffin
Scott Alexander Gilmore, Worthington
Commencement Convocation, May 6, 2018

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Alicia Marie Russo, Lakewood
Emily Elizabeth Romain, Perrysburg
Victoria Ann Roland, Sheffield Lake
Anthony Newman Rocco, Powell
Alexander Lee Roahrig, Sr., Newark
Celena Marie Ritchey, Cleveland Heights
Jackie Marie Reusser, Navarre
Allison Marie Renick, Canton
Na’Imah Alisha Rawls, Mansfield
Jerome Timothy Porter, Jr., Dayton
Krystal Lynn Pocock, Bellevue
Taylor Jo Phillips, New Philadelphia
Caleb Lee Peters, Akron
Daniel Andrew Niemann, Dublin
Enrique Alberto Ng Zheng, Columbus
Bridgette Ann Mueller, Trenton
Sarah Miles, Hudson
Kelly Ann McCurry, Branchburg, NJ
Kiley May Lutes, Lima
Olivia Christine Matley, Cincinnati
Kelly Ann McCurry, Branch, NJ
Rachel Ellen McDevitt, North Canton
Sarah Miles, Hudson
Madeline Marie Mischler, Columbus
John Morgan-Ring, Winter Garden, FL
Rachel Marie Morris, Louisville
Bridgette Ann Mueller, Trenton
Madeline R. Mulch, Bay Village
Scott Atticus Nelson, Hinsdale, IL
Enrique Alberto Ng Zheng, Columbus
Daniel Andrew Niemann, Dublin
Charles Thomas Pansie, Columbus
Caleb Lee Peters, Akron
Taylor Jo Phillips, New Philadelphia
Kyla Lynn Porock, Bellevue
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Jackie Marie Reusser, Navarre
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Erik Peter Schommer, Jefferson Township, PA
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Halle Dane Smith, Grove City
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Helen Katherine Sudhoff, Fairfax County, VA
Dusten Trace Swaney, Milford
Vincent Anthony Tata, Powell
Andrew Michael Tillotson, Avon Lake
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Brett William Warrick-Schloemich, Westerville
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Amanda Nicole Wilkinson, Dayton
Michael Yakhnitskiy, Galloway
Shenyu Zhang, China
with Honors Research Distinction in Environmental Science
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Derek Allen Barker, Edison
Bryer Allan Berger, Clinton
Cordell William Berger, Alliance
Heather Joylyn Bishop, Findlay
Shavon Gabrielle Lynn Bowersock, Ashville
Travis Lee Brand, Toronto
Gregory Allan Briggs, Seville
Samantha Lane Bronson, New Vienna
Zebulon Montgomery Burton, North Fairfield
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Cole Allen Courtrey, Salem
Kyle William Daugherty, Fresno
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Charles Andrew Erlenbach, Avon
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Natalie Daniele Liskai, Woodville
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Jessica Renee Millengaugh, Crestline
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Andrew Victor Mondello, Highland Heights
Emily Taylor Oldham, Troy
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Romolo Giuseppe Rabbas, Newbury
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Austine James Schroeder, Ottawa
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Courtney Ann Hoseit, Ottawa
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Erik Justus Hull, Howard
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Morgan Tyler Kessler, Ostrander
Ashley Nicole Kuefer, Dalton
Noah Emory Klenovich, Wooster
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Sprengel Annie Wettke Rianne Krutter, Forest
Bernard Theodore Kuefner, Covington
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Hailey Kunath, Grafton
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Nicholas Royce LaRue, Oregon
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<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Location</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Marie Armstrong</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>West Chester</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Kevin Michael Cripe</td>
<td>B.S.</td>
<td>University of Dayton</td>
<td>Dublin</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Mary Elizabeth Csarny</td>
<td>B.S.</td>
<td>University of Dayton</td>
<td>Solon</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Davide V. Cugino</td>
<td>B.S.</td>
<td>University of Dayton</td>
<td>Columbus</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Eva S. Cuollo</td>
<td>B.A.</td>
<td>Case Western Reserve University</td>
<td>Twinsburg</td>
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</tr>
<tr>
<td>Daniela Samantha D’Souza</td>
<td>B.A.</td>
<td>Columbia University</td>
<td>Dayton</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Margaret M. Dengler</td>
<td>B.A.</td>
<td>Columbia University</td>
<td>New Albany</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Sarah Diab</td>
<td>B.A.</td>
<td>Columbia University</td>
<td>Columbus</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Caitlin G. Duckworth</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>Maineville</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Haily L. Duong</td>
<td>B.A.</td>
<td>Capital University</td>
<td>Westerville</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Quinn Bailey Dybdahl</td>
<td>B.S.</td>
<td>University of Dayton</td>
<td>Westerville</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Megan L. Ebenschweiger</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>Columbus</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Sarah Victoria Edwards</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>Cumberland</td>
<td>Cum Laude</td>
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<tr>
<td>Jon C. Egelhoff</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>West Chester</td>
<td>Cum Laude</td>
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<tr>
<td>Alexander Robert Ehrenschwender</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>Cincinnati</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Eliana A. Elizalde</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>Columbus</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Mohammad Kamal Haykal</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>Columbus</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Samuel Benedict Fogle, Jr.</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>Fairfield</td>
<td>Cum Laude</td>
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<tr>
<td>Savanna M. Fox, Massillon</td>
<td>B.S.</td>
<td>University of Dayton</td>
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<td>Cum Laude</td>
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<tr>
<td>Andrew L. Francis</td>
<td>B.A.</td>
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<td>Akron</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Chloe Alexandra Goodlive</td>
<td>B.A.</td>
<td>University of Dayton</td>
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<tr>
<td>Michael Grant Grissom</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>Benton, KY</td>
<td>Cum Laude</td>
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<tr>
<td>Megan A. Hammond</td>
<td>B.A.</td>
<td>University of Dayton</td>
<td>Yellow Springs</td>
<td>Cum Laude</td>
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<tr>
<td>Eugenia Han, Miamius</td>
<td>B.A.</td>
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<td>Columbus</td>
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<tr>
<td>Elaine V. Hanson</td>
<td>B.A.</td>
<td>University of Dayton</td>
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<tr>
<td>Jennifer Renee Harmon</td>
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<td>Jennifer L. Hengst</td>
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<td>Benjamin T. Hemmelgarn, B.S.</td>
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Commencement Convocation, May 6, 2018

Tanner S. Wolffram, Powell
B.A. (Miami University)

Joseph B. Womick, Columbus
B.A.
Cum Laude

Almakr Amwar Yacoub, Harpster
B.Laws (Beri-Sue University)

Master of Laws

Premra Ajmani, New Delhi, India
B.A., B.Laws (Jama Millia Islamia)

Alaoud M. Alajmi, Riyadh, Saudi Arabia
B.Laws (Prince Sultan University)

Geraldo Alans Villareal, San Pedro Garza Garcia, Mexico
B.Laws (Facultad Libre de Derecho de Monterrey)

Marian Adoma Abrapi Boakye-Yiadom, Kumasi, Ghana
B.A. (University of Ghana)
B.Laws (University of London)

Marina Bykova, Sheksna, Russia
B.A., M.A. (State University of Land Use Planning)
M.A. (The Russian Foreign Trade Academy of the Ministry of Economic Development of the Russian Federation)

Martin Castellanos Giracca, Guatemala City, Guatemala
B.Laws (Universidad Rafael Landivar)

Yuxiao Chen, Bejing, China
B.A. (China University of Political Science and Law)

Silpa Das, Kokata, India
B.A., LL.B. (Symbiosis International University)

Yi Gong, Yiyang, China
B.Laws (University of Shanghai)

Xiaoru Hu, Tjanin, China
B.Laws (Yangzhou University)

Dong Hua, Hangzhou, China
B.A. (Nanjing Normal University)
M.Laws (Southwest University of Political Science and Law)

Huiling Jin, Shanghai, China
B.Laws (Shanghai University)

Honglin Li, Hegang, China
B.Laws (Northwest University of Political Science and Law)
M.Laws (University of International Business and Economics)

Yaocen Li, Chengdu, China
B.Laws (Khtau University)

Lingtao Liang, Wuzhou, China
B.Laws (China University of Political Science and Law)

Qidi Lin, Xiamen, China
B.Laws (Chongqing University)

Chen Luo, Meizhou, China
B.Laws (School of Political Science and Law)

Jiaxin Mai, Guangzhou, China
B.A. (University of Political Science and Law)

Hadar Mauda,rishon Le Zion, Israel
B.Laws (The Haïm Striks School of Law - College of Management Academic Studies)

Bayer Mazmert, Diyabakir, Turkey
B.Laws (Istanbul University)

Divy Oliver Mpaas Isinku Muwey, Kinshasa, DR Congo
B.Laws (University of Kinshasa)

Hamdy Named Mahmoud Negm, Gena, Egypt
B.Laws (Faculty of Shariah and Law, Al-Azhar University)

Jaswinder Singh Nischal, New Delhi, India
B.Laws (University of Delhi)

Caroline Jean O'Connell, Antigonish, Canada
B.Laws, M.B.A. (Dalhousie University)

Jasmin Omar, Warri, Nigeria
B.Laws (University of Benin)

Yunpeng Qin, Zhengzhou, China
B.Laws (University of Science and Technology)

Yu Pan, Zhengzhou, China
B.Laws (University of Science and Technology)

Yuxiao Sun, Changsha, China
B.Laws (University of Science and Technology)

Yilin Sun, Beijing, China
B.Laws (University of Science and Technology)

Xueh Yuan, Anyang, China
B.A. (Liaoning Medical University)
M.Laws (Zhengjiang University)

Mengke Zhang, Hefei, China
B.S. (Huaibei Normal University)
B.Laws (East China University of Political Science and Law)

College of Medicine

Dean: K. Craig Kent

Doctor of Medicine

Alex Quinton Atkins, Powell
B.S. (High Point University)

Nish Aggarwal, Dublin
B.S.

Rishav Aggarwal, Dublin
B.S., M.S.

Kethlyn Elson Akakpo, Columbus
B.S. (George Mason University)

Edward David Alten, Loveland
B.S.

Stephanie Marie Angel, Perrysburg
B.S. (University of Toledo)

Rebecca Ann Anthony, Kettering
B.S.

Christina Rose Arand, Columbus
B.S. (Case Western Reserve University)

Mara Armstrong, Columbus
B.S. (University of Florida)

Patricia Anne Arnold, Dayton
B.S. (Ohio University)

Anna Askari, Upper Arlington
B.A.

Johannes Augustine Avila-Adeola, Columbus
B.S. (Wake Forest University)

Bryan David Badal, Columbus
B.S. (Brigham Young University)

Ramya Reddy Baddagam, Columbus
B.S. (University of Michigan)

Michael Joseph Baggett, Columbus
B.S. (University of California)

Ammeet Kaur Bajwa, Dublin
B.S.

Fady Joshua Baik, Canfield
B.S.

Steven Earl Baum, Puyallup, WA
B.S. (University of Utah)

Kyle Addison Beckwith, Columbus
B.S. (University of Michigan)
Ph.D.

Alexandra Rose Bonner, Medina
B.A. (University of Pittsburgh)

Franklyn L. Boothe, Columbus
B.S. (University of Pittsburgh)

Timothy Curtis Borup, Columbus
B.S.

Melissa Beth Brown, Springboro
B.S.

Antonino Walter Bucca, Brecksville
B.A. (Case Western Reserve University)

Kyle Michelle Bushroe, Bellbrook
B.S. (University of Dayton)

Amanda Rose Campbell, Columbus
B.S. (Alfred Hilt, Prof. Ph.D.

Jason Campbell, Columbus
B.S. (Emory University)
M.S. (Georgetown University)

Jessica Elizabeth Campbell Morrison, Columbus
B.S. (Vanderbilt University)

Lauren Elise Carrier, Columbus
B.S. (Michigan State University)

Emily Jenee Cerier, Columbus
B.S. (University of Illinois)

Constance Williams Chapman, Columbus
B.S. (Loyola University New Orleans)

William Andrew Chen, Columbus
B.S.

Sara Helen Adelman Coles, Dublin
B.A. (Azusa Pacific University)

Kathryn McKenzie Connor, Columbus
B.S. (University of Michigan)

Megan Rebecca Cook, Northfield
B.A. (Ohio Wesleyan University)

Kristin Nicole Cooper, New Albany
B.S. (University of Notre Dame)

Michelle Marie Corrado, Boca Raton, FL
B.S. (University of Florida)
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<th>Name</th>
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<td>Paul Russell Crawford</td>
<td>B.S. (Brigham Young University)</td>
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<td>Nisha Jhaveri Crouser</td>
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<td>Apollo Beach, FL B.S. (United States Military Academy)</td>
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<td>Patrick Kenneth Mescher</td>
<td>Versailles B.S. (United States Military Academy)</td>
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<td>Columbus B.S. (University of Akron)</td>
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<td>Lilianamie Moko</td>
<td>Columbus B.A. (Harvard University)</td>
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<td>Oluwosola Esther Morakinyo</td>
<td>Columbus B.S. (University of Pittsburgh)</td>
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<td>Liberty Township B.A. (Harvard University)</td>
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Commencement Convocation, May 6, 2018

Priya Ghanshyam Patel, Ellicott City, MD
B.S. Nutrition

Tirth Patel, Monclova
B.S. (Northwestern University)

Chandi K. Pawar, Mansfield
B.S.

Ramez Hany Wadie Philips, Columbus (B.S. (University of Michigan)

Leslie Chance Pillow, Columbus (B.S. (Indiana University)

April Jessica Pinto, Mentor
B.S. (State University of New York)
M.A. (Boston University)

Saranya Prathibha, Columbus
B.A. (Hendrix College)

Blake Harrison Pridy, Columbus
B.S. (University of Miami)

Antonette Josephine M.J. Pusateri, Dublin
B.S. (University of Notre Dame)
Cum Laude

Kathleen T. Puttman, Cincinnati
B.S. (Case Western Reserve University)

Kristen Mikayla Quinn, Columbus
B.A. (Vanderbilt University)

Karen Swei Ren, Columbus
B.S. (University of Connecticut)

Matthew Tamas Reynolds, Akron
B.S.Biomed.Eng.

Mitchell Andrew Romito, Twinsburg
B.S.Biomed.Eng.

Louis Graham Rutker, Granville
Bachelor’s (Vanderbilt University)

Daniel Ian Ruter, Frankfort
B.S. (University of Cincinnati)
Cum Laude

Davidson Alexander Sacciloti, Columbus
B.A.
Magna Cum Laude

Joe Saba Salloum, Strongsville
B.A. (Case Western Reserve University)

Malik Rahsaan Sams, Columbus
B.A. (University of Rochester)

Austin Hunter Schnitzer, Blacklick
B.A. (Johns Hopkins University)

Cynthia Schwartz, Powell

Nicholas Maxwell Scoville, Columbus
B.S. (Brigham Young University)
Cum Laude

Steven Davis Scoville, Hilliard
B.S. (Brigham Young University)
Ph.D.

Amy Jo Scullion, Columbus
B.S. Nutrition

Rishabh Sethia, Columbus
B.S. (Indiana University)
Magna Cum Laude

Tanya Shah, Columbus
B.S. (Columbia University)

Lena Alexandrina Shay, Columbus
B.S. (Ohio State University)

Cameron Charles Sheehan, Powell
B.S.

Tyler James Sheeet, Eighty-Four, PA
B.A. (Ohio Wesleyan University)

Timothy Jong-Hyun Shin, Columbus
B.S. (Cornell University)

Tyler Edward Siekmann, Mason
Magna Cum Laude

Luke Vincent Simmons, Uniontown
B.S.

Riley Wheelchel Smith, Columbus
B.A. (Northwestern University)
Magna Cum Laude

Muhammad Ausaaf-uddin Soofi, Columbus
B.A. (Purdue University)

Magaly Rendon Sotres, Columbus
B.S. (University of New Orleans)

Alexandra Justine Spaw, Loveland
B.S. (Ohio University)

Kaitlyn Spears, Columbus
B.S. (California Polytechnic State University)

Lindsey Steinbeck, Cincinnati
B.S.Hum.Ecol.

Michael Benjamin Stigten, Columbus
B.S. (University of Wisconsin)

Laura Ann Sullivan, Dublin
B.S. (Cornell University)

Donald James Thomas, Nashport
B.S.

Courtney Brynn Tipton, Toledo
B.S. (University of Michigan)

Aaron James Turnquist, Columbus
B.S. (University of Minnesota)
Cum Laude

Joy Mingeong Um, Columbus
B.A. (Case Western Reserve University)

Pradeep Vemula, Columbus
B.S. (Johns Hopkins University)

Gregory Versteeg, Cleves
B.S. (University of Dayton)
Magna Cum Laude

Aaron Robert Victor, Ann Arbor, MI
B.S. (Case Western Reserve University)
Ph.D.

Jennifer Taylor Wajahn, Chesterland
B.S. (University of North Carolina)

Robert James Wassel III, Loveland
B.S.

Clem John Wegman III, North Bend
Cum Laude

Dustin Michael Weich, Powell
B.S. (Brigham Young University)

Eric Gregory Weller, Columbus
B.S. (Stanford University)
Cum Laude

Alexandra Brooke Wells, Uniontown
B.S. Nutrition

Mark Julian Wells, Troy
B.A. (Vanderbilt University)
M.A.

Justin David Wildemann, Columbus
B.S. (University of Pittsburgh)

Jacob Zane Williams, Solon
B.A. (Kenyon College)

Van Don Williams II, Columbus
B.S. (City College of the City University of New York)

Karen Nicole Woods, Columbus
B.S. (Grove City College)
Cum Laude

Brennan Merrill Wright, Columbus
B.S. (Brigham Young University)

Mengh Hwu, Cleveland
B.S. (Case Western Reserve University)

Zhaoying Xian, Boston, MA
B.S. (California Institute of Technology)

Alexander Christopher Yoney, Columbus
B.S. (University of Notre Dame)
Cum Laude

Peter Young Jae Yu, Columbus
B.A. (Northwestern University)

Christopher Zixiang Zheng, Columbus
B.S. (Cornell University)
Cum Laude

Anjali Digish Doshi, New Albany
Cum Laude
with Honors in Medicine

Bradley Wayne Echar, Wooster
Magna Cum Laude
with Honors in Medicine

Alexander Matthew Lacey, Dublin
Magna Cum Laude
with Honors in Medicine

Neil Omprakash Makihjani, Centerville
Summa Cum Laude
with Honors in Medicine

Molly McNamara, Dublin
Magna Cum Laude
with Honors in Medicine

Karan Rajesh Naik, Centerville
Summa Cum Laude
with Honors in Medicine

Christina Marie Namalykoodost, Powell
Cum Laude
with Honors in Medicine

Komal Atul Parakdar, Mason
Magna Cum Laude
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Remy Thomas Powell, Columbus
Summa Cum Laude
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Maria Kathleen Riley, Sunbury
Magna Cum Laude
with Honors in Medicine

Stephen Alexander Rudolph, Cranberry Township, PA
Summa Cum Laude
with Honors in Medicine

Clinton David Stamper, Ashville
Magna Cum Laude
with Honors in Medicine

Alexander Machiel Weiss, New Albany
Magna Cum Laude

Jonathan G. Zins, Powell
Magna Cum Laude
with Honors in Medicine

School of Health and Rehabilitation Sciences

Bachelor of Science in Athletic Training

Alison Rae Adams, Wadsworth
Cum Laude

Patrick Andrew Barton, Centennial, CO
Cum Laude

Landon David Benton, Gahanna
Cum Laude

Jeremy Robert Bowman, Wallkill, NY
Cum Laude

Evan Miles Brookbank, Newark
Magna Cum Laude

Bachelor of Science in Biomedical Science

Nicholas Alex Berri, Muskego, WI
Summa Cum Laude
with Honors in Medicine

Nicholas Andrew Bishop, Eldersburg, MD
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with Honors in Medicine

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Alexander Machiel Weiss, New Albany
Magna Cum Laude

Jonathan G. Zins, Powell
Magna Cum Laude
with Honors in Medicine

School of Health and Rehabilitation Sciences
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<th>City</th>
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<td>Chase Matthew Frazee, Kirland Hills</td>
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<td>Alexia Rae Friedlander, Worthington</td>
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<td>Emily Ann Gatterdam, Beavly</td>
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<td>Cassidy Lynn Gawkil, Strongsville</td>
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<td>Liya Gehr, Brownsburg, IN</td>
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<td>Abigail Rose George, Hudson</td>
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<td>Ashley Briana Gomez, Olmsted Falls</td>
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<td>Madison Julia Good, Avon Lake</td>
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<td>Grace Marie Karam, Cleveland Heights</td>
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<td>Magna Cum Laude</td>
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<td>Derek Roger Kasper, Veneta, PA</td>
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<td>Magna Cum Laude</td>
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<td>Joshua Douglas Kemp, Perryburg</td>
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<td>Allyson Rae Kender, Cleveland</td>
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<td>Rachel Teresa Kernan, Dublin</td>
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<td>Claire Paige Kershers, Waterville</td>
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<td>Rida Khan, Reynoldsburg</td>
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<td>Bertha Kim, Richland, WA</td>
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<td>Amanda Rose King, Dover</td>
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<td>Katelyn Elizabeth Kinkead, Powell</td>
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<tr>
<td>Kathleen Danielle Koch, Columbus</td>
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<td>Magna Cum Laude</td>
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</tr>
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</table>
Amie Nicole Koening, Lima
Kara Lindsay Kopan, Mentor
Bradley Kruthoff, Shaker Heights Cum Laude
Erin Elizabeth Kusti, Westerville
Amber N. Kumer, Newark Eun Seo Kwak, Dublin Cum Laude with Honors in Health and Rehabilitation Sciences
Andrew Thomas Langner, Cleveland Cum Laude
Katelyn Ruth Ann Langer, Sidney Mgma Cum Laude
Catherine Laudani, Webster, NY Mgma Cum Laude
Deborah Lee, Westerville Cum Laude with Honors in Health and Rehabilitation Sciences
Melissa S. Lee, Findlay Rachel Brooke Levine, Seasaside, CA Cumm Laude
Eric Chia Chen Lim, Fremont, CA Cum Laude
Shao-Hsuan Lin, Taiwan, China Cum Laude
Jennifer Lindgren, Sioux Falls, SD Cum Laude
Meghan Elise Linz, Canton Mgma Cum Laude
Emily Jo Loeb, Dublin Cum Laude
Abigail Mackenzie Loefller, Nolv, MI Mgma Cum Laude
Victoria Suzanne Long, Harrison Cum Laude
Andrea Nichole Lumiere, Columbus Kendra Marie Lykins, Sycamore Ashley Marie Lyons, Fremley, NY Meghan Marie Maag, Ottawa Mgma Cum Laude
Alexa Magnier, Centererville Mgma Cum Laude
Alison Kathleen Malik, Galena Badar Ahmed Malik, Galena Emily Rose Marchal, North Star Alison Leah Marshall, Dover Emilia Elaine Martin, Lewis Center Cum Laude
Ayrin Mason, Solon Paige Morgan Mathewson, Defiance Cum Laude
Katelyn Rae Maynard, Cincinnati Cum Laude
Kelly Jean McCarthy, Van Buren Cum Laude
Meghan Anne McGillis, Berwyn, PA Mitchell Scott McGuire, Pinckington Christopher M. Mead, South Glens Falls, NY Cum Laude
Gabriele Michaeli, Fort Lauderdale, FL Cum Laude
John Patrick Mickley, North Canton Summa Cum Laude with Honors in Health and Rehabilitation Sciences with Research Distinction in Health Sciences Caroline Suzanne Mitsud, Cambridge with Research Distinction in Health Sciences Valerie Jo Mikec, Pittsburgh, PA Cum Laude
Kieran Milliken, Glassboro, NJ Ankia Rachael Mills, Celina Cum Laude
Abigail Lynn Mitchell, Springfield Allison Paige Mittman, Bexley Cum Laude
Emily Denise Mongaraz, New Carlisle Cum Laude
Cameron Tyler Moore, Toledo Cum Laude
James Douglas Moore, Columbus Cum Laude
Katelyn Mae Mountain, Alliance Paul Mueller, Albany Alexandra Laure Mulvenna, Haddonfield, NJ Cum Laude
Frank Ruil Myers, Westminster Cum Laude
Steven Louis Nagy, Parma Cum Laude
Hannah Nadace, Blacklick Cum Laude
Christina Elizabeth Negray, Avon Mgma Cum Laude
Elizabeth Ruth Nevin, Cincinnati Anna Ngo, Lewis Center Mgma Cum Laude with Honors in Health and Rehabilitation Sciences
Yen Hoang Nguyen, Columbus Mikayla Marie Nelson, Berthda, MD Noelle Lynn Norris, Cleveland Summa Cum Laude
Morgan Oglesby, Hillsboro
Alex John Osborn, Pandora Mgma Cum Laude
Alexis Anne Osmiani, Blacksburg, VA Cum Laude
Lydia Yee Ott, Pittsburgh, PA Angela Marie Parillo, Boardman with Research Distinction in Medical Dietetics
Jiness Mukesh Patel, Troy Sara Nicole Patterson, Mentor Angela Christina Patton, Westerville Brandon Howard Pavlack, Hamilton Summa Cum Laude
Casey Alan Perch, Green Cum Laude
Dahlia Perez, Ostrander Cum Laude
Serafima Pavlova Petrenko, Lewis Center Mgma Cum Laude
Erin Kimberly Petrova, Miamisburg Mgma Cum Laude
Andrew Glen Pfander, Mason Garret Phipps, Washington Court House Taylor Nicole Pratt, Whitehouse Jessie Lynn Predieri, Dayton Mgma Cum Laude
Kathryn Jane Prenger, Minster Cum Laude
Allison Nicole Priest, Lewis Center Mgma Cum Laude
Justine Quick, Westerville Catherine Amelia Racco, Uniontown Cum Laude
Brandon Allen Rapp, Westerville Lindsay Ann Rausch, Bucyrus Cum Laude
Ian Houston Ready, Columbus Kelley Christine Ritchey, Shreve Summa Cum Laude with Research Distinction in Medical Dietetics
Haley Renee Robinion, Medina Cum Laude Jacob Anthony Rogers, Clintonville Haley Jean Eicher Rohaley, Streetsboro Cum Laude
Jacqueline Olivia Roussos, Pittsburgh, PA Cum Laude
Abigail Joy Rubins, Dayton Cum Laude
Alexis Kathleen Rubie, New Vienna Mgma Cum Laude
Domenique Russo, Sickerville, NJ Abdulrahman Youf Salah, Mogadishu, Somalia Rachel Wood Salyers, Carroll Amanda Jade Sandbank, Lancaster Jessica Lynn Schaner, Barnesville Cum Laude
Cortney Ann Schroeder, Amherst Cum Laude
Zachary Louis Schroeder, Lima Kara D-Mae Schudel, Defiance Emma Koveman Schuermann, Dayton Mgma Cum Laude
Jessica Lynn Schwab, Beaver Creek Katie Marie Seiboun, Columbus Emily Marie Seifert, Barberton Cum Laude
Amanda Jeanne Sepion, Columbus Cum Laude
Amanda Marie Shearer, Orlando, FL Jared Joseph Richard Sherry, Powelling Mgma Cum Laude
Sarah Louise Shinn, Lancaster Ahmed Ghaleb Shokouhiani, Columbus Maylea Rose Siebert, New Lebanon Cum Laude
Emma Grace Siegel, Cincinnati Summa Cum Laude with Honors in Health and Rehabilitation Sciences
Riley Rose Chepeke Skinner, Hudson Eric John Srotops, Magnolia Cum Laude
Claire Jeanne Slater, Gahanna Cyndall Ann Slep, London Mgma Cum Laude
Evon Michael Smith, Worthington Mgma Cum Laude
Sarah Christine Stark, Olmsted Falls Mgma Cum Laude
Benjamin Joseph Stechschulte, Lima Kristin Marie Stemmler, Pittsburgh, PA Emma Katherine Sturbell, Amherst Hien Minh Ta, Bexley Si Lea Tan, Singapore Cum Laude
Paige Janis Tanzer, Medina Mgma Cum Laude
Sarah Margaret Taylor, Columbus Mgma Cum Laude
Cynthia Thacham, Columbus Thanh-Truc Thuy Thai, Chillicothe Rachel Ann Timb, Gahanna Xian Lishing Toh, Singapore Summa Cum Laude
Katherine Marie Touvelle, Cincinnati Cum Laude
Justine Connor Townsend, Wellington Alexsis Ann Trudell, Hilliard Madeline Rae Tuccio, Cleveland Cymone Allysia Turner, Columbus Ryan Anthony Ule, Mentor Mgma Cum Laude
Kaya Marie Vath, Tipp City Mgma Cum Laude
Mgma Cum Laude with Honors Research Distinction in Nursing
Lisa Kathleen Voorhis, Charlotte, NC Cum Laude
Josephine Marie Walter, Wilsonville, OR Katherine Susan Walters, Titusville, PA Xinyi Wang, Shanghai, China Cum Laude
Allison Mackenzie Wank, Woodville Hannah Nicole Warren, Findlay Macie Elizabeth Watkins, Galena Cum Laude
Katharine Jessica Whatenfel, Erie, PA Summa Cum Laude
Aleigha Emma White, Galena Cum Laude
Megan Ruth Whittel, Galion Taylor Danielle Wicks, Massillon Kathryn Emily Willer, Spring, TX Mgma Cum Laude
Daniel Williams, Hebron Mgma Cum Laude
Samantha Lee Wilson, St. Marys Mgma Cum Laude
Qi Hu Wang, Singapore Summa Cum Laude with Research Distinction in Medical Dietetics
Rebecca Renee Woodson, Hilliard Cum Laude
Megan Kayla Worley, Woodstock, GA Cum Laude
Sarah Renee Wright, Bluffton Cum Laude
Jessica Jean Yesbon, Happy Valley, OR Cum Laude
Jaxon Yin, Cincinnati Summa Cum Laude with Honors in Health and Rehabilitation Sciences
Alyse Kna Zuidwierk, New Albany Mgma Cum Laude
Certificate of Post Baccalaureate Medical Technologist Kellee Annabeth Huthmacher, Bellbrook Aaron James Sutherland, Canton
College of Nursing
Dean: Bernadette M. Melnyk
Bachelor of Science in Nursing Kevin Tyler Adams, Clintonville Mgma Cum Laude
Donna Grace Albany, Westerville Mgma Cum Laude
Kaley Anne Allerstein, Lewis Center Summa Cum Laude
Emily Anne Aman, Delaware Cum Laude
Kassidy Rae Arn, St. Charles, IL Mgma Cum Laude with Honors Research Distinction in Nursing
Sarah Lynn Andrews, Columbus Ms-Athoappugulunge, Youngstown Danielle Marie Aquila, Painesville Mgma Cum Laude
Miranda Irene Arrozarena, Maineville Cum Laude
Jacob Alan Bailey, Grove City Summa Cum Laude with Honors Research Distinction in Nursing
Laura Paola Forero Lopez, Mason  
Claudia Suzanne Flory, Defiance  
Nicole Christine Fisher, Columbus  
Serina Victoria Felicetti, Lancaster  
Delina Sheree Farnlacher, Whitehall  
Katelyn Hope Eichar, Wooster  
Lauren Elizabeth Egle, Upper Arlington  
Paul James Dillon, Columbus  
Maria Elizabeth Di Meo, Cincinnati  
Meredith Love Cutler, West Chester  
Molly Elizabeth Crouch, Kettering  
Sarah Michele Clemens, Hilliard  
Allison Lia Brundage, Mansfield  
Josephine Gabrielle Klepec, Worthington  
Kim Li Hope Cannane, Marion  
Elizabeth Racquel Calderone, Johnstown  
Caitlyn Michelle Byrd, Malvern  
Ashley Marie Brown, Lima  
Caroline McCarthy Buck, Loveland  
Dory Claire Cassidy, Columbus  
Rebecca Ann Chenes, Dublin  
Morgan Kathleen Ciehani, Westerville  
Molly Elizabeth Crouch, Kettering  
Meredith Love Cutler, West Chester  
Maria Elizabeth Di Meo, Cincinnati  
Paul James Dillon, Columbus  
Sarah Jo Dominic, Centererville  
Kimberly Sue Douek, Ashland  
Mary Redican Einer, Lakewood  
Lauren Elizabeth Egle, Upper Arlington  
Katelyn Hope Eichar, Wooster  
Dolina Sherri Farnlacher, Whitehall  
Hailey Marie Farrell, North Olmstead  
Serina Victoria Felicetti, Lancaster  
Nicole Christine Fisher, Columbus  
Katherine Elizabeth Flinders, Dublin  
Claudia Suzanne Fiory, Defiance  
Laura Paola Forero Lopez, Mason  
Alisha Danielle French, Solon  
Ellen Marie Frey, Cincinnati  
Abigail Sarah Frooman, Cincinnati  
Victoria Joy Frost, Pickerington  
Jillian Frances Fuchik, Hilliard  
Kristin Lynn Fuchs, Ashland  
Madeline Rebecca Fulper, Amherst  
Mallory Nicole Gatto, Centerville  
Annie Elizabeth Gavin, Columbus  
Kasael Tesfamichael Gebrebranni, Reynoldsburg  
Daniel E. Gorner, Columbus  
Collin Matthew Grothaus, Columbus Grove  
Jennifer L. Grothause, Fort Jennings  
Coressa Kaylin Hagler, Newark  
Sheila Renee Hahn, Cridersville  
Krista Alexandra Hetrick, Perrysburg  
Breanna Lynn Hicks, Medina  
Stephanie Ann Hoagland, Hilliard  
Aria Yiyen Hsu, Taiwan  
Sarah Elizabeth Hunter-Rinderle, Mason  
Meghan Frances Ito, Rocky River  
Mallory Blake Jackson, Loveland  
Kyle Dean Jacoby, Tiffin  
Sarah Elizabeth Jennings, Dayton  
Callie Marissa Jensen, Orlando, FL  
Brandy J. Jeter, Columbus  
Allison Frances Johnson, Pickerington  
Kylie Matthew Jones, Newark  
Meaghan Elizabeth Keoley, Mentor  
Michele L. Kerr, Grove City  
Amanda Marie Kessler, Dublin  
Andrew Joseph King, Dublin  
Kara Lynn Kitzmiller, Minster  
Josephine Gabrielle Klepec, Worthington  
Jennifer Marie Knapp, Warren  
Danica T. Knight, Grove City  
Alexandria Bock Krieger, Dublin  
Clara Brunswick Kril, Maria Stein  
Olyiad Tadese Lamu, Columbus  
Alyssa Rose LeConey, Dayton  
Ellen Ann Ledyard, Grandview Heights  
Olivia Margaret Lombardi, Akron  
Rebecca G. Longley, Saratoga Springs, NY  
Bailee Rae MacDonald, Hilliard  
Emily Jean Mach, Bay Village  
Matthew Daniel Maludovan, Baltimore  
Kayla O’Neill Malhorn, Mentor  
Kailyn Jani Marcano, Lewis Center  
Allison Lynn Martin, Upper Arlington  
Josephine Maria Martina, Grandview Heights  
Lauren Renee Mary, Loveland  
Laura Marie McLaughlin, West Chester  
Elizabeth Rose McNamara, Lima  
Jill Meredith Columbus  
Emily Merronne, North Royaltown  
Caitlin Nicole Mershad, Dayton  
Kristiana Ivana Milkovic, Eastlake  
Helen Dampan Morrison, Etna  
Karen Brigelisal Madga, Medina  
Irabheem Nsigo, The Gambia  
Mara Nicole Nebraska, Delaware  
Mackenzie Kate Newman, William  
Jill Alyce Nowacki, Marion  
Emily Dawn Oke, Sydney  
Cindy Opoku-Antwi, Columbus  
Anna Elizabeth Oravetz, Lakewood  
Grace Crawford Osbom, Springfield  
Charles Louis Pankowski, Detroit, MI  
Brittany Ann Parmeter, Germantown, TN  
Kaya Patel, Columbus  
Michele L. Kerr, Grove City  
Amanda Marie Kessler, Dublin  
Andrew Joseph King, Dublin  
Kara Lynn Kitzmiller, Minster  
Josephine Gabrielle Klepec, Worthington  
Jennifer Marie Knapp, Warren  
Danica T. Knight, Grove City  
Alexandria Bock Krieger, Dublin  
Clara Brunswick Kriii, Maria Stein  
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Olivia Margaret Lombardi, Akron  
Rebecca G. Longley, Saratoga Springs, NY  
Bailee Rae MacDonald, Hilliard  
Emily Jean Mach, Bay Village  
Matthew Daniel Maludovan, Baltimore  
Kayla O’Neill Malhorn, Mentor  
Kailyn Jani Marcano, Lewis Center  
Allison Lynn Martin, Upper Arlington  
Josephine Maria Martina, Grandv
Commencement Convocation, May 6, 2018

Nicholas Joseph Carr, Metamora
B.S.
Tawne Leanne Cashon, Bryan
B.S. Nutrition
Anthony Chiang, Germantown, TN
B.S. (Rhodes College)
Daniel Earl Daugherty II, North Canton
B.S.Bus.Adm.
Magna Cum Laude
Tyler William Dowdall, Cincinnati
B.A.
Colleen Elizabeth Doyle, Dearborn Heights, MI
B.S. (Central Michigan University)
Cum Laude
Katherine Fish, Springboro
B.S.
Jenna Marie Foglio, Ashtabula
B.S. (Mercyhurst University)
Evangelia X. Fragouli, Columbus
B.A.
Jennifer Marie Froemberg, Chicago, IL
B.A., B.S. (University of Minnesota)
Morgan Elizabeth Garczyk, Dillonvale
B.S.Ald Hth.Prot.
Magna Cum Laude
Leslie Suzanne Gibson, Latrobe, PA
B.S. (Duquesne University)
Lauren Ashley Golin, Lake Park Hills, IL
B.A.
Kelsey Elizabeth Hanke, Troy
B.S.Humn.Ecol.
Marcia Renee Hobbs, Logan, WV
B.A. (West Virginia University)
Shannon Nicole Honeycutt, Akron
B.S. (University of Mount Union)
Ashley Marie Hughes, Luckey
B.A. (Hiram College)
Cum Laude
Ahmad Ibrahim Ibrahim, Detroit, MI
B.S. (University of Michigan)
Charles Brian Jay, Greenwood, SC
B.S. (Lander University)
Miru Jung, Calgary, Canada
B.S. (Queen’s University)
Mansha Linda Karapasha, Canton
B.S. (Central State University)
Paulette Rebecca Kelbey, New Riegel
B.S.Bus.Adm.
Vance Wen Fu Ku, Westminster, CO
B.A. (University of Colorado)
Blake Kvidt, Grand Forks, ND
B.S. (University of North Dakota)
Cory James Lappin, New Philadelphia
B.S. (Miami University)
Cum Laude
Elizabeth Haley Lemos, Lenexa, KS
B.S.
Cum Laude
Steven Thomas Manning, Wadsworth
Magna Cum Laude
Amber Rose Mathias, New Riegel
B.S.Educ. (Bowling Green State University)
Cum Laude
Jordyn Grace Matsui, Shaker Heights, OH
B.S. (Marquette University)
Lauren McCall Mitchell, Avon Lake
B.S. (Ohio University)
Magna Cum Laude
Margaret Elizabeth Moore, Germantown, MD
B.S. (University of Notre Dame)
Idil Ovutmen, Houston, TX
B.A. (Earlham College)
Olivia Olufunmilayo Oyegunle, Atlanta, GA
B.S. (University of Georgia)
Elham Quraishi, Manassas Park, VA
B.S. (George Mason University)
Magna Cum Laude
Emily Nicole Rausch, Marysville
B.S. Nutrition
Cum Laude
Maxwell Edward Rennaker, Grand Rapids, MI
B.S. (Michigan State University)
Kevin Scott Rodda, Wooster
B.S. (Denison University)
Cum Laude
Danielle Tamburino Sabelli, Poland
B.S. (Pennsylvania State University)
Jessica Saraan, Novi, MI
B.S. (University of Michigan)
Erica Rose Shelton, Avon Lake
B.S. (University of Dayton)
Magna Cum Laude
Mankiran Singh, Buffalo, NY
B.S. (State University of New York)
Casey Marie Smith, Dayton
B.S. (California State University)
Zachary Thomas Stapleton, Lebanon
B.S. (Kiev University)
Jennifer Rene Steineman, Minster
B.A.
Magna Cum Laude
Robert Steven Sunderman, Cincinnati
B.S. (University of Dayton)
Jenny Tran, Cleveland
B.S.
Heather Van Laan, Highlands Ranch, CO
B.S. (Hilldale College)
Cum Laude
Ellen Blair Vandenberg, Marietta
B.S.Food.Sci.
Cum Laude
Tunde Sendele Veres, Parma
B.S. (Cleveland State University)
Summa Cum Laude
Eric Ward, Amherst
B.S. (University of Dayton)
Michael John Watt, Mooresville, NC
B.S. (Appalachian State University)
Cum Laude
Kimberly Rose Weisenberger, Columbus
B.S.
Summa Cum Laude
Herbert Tanner Wentzien, Solon, IA
B.S. (University of Iowa)
Magna Cum Laude
Taylor Davis Whitley, China Grove, NC
B.S. (Guilford College)
Rebecca Cristyn Windham, Charlotte, NC
B.S. (University of West Florida)
Jeannie Xie, Chicago, IL
B.S. (University of Illinois)
Bremen Ritter Yaqouti, Stow
B.S.
Stephanie Taylor Yarnell, Sylvania
B.S.

College of Optometry

Dean: Karla Zadnik

Doctor of Optometry

Layelle Tony Abi-Rached, Cleveland
B.S. (John Carroll University)
Cum Laude
Noor Abushagur, El Paso, TX
B.S. (University of Texas)
Cum Laude
Megan Nicole Wiens, Westerville
Cum Laude
Caroline Elizabeth Witt, Dayton
Magna Cum Laude
Miranda Erin Wood, Columbus
Magna Cum Laude
Sarah Elizabeth Wood, West Chester
Cum Laude
Jacob Mathew Woods, Springfield
Cum Laude
Kathyn Sue Wuket, Loveland
Cum Laude
Yanling Zhang, Dublin
Cum Laude

B.A. (University of Colorado)
V
B.S.Bus.Adm.
Paulette Rebecca Kelbley, New Riegel
B.S. (Cleveland State University)
B.S. (Queen’s University)
B.S. (Lander University)
B.S. (University of Illinois)
B.S. (University of Dayton)
B.S. (University of West Florida)
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B.S. (University of Illinois)
B.S. (University of Dayton)
B.S. (University of West Florida)
B.S. (University of Illinois)
B.S. (University of Dayton)
Commencement Convocation, May 6, 2018

Morgan Suzanne Brauner, Westerville
B.S. Pharm.Sc. Magna Cum Laude

Jessica Marie Brumbaugh, Napoleon
B.S. Pharm.Sc. Cum Laude

Sarah Jean Bugner, Rochester, NY
B.A. (University of Rochester) Cum Laude

Melve Chacko, Milford
B.S. (University of Cincinnati) Cum Laude

David Tai Chen, Thousand Oaks, CA
B.S. (University of California) Cum Laude

Delaney Caity Childers, Johnstown
B.S. (Dominican Col. of Blauvelt) Cum Laude

Sonhee Marilee Cho, Pacific Grove, CA
B.A., B.S. (Brigham Young University) Cum Laude

Andrew Joseph La Rosa, Dublin
B.S. Pharm.Sc. Magna Cum Laude

Annalise Claire Krautwater, London
B.S. (University of Florida) Cum Laude

Michael Paul Friebe, St. Cloud, MN
B.A. (Saint John’s University) Magna Cum Laude

Gianni Gagliardi, Middleburg Heights
B.S. Magna Cum Laude

Dayna Yael Gewolb, Longwood, FL
B.S. (University of Florida) Cum Laude

Piper Jo Giaba, Hamilton
B.A. (University of Kentucky) Cum Laude

Victoria Caroline Gray, Hudson
B.S. Magna Cum Laude

Aubrey Morgan Hale, Niles
B.A. (Youngstown State University) Cum Laude

Mackenzie Harrell, Cincinnati
B.S. Pharm.Sc. Magna Cum Laude

Andrea Louise Hauptvedt, Westerville
B.A., B.S. Pharm.Sc. Summa Cum Laude

Michelle Ann Hilton, Canal Winchester
B.S. (University of Utah) Cum Laude

Bhargav Jayaaraman, Lusaka, Zambia
B.S. (University of Kentucky) Magna Cum Laude

Jace Wayne Jensen, Kanab, UT
B.S. (Brigham Young University) Cum Laude

Aundrea Marie Jocola, Warren
B.S. Pharm.Sc. Magna Cum Laude

Megan Colleen Johnson, Wellington
B.S. Pharm.Sc. Magna Cum Laude

Sarah Marie Jones, Dover
B.S. Pharm.Sc. Magna Cum Laude

Rutvik N. Joshi, Valsad, India
B.S. (Weer Narand South Gujarat University) Summa Cum Laude

Swetha Latha Jaya, Phoenix
B.S. Pharm.Sc. Magna Cum Laude

Kwang Bin Kim, Columbus
B.S. Pharm.Sc. Magna Cum Laude

Luke Christopher Kowalczyk, Strongsville
B.S. Pharm.Sc. Magna Cum Laude

Michael Joseph Kowalczyk, Strongsville
B.S. Pharm.Sc. Magna Cum Laude

Annalise Claire Krautwater, London
B.S. Pharm.Sc. Magna Cum Laude

Andrew Joseph La Rosa, Dublin
B.S. Magna Cum Laude

Phung Kim Nong, San Diego, CA
B.S. (Virginia Polytechnic Institute and State University) Magna Cum Laude

Marie Alexandra Latasa, Willowick
B.S. Pharm.Sc. Magna Cum Laude

Rachel Irene Lavelle, Massillon
B.S. (Duke University) Magna Cum Laude

Ting-Ying Liang, Taipei, Taiwan
B.Pharm. (Kaohsiung Medical College) Cum Laude

Valentina S. Lim, Mayfield Heights
B.S. (Godley High School) Summa Cum Laude

Wendy Lin, Canton
B.S. Pharm.Sc. Magna Cum Laude

Addie Marie Littrell, Grove City
B.A. (Transylvania University) Summa Cum Laude

William Charles Loomis, Canfield
B.S. Pharm.Sc. Cum Laude

Sean Michael Lose, Jersey Shore, PA
B.S. (Lock Haven University of PA) Cum Laude

BrookeAnne Grace Magrum, Graytown
B.S. Pharm.Sc. Magna Cum Laude

Clare Suzanne Mattson, Zionsville, IN
B.A. (Miami University) Summa Cum Laude

Samuel Ryan McCollum, Dayton
B.S. Pharm.Sc. Magna Cum Laude

Jonathan Patrick Morris, Westerville
B.S. Pharm.Sc. Cum Laude

Jamie Lynn Mudrick, Brunswick
B.S. Magna Cum Laude

Edwin Michael Murphy, Columbus
B.S. Pharm.Sc. Cum Laude

Samantha Ann Myruski, New Hampton, NY
B.S. (SUNY College) Magna Cum Laude

Dung Phuong Nguyen, Hanoi, Vietnam
B.A. (College of Wooster) Cum Laude

Kwiatkowski, University
B.S. (University of Notre Dame) Magna Cum Laude

Kristen Dale Nymburk, Center Valley, PA
B.A., B.S. (Virginia Polytechnic Institute and State University) Magna Cum Laude

Mallory Alexandra O’Connor, Mason
B.S. Pharm.Sc. Magna Cum Laude

Alexis Kane Page, Moultonborough, NH
B.S. (Virginia Polytechnic Institute and State University)Cum Laude

Ashlyn O’Connor, Palmyra, PA
B.A. (University of Delaware) Magna Cum Laude

Valentino Pali, Columbus
B.S. Pharm.Sc. Magna Cum Laude

Logan Scott Pfeffer, Pataskala
B.S. Magna Cum Laude

Mackenzie Rose Piche, Perryburg
B.S. (Pennsylvania State University) Magna Cum Laude

Kelsey Renee Quinon, Hudson
B.S. Magna Cum Laude

Adam Nathan Reeb, Columbus
B.S. (University of Dayton) Magna Cum Laude

Rachelle Nicole Reed, Cincinnati
B.S. (University of Cincinnati) Cum Laude

Adrian R. Reams, Willard
B.S. Magna Cum Laude

Christine R. Reams, Columbus
B.A. (Miami University) Cum Laude

Andrew Christopher Sager, Dover
B.A. Magna Cum Laude

Sarah Kalake Sakai, Mesa, AZ
B.S. (Arizona State University) Magna Cum Laude

Christopher Matthew Salmons, Jackson
B.S. (Shawnee State University) Magna Cum Laude

Christopher Abel Santos, Bronx, NY
B.S. (State University of New York) Magna Cum Laude

Brett Schibler, Loveland
B.S. (Clemson University) Magna Cum Laude

Trevor Jeffrey Schulte, Macomb, MI
B.S. (Michigan State University) Magna Cum Laude
<table>
<thead>
<tr>
<th>Degree</th>
<th>Name</th>
<th>School/University</th>
<th>Location</th>
<th>Honors</th>
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</thead>
<tbody>
<tr>
<td>B.S. (University of Kentucky)</td>
<td>Daniel Paul Whitehouse</td>
<td>Fort Wright, KY</td>
<td>Magna Cum Laude</td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>Alyssa Gail Wieser</td>
<td>Lima</td>
<td>Magna Cum Laude</td>
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</tr>
<tr>
<td>B.S.</td>
<td>Tayra Jane Wise</td>
<td>Marysville</td>
<td>Magna Cum Laude</td>
<td></td>
</tr>
<tr>
<td>B.S.</td>
<td>Leno Anna Wu</td>
<td>Powell</td>
<td>Magna Cum Laude</td>
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<td>Ann Daphne Xi</td>
<td>North Potomac, MD</td>
<td>Cum Laude</td>
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<td>Luis Ye</td>
<td>Columbus</td>
<td>Cum Laude</td>
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<td>Cathlin Marie Yocum</td>
<td>Dublin</td>
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<td>Michele Lim Yu</td>
<td>Queens, NY</td>
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<td>Taylor Scott Yuty</td>
<td>Plain City</td>
<td>B.S. Pharm.Sci.</td>
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<td>Joyce Zhang</td>
<td>Cincinnati</td>
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<td>BreaAnna Zilm</td>
<td>Granger, IN</td>
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<td>Emily Lynne Blevins</td>
<td>Circleville</td>
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<td>Andrew Gunnar Bowersock</td>
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<td>Aaron Micah Bridges</td>
<td>Carroll</td>
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<td>Hong Kui Chen</td>
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<td>Jimmy Chen</td>
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<td>Douglas Choi</td>
<td>Plainview, NV</td>
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<td>William Cornwell</td>
<td>Lombard, IL</td>
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<td>Pratibheeta Ghaoa</td>
<td>Garford Heights</td>
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<td>MaryClaire Doyle</td>
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<td>Sarah Pauline Fannin</td>
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<td>Caroline Jane Fieck</td>
<td>Sylvania</td>
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<td>Tamara Caylin Funkie</td>
<td>Algonquin, IL</td>
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<td>Cindy Gao</td>
<td>Dublin</td>
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<td>Samantha Hochevar</td>
<td>Parma</td>
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<td>Miranda Elizabeth Holt</td>
<td>Oreland, PA</td>
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<td>Victoria Chie-en Hsu</td>
<td>Taipei, Taiwan</td>
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<td>Michael Daniel Jennisson</td>
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<td>Giaoliang Jiao</td>
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<td>Rayland</td>
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<td>Chloe Elizabeth Knoell</td>
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<td>Bryan</td>
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<td>Sterling Heights, MI</td>
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<td>Cincinnati</td>
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<td>Abby Young Kwang</td>
<td>Kwon, Dalian</td>
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<td>Amber Sora Lee</td>
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<td>Jessica Kathryn Martz</td>
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<td>Gahanna</td>
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<td>Geneva</td>
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<td>Kaitin Shea Merriam</td>
<td>Woodbridge, CT</td>
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<td>Nicholas Alexander Monto</td>
<td>Springboro</td>
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<td>B.S.</td>
<td>Ha Khanh Nguyen</td>
<td>Phung Hiep</td>
<td>Summa Cum Laude</td>
<td>Magna Cum Laude with Honors in Pharmaceutical Sciences</td>
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<tr>
<td>B.S.</td>
<td>Mayesha Amin</td>
<td>Columbus</td>
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<td>Eric Charles Anthony</td>
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<td>Ramene Marie Berlan</td>
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<td>Robert Joseph Caldwell</td>
<td>Highland Mills, NY</td>
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<td>B.S.</td>
<td>Varsha Challapally</td>
<td>Naperville, IL</td>
<td>Magna Cum Laude</td>
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<td>B.S.</td>
<td>Sevil Noelle Clifford</td>
<td>Weaverville, NC</td>
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<td>Lakhvir Kaur Sweeney</td>
<td>Delware</td>
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<td>B.S.</td>
<td>Ameeza Khan</td>
<td>Columbus</td>
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<td>B.S.</td>
<td>Patrick Wang</td>
<td>Beijing, China</td>
<td>Magna Cum Laude</td>
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<td>B.S.</td>
<td>Amanda Nicole Wendt</td>
<td>Park, PA</td>
<td>Magna Cum Laude</td>
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<tr>
<td>B.S.</td>
<td>Abigail Owusu Zornello</td>
<td>Columbus</td>
<td>Magna Cum Laude</td>
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</tr>
</tbody>
</table>

**Bachelor of Science in Pharmaceutical Sciences**

- Adevumi Oyindamola Adetoro, Dublin
- Mohammad Burhan Ali, Dublin
- Yousef Akram Alith, Dubai
- Mike Alex Anderson, Liberty Township
- Chris Michael Arian, Mayfield Heights
- Logan Patrick Bailey, Canton
- Hailey Elise Baird, Solon
- Erica Rowane Dela Pena Bautista, Dumont, NJ
- Daniel Marten Beckman, Chicago, IL

**Bachelor of Arts**

- Maya Khare
- Victoria Nguyen
- Phung Hiep
- Summa Cum Laude with Honors in Pharmaceutical Sciences
- Manoj Neelapalli
- Summa Cum Laude with Honors in Pharmaceutical Sciences
- Zachary J. Conti
- Summa Cum Laude with Honors in Pharmaceutical Sciences
- Andrew Jacob Cooper
- Summa Cum Laude with Honors in Pharmaceutical Sciences
- Hannah Michelle Diericks
- Loveland
- Taylor Ashley Elder
- Powell
Vanessa Paige Feldman, Austin, TX
William Thomas Foreman, Springfield
Benjamin David Foster, Findlay
Magna Cum Laude
Chad Mikal Fracker, Columbus
Rebecca Nicole Gutterman, Lake Villa, IL
Magna Cum Laude
with Honors in Public Affairs
Allison Carole Hose, Wadsworth
Summa Cum Laude
Ravleen Kaur, Ponchatoula, LA
Magna Cum Laude
Colton Rook Kline, South Bloomingville
Magna Cum Laude
with Honors in Public Affairs
Athena Christina Patsias, Columbus
Cum Laude
Alexander Nicholas Rhodes, Columbus
with Honors in Public Affairs
Emily Mae Salome, Columbus
Summa Cum Laude
with Honors in Public Affairs
Sarah Souders, Canton, MI
Summa Cum Laude
with Distinction in Public Affairs
William Carl Thornton, Loveland
Magna Cum Laude
with Honors in Public Affairs
Sara Elizabeth Trenor, Belle Center
Kacie Lynn Ziemann, Chicago, IL
Bachelor of Science
Sarah Elizabeth Young, Xenia
Cum Laude
Lauren Kristen Muchewicz, Medina
Monica Whims Nemeth, Cleveland
Cum Laude
with Honors in Public Affairs
Tyler James Oldja, Medina
Reshma Jinesh Patel, Westerville
Kamiah Prince, Dublin
Kyle Devin Probert, Steubenville
Kasey Cheyenne Redding, Streetsboro
Cum Laude
Thomas Mackenzie Sodeman, Youngstown
Sarah Rachel Spain, Beachwood
Magna Cum Laude
Noah James Spector, Wooster
Summa Cum Laude
Carolyn Grace Stratton, Sidney
Ashley Alan Taylor, Toledo
Summa Cum Laude
Sara Elaine Wendel, Hilliard
Summa Cum Laude
Abigail Christine Wochoer, North Bend
Cum Laude
Sarah Elizabeth Young, Xenia
Cum Laude
College of Public Health
Dean: William J. Martin II
Bachelor of Science in Public Health
Samar Hasna Ahmad, Mason
Magna Cum Laude
Hannah Nicole Amick, Chagrin Falls
Sarah Jessica Angle, Columbus
Cum Laude
Sana Raia Asad, Dublin
Magna Cum Laude
with Distinction in Public Health
MCheila Marie Barker, East Lansing, MI
Rachel Christine Besse, Mason
Cum Laude
Heather Robin Boike, West Palm Beach, FL
Magna Cum Laude
Margaret Holley Brim, Pickerington
Magna Cum Laude
Natalie Christine Brooks, London
Cum Laude
Brittany Diane Carter, Hilliard
Magna Cum Laude
Matthew Joseph Cefalu, Green
Summa Cum Laude
Cherin Jennifer Choe, Sunbury
Magna Cum Laude
Bridget Mary Cook, Shaker Heights
Magna Cum Laude
Taylor A. Davis, Geneva
Cum Laude
Grace Catherine Dolan, Loveland
Magna Cum Laude
with Distinction in Public Health
Mikafui Dzotsi, London, UK
Manal El Hayba, Morocco
Cum Laude
Melissa Katerine Eperyesi, Poland
Magna Cum Laude
Julia Finn, Broadview Heights
Gwyneth Elizabeth Frederick, East Aurora, NY
Sarah Lynn Gilbert, Pickerington
Cum Laude
Jacinly Kay Grayson, Sagamore Hills
Cum Laude
Alice Nicole Hack, Pickerington
Anna Marie Hammonerlath, Cincinnati
Magna Cum Laude
with Honors in Public Health
Sarah Elizabeth Heilman, Kenton
Cum Laude
Nabita Islam, Centerville
Summa Cum Laude
with Honors in Public Health
Mary Grace Keading, Wilmington, DE
Summa Cum Laude
Melat Girma Kessahun, Columbus
Summa Cum Laude
Vinay Prakash Kotwal, Columbus
Kelsey Dean Lance, Gahanna
Mohamed Amine Lahachi, Columbus
Deja Lewis, Columbus
Magna Cum Laude
Kaela Marie Lewis, Dayton
Cum Laude
Emily Grace Maneval, West Unity
Magna Cum Laude
Natalie Claire Meeks, Mentor
Cum Laude
Emma Jane Meersman, Mount Prospect, IL
Magna Cum Laude
Amber Nicole Moore, Westfield
Vikas Munjal, Fords, NJ
Cum Laude
Nirupama Muralidharan, Cleveland
Summa Cum Laude
Alexander James Northrop, Lakewood
Summa Cum Laude
Joshua Chigozie Ogbeuvi, Atlanta, GA
Magna Cum Laude
Rachel Ashlynn Parker, Minford
Grace Margaret Powers, Lakewood
Cum Laude
Savannah Mackenzie Renshaw, Dayton
Cum Laude
Luzza Leite Reopell, Dublin
Cum Laude
Abigail Catherine Rieger, Cincinnati
Summa Cum Laude
with Honors in Public Health
Chantal Chakora Ross, Richmond Heights
Cum Laude
Jordan Russell Royster, Williamson, MI
Magna Cum Laude
with Research Distinction
Jennifer Rose Rudsh, Lyme Brook, NY
Leah Marie Sadinski, Tallmadge
Magna Cum Laude
Meera Sheth Sample, Xenia
Cum Laude
Brionne Elizabeth Scheff, Columbus
Magna Cum Laude
Hanna Marie Schlaack, Sharonville
Cum Laude
Mackenzie Marie Schumaker, Aurora
Magna Cum Laude
Regional Bryant Scott, Charleston, SC
Magna Cum Laude
Cassie Lyn Shankland, Marietta
Magna Cum Laude
Whitney Ann Smith, Kalida
Cum Laude
Shea Madison Smoske, Chardon
Magna Cum Laude
Morgan Michael Spahn, Brunswick
Magna Cum Laude
with Honors in Public Health
Amelia M. Staats, Granville
Cum Laude
Alexa Zofia Sulewski, Powell
Summa Cum Laude
Connor Albert Super, Troy
Alexis Patricia Tisbo, Barrington, IL
Magna Cum Laude
Megan Elizabeth Ule, Mentor
Cum Laude
Jade Renee Worley, Loveland
Cum Laude
Ryan Andrew Yoder, Uniontown
with Research Distinction in Public Health
Samira Yusuf, Dublin
Gregory Kenneth Zane, Cheshire, CT
Rachel Marie Zbiegien, Mayfield Village
Summa Cum Laude
Lauren Elizabeth Zdon, Madison, CT
College of Social Work
Dean: Thomas K. Gregoire
Bachelor of Science in Social Work
Sena Albash, Columbus
Summa Cum Laude
Anna Nicole Allen, Mansfield
Tahntanna Alton, Dayton
Vanessa Altman, Columbus
Magna Cum Laude
Ines Amer-Yahia, Lewis Center
Jennifer Lynne Anahata, Gahanna
Summa Cum Laude
Liana Mary Argabrite, Wooster
Cum Laude
Andrew Alan Armstrong, Mansfield
Amanda Marie Aten, Sycamore
Ryan David Baldridge, Hilliard
Paige Jordan Barker, Sidney
Cum Laude
Rachel Elizabeth Barnitz, Chillicothe
Magna Cum Laude
Kassidy Lynette Barrett, Columbus
Elisa Joel Beach, Plain City
Summa Cum Laude
Kyla Catherine Beecham, Toledo
Sherrin M. Behr, Springfield
Cum Laude
Joshua Michael Belcher, Alexandria
Magna Cum Laude
Alexya Christine Bell, Ashville
Magna Cum Laude
Alyssa C. Bennett, Columbus
Magna Cum Laude
Molly Anne Black, Dublin
Erin Elizabeth Bland, Dublin
Cheri N. Bott, Columbus
Krismon Nicole Bowen, Marysville
Magna Cum Laude
Anna Melissa Bowerson, Columbus
Summa Cum Laude
Melissa Boyd, Mansfield
Rebecca Rose Bradley, Cincinnati
Cum Laude
with Honors Research Distinction in Social Work
Morgan Ashley Brenner, Columbus
Cum Laude
with Honors Research Distinction in Social Work
Grace Hutton Brown, Cincinnati
Cum Laude
Erica C. Bruinooge, Columbus
with Honors Research Distinction in Social Work
1335
Commencement Convocation, May 6, 2018

Emily Catherine Buist, Ottawa
Heidi J. Burkhardt, Croton
Justin McKinley Carter, Toledo
Heather Rose Casperson, Canal Winchester
Susanna Lynn Cave, Circleville
Summer Cum Laude

Kelly Elizabeth Chadwell, Worthington
Summer Cum Laude

Jennifer De Chavez Christopher, Mansfield
Magna Cum Laude

Emily Nicole Church, Springfield
Magna Cum Laude

Kelly Anne Cohen, Buffalo, NY
Summer Cum Laude

with Honors Research Distinction in Social Work

Dy’sha Cole, Columbus
Cum Laude

Latia D’Lynn Collins, Columbus
Alien Suzanne Combs, Canal Winchester
Cum Laude

Candace LaRae Cooper, Toledo
Cum Laude

with Honors Research Distinction in Social Work

Lauren E. Cooper, Delaware
James Orlandon Costilo, Delaware
Magna Cum Laude

Alissa Athene Cox, Lima
Abigail Rose Coyle, Oakwood
Summer Cum Laude

Haley Michelle Crook, Urbana
Cum Laude

Mallorie E. Davis, Columbus
Cum Laude

Laura Anna Dawson Walker, Mansfield
Haley Nicole Dickus, Jackson
Cum Laude

Jeanne M. Doan, Columbus
Kylene Marie Dull, Columbus
Magna Cum Laude

Jason Lynn Escher, Gambier
Summer Cum Laude

Ava N. Eisele, Westerville
Magna Cum Laude

Brooke Halligan Epstein, Timonium, MD
Magna Cum Laude

with Honors Research Distinction in Social Work

Karen Fallen, Elizabethtown, KY
Magna Cum Laude

Margaret Elizabeth Figliomeni, Sylvania
Cum Laude

Caroline Rose Flibun, Oakwood
Summer Cum Laude

Jennifer Kristin Garbin, Delaware
Summer Cum Laude

Emily Gabrielle Gehring, Louisville
Colton Jack Genter, Mansfield
Ciera Kristen Gibbs, Worthington
Magna Cum Laude

Melody Marie Gibson, Delphos
Summer Cum Laude

Paige Mariah Gillam, Lima
Magna Cum Laude

Ashley Brianne Gott, Wellington
Elizabeth Joyce Green, Columbus
Cum Laude

Kate Lynne Grothman, Lima
Holly M. Grover, Heath
Magna Cum Laude

Jasmin Leigh Guerrero, Spencerville
Cum Laude

Kaela Reed Haines, Raleigh, NC
Catherine Elaine Hall, West Jefferson
Summer Cum Laude

Erin Kendall Hamilton, Findlay
Katelyn Renee Hanneken, Ashville
Summer Cum Laude

Amanda Kathryn Hannum, Columbus
Magna Cum Laude

Rhoda Wyn Hansen, Grandview Heights
Magna Cum Laude

Adrienne N. Harmon, Lima
Chelsea Lynn Harpold, Orlando, FL
Megan Harris, Grove City
Summer Cum Laude

Hannah Harter, Saratoga, California
Cum Laude

Meredith Grace Hartwell, Chesterville
Magna Cum Laude

Lynnie J. Hayes, Marion
Alison Lee Hebert, Cincinnati
Cum Laude

Esther Anna Henry, Columbus
Magna Cum Laude

Lauren McKenzie Hitches, Chillicothe
Laura Ann Hodiakiewicz, Parma
Caitlyn Moree Holobauhn, Lima
Kyra Adia Howard, Dayton
Brandon Michael Howell, Lima
Michael Huff, Euclid
Maxwell Elliott Hughes, Westerville
Josee Taylor Jenkins, Grove City
Limara Rose Jett, Lima
Eric Lamar Johnson, Columbus
Lillian Rose Jones, Lima
Cum Laude

Shannon Michelle Justice, Chillicothe
Magna Cum Laude

Rachel Irene Kaidor, Columbus
Emily Ashton Keckler, Ada
Cum Laude

Kelsey Renee Keevan, Melbourne, FL
Cum Laude

Brandi Nicole Kerby, Lima
Gloria Kim, Columbus
Summer Cum Laude

Cameron Jo King, New Albany
Megan Ann Kohcher, Dublin
Summer Cum Laude

Alison Jannette Koenig, New Albany
Cum Laude

Paige Ann Kollar, Howard
Kecia Marie Kramer, Elda
Lindsey R. Kuhns, Lima
Rebecca Anne Lamp, Mansfield
Summer Cum Laude

Alexis Mae Lang, Danville
Christy ann Borja Lawson, Columbus
Leigh Ashley Lehman, Lima
Allison Amanda Loebor, Mansfield
Cum Laude

Alec Miguel Lopez, Commercial Point
Katelynn Elizabeth Lyon, Haslett, MI
Magna Cum Laude

Austin Maconnel Mabe, Lexington
Jennifer L. Machamer, Zanesville
Cum Laude

Kara Jo Maheffey, Dublin
Summer Cum Laude

Michelle Elise Marein, Auburn
Cum Laude

Drew Strickland Marks, Mason
Cum Laude

Conrado Augustine Martin, Jr., Westerville
Erica Elaine Martin, Zanesville
Summer Cum Laude

Sandra Nohemi Martinez, Hilliard
Magna Cum Laude

Sarah Mazouz, Hilliard
Cum Laude

Kelly Michelle McIver, Worthington
Magna Cum Laude

Jessica Rardin McConnell, Delaware
Summer Cum Laude

Rebecca Jean McDowell, Minneapolis, MN
Summer Cum Laude

Ryan Nicole McFarland, Newark
Linniea Kirsten Mead, Dublin
Cum Laude

Monica Sue Medley, Mansfield
Rebecca Lynn Meinick, Portage, MI
Cum Laude

Emily Ann Meirickel, Gahanna
Cum Laude

with Honors Research Distinction in Social Work

Ashley Nicole Miller, Fredericktown
Kayla Mackenzie Miller, Greenview
Cum Laude

Kayla Marie Miller, Delphos
Magna Cum Laude

Paul David Miller, Ashland
Cum Laude

Logan C. Mitchell, Dublin
Zahra Abdulkadir Mohamed, Galloway
Magna Cum Laude

Sarah E. Moore, Circleville
Molly Ann Morehouse, Marengo
Summer Cum Laude

Abby Elizabeth Moretti, Columbus
Magna Cum Laude

Emily Elizabeth Morgan, Dublin
Bridget Metzger Murphy, Columbus
Magna Cum Laude

Alexis Nicole Myers, Youngstown
Cum Laude

Ashley H. Neville, Cambridge
Sarah Marie Newhard, Reynoldsburg
Mairisha Marie Nuamahker, Columbus
Cum Laude

Jessica Renee Otting, Minster
Taneisha Lashay Owens, Columbus
Joshua Allen Palmer, Lima
Jennifer Peidicott, Westerville
Kendell Noelle Queen, Marion
Kristin Beth Queen, Columbus
Summer Cum Laude

Alexxis Alexandras Ragland, Dayton
Grace Hunter Rea, Hilliard
Stephanie Ashley Reese, Bremerton, WA
Alison Marjorie Rife, Washington Court House
Adam Anthony Rito, North Royalton
Ben Douglas Robinson, Heath
Magna Cum Laude

Lexus Shalynn Robinson, Columbus
Cum Laude

Southila Rtoubi, Larache, Morocco
Nancy Ruiz-Chagolla, Columbus
Molly Anne Schell, Johnstown
Becca Rae Schambow, Pandora
Cum Laude

Emily Alena Schmucker, Louisville
Cum Laude

Ashley Renee Schwartz, Kenton
Taylor Anne Scriber, Toledo
Summer Cum Laude

Michele Seiter, Mansfield
Rebecca Ann Serforo, Lorain
Tempest Storm Sexton, Nova
Kylie Shaffier, Pickerington
Magna Cum Laude

Catherine Elaine Sheldon, Columbus
Alex Teizo Shields, Alliance
Ryan Matthew Shock, Hebron
Cum Laude

Hannah Elizabeth Shroyer, Sunbury
Cum Laude

Cory Alexander Slack, Cardington
Rachel Elizabeth Smith, West Chester
Alena Marie Smithwick, Powell
Summer Cum Laude

Amber Lynne Dawn Spriggs, Grove City
Magna Cum Laude

Leisha Nicole Stainier, Columbus
Carrin Lynn Stichholtz, Columbus Grove
Lindsay Marie Steele, Cincinnati
Geir Sterling, Miami, FL
Natalie Elaine Stewart, Owensboro, KY
Summer Cum Laude

Stacey Nicole Stewart, Pataskala
Morgan Paige Stiffler, Sidney
Magna Elizabeth Straw, Marysville
Magna Cum Laude

Hillary Dawn Taylor, Crooksville
Lexa Brielle Teague, Columbus
Magna Cum Laude

Nyomi Troy Thompson, Virginia Beach, VA
Beth Moore Tprom, Virginia Beach, VA
Magna Cum Laude

Kayla Tomak, Macedonia
Cum Laude

Tyler Steven Treese, Delaware
Cum Laude

Kapreisha D. Tucker, Columbus
Sarah Anastasia Turco, Chagrin Falls
Magna Cum Laude

Paige Nicole Turner, Johnstown
Magna Cum Laude

Dyarra Marie Twitchy, Galloway
Alissa Anna Valenti, Lima
Megan Amber Vance, Wadsworth
Cum Laude

Olivia Rose Vansy, Hilliard
Cum Laude

Samantha Marie Veres, North Royalton
Gabriella Laura Volker, Worthington
Cum Laude

Jade Weinstein, Zanesville
Ellen Claire Williams, Westerville
Taylor Nicole Williamson, Continental
Alyssa Cheryl Wissenschaft, Los Angeles, CA
Cum Laude

with Honors Research Distinction in Social Work

David W. Withers, Pataki
Caro Jo Wolfgang Evans, Hilliard
Magna Cum Laude

Isabella Worden, Wapakoneta
Magna Cum Laude

Jennifer Lee Workman, Columbus
Breanna Seque Ilia Worthy, Toledo
Magna Cum Laude

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College of Veterinary Medicine

Dean: Rustin M. Moore

Doctor of Veterinary Medicine

Rebecca N. Aguilar, Warren, NJ
B.S. (Rutgers University)

Ann Marie Ascot, Washington, NJ
B.S. (Salisbury State University)

Michele M. Awad-Morris, Canfield
B.S. (Youngstown State University)

Veterinary Medicine

Rachael Yate Camiener, Solon
B.S. (Allegheny College)

Emily Marie Byers, Enon Valley, PA
B.S. (University of Cincinnati)

Erin Joy Burwinkel, Cincinnati
B.A., B.S. (University of Cincinnati)

Dylan Logan Burroughs, Cincinnati

Timothy Eavenson Burdsall, Grafton, MA
M.P.S. (University of Miami)

B.S. (University of Maryland)

Christine Bradley, Towson, MD
B.S. (University of Maryland)

Timothy Joseph Bell, Elbridge, NY
B.S. (Siena College)

Emily Sarah Benner, Millfield, PA
B.S. (Pennsylvania State University)

Alexandra Nicole Beery, Medina
B.S. (The University of Findlay)

Katherine Logan Backus, Dublin
B.S. (University of Notre Dame)

Kristen Alise Bartholomew, Oswego, NY
B.S. (Penn State University)

Gary James Beall, Springboro
B.S.Bus.Adm. (University of Tennessee)

Alexandra Nicole Beery, Medina
B.S. (The University of Findlay)

Timothy Joseph Bell, Elbridge, NY
B.S. (Siena College)

Emily Sarah Benner, Millfield, PA
B.S. (Pennsylvania State University)

Jessica Jeanette Bittner, Franklin, PA
B.A.Grad.

Kyle Reed Bohland, Fremont
B.A. (University of Akron)

Jenna Rose Bonfiglio, Twinsburg
B.S.

Erica Verona Bono, Clarkston, MI
B.S. (Oakland University)

Christine Bradley, Towson, MD
B.S. (University of Maryland)

M.P.S. (University of Miami)

Timothy Everson Burdasil, Grafton, MA
B.S. (University of Massachusetts)

Dylan Logan Burroughs, Cincinnati
B.A., B.S. (University of Cincinnati)

Erin Joy Buwinkel, Cincinnati
B.S. (University of Cincinnati)

Emily Marie Byers, Enon Valley, PA
B.S. (Allegheny College)

Rachael Yate Camiener, Solon
B.S. (University of Michigan)

Magna Cum Laude

Mary Elizabeth Carter, Hudson
B.A.

Andrew Bermudez Caspary, Tallahassee, FL
B.S. (Florida State University)

Abigail Lynn Clene, Ravenna
B.A. (Hiram College)

David Scott Conway, Wickliffe
B.S. (Miami University)

Emily Cosentino, Avon Lake
B.S. (Kent State University)

Jennifer Lynn Croghan, Kingston
B.A. (Ohio Dominican University)

Kimberly Rose Cutsall, Avon, IN
B.S. (Otterbein University)

Traci Marie Davis, Cortland
B.S. (California University of Pennsylvania)

Danielle Lynne DeGrendel, Dublin

Alexander Paul Dieckrich, Oxford, MI
B.S. (Michigan State University)

Katelyn Marie Dosan, Granville
B.S. (Berry College)

Maura Dnevich, Rochester, NY
B.S. (Cornell University)

B.F.A. (Rochester Institute of Technology)

M.S. (University of Wisconsin)

Carolina Beatriz Dwyer, Santiago, Chile

Breil M. Dziruga, Adams, MA
B.S. (University of Rhode Island)

Morgan Eiser, Chambersburg, PA
B.S. (Northeastern University)

Eljah Seth Ernst, Hodgenville, KY
B.S. (Western Kentucky University)

Stacy Lynn Faiola, Green
B.S.Agr.

Tyler Alan Fields, Marion
B.S. (The University of Findlay)

Sarah Kathryn Finney, Marshallville
B.S. (King's College)

David Michael Foley, Rochester, NY
B.S. (Pennsylvania State University)

Bruce Arthur Frederic, Zelienople, PA
B.S. (Pennsylvania State University)

Deanna Leigh Fredrinks, Painesville
B.S.Agr.

Megan Elizabeth Freeman, Columbus
B.S. (North Carolina State University)

Kristopher Galang, Los Angeles, CA
A.A., A.S. (Pierce College)

JoElian Rebecca Galligan, Burlington, CA
B.S. (Stevens Institute of Technology)

Jennifer Anne Geisler, Pittsburgh, PA
B.S. (Duquesne University)

Alexandra Anne Glenn, Santa Fe Springs, CA
B.S. (California State Polytechnic University)

Melissa Elaine Glick, Wooster
B.A. (College of Wooster)

Taylor Brooke Goslin, Brewster, NY
B.S. (Northwestern University)

Hillary Hammond, Katy, TX
B.S. (Texas A&M University)

Christina Teresa Hammons, Boise, ID
B.S. (University of Idaho)

Kristen A. Harris, Bloomington
B.S.Agr.

Olivia Claire Hegedus, Perryburg
B.A. (University of Akron)

Paige Hicks, Hudson

Elsbeth Mitchell Holder, Tallahassee, FL
B.A. (Williams College)

Katiin Rose Houdek, Lake Leelanau, MI
B.S. (Otterbein University)

Elizabeth Anne Hunshe, Cincinnati
B.S.

Dakota Korbin Hutchinson, Rector, PA
B.S. (Saint Vincent College)

Rebecca Eleanor Ito, Medina
B.S., M.Pub.Hlth.

Melissa Anne Jedlicka, Kirtland Hills
B.S. (Cleveland State University)

Brianne Ashley Jordan, Attica
B.S.Agr.

Hannah Jane Kester, Ravenna
B.S.Agr.

Kelsey Renee Kimmell, Clearview, PA

Sarah Elizabeth Klawtter, Gamer, NC
B.S. (North Carolina State University)

Sarah Koz, Jonesborough, TN
B.S. (Furman University)

Andrew Charles Koudelka, Aurora
B.A. (Hiram College)

Samarah Marie LaFoca, West Pittston, PA
B.S. (Pennsylvania State University)

Blake Erin Lambert, New Albany
B.S.Agr.

Misty Leigh Lambert, Mansfield
B.S. (Ashland University)

Danielle Mae Lehman, Bloomsburg, PA
B.S. (Pennsylvania State University)

Yulee Lih-Yin Lin, Walnut, CA
B.S. (University of California)

Sarah Christy Linn, Grafton
B.S. (Muskingum University)

Jessica Liskay, Cleveland
B.S. (University of Toledo)

Annaleigh Halfman Lorenzen, Advance, NC
B.A. (University of North Carolina)

Dayna Marie Love, Canfield
B.S. (Otterbein University)

Marisa Maglary, Lansdale, PA
B.A. (Hamilton College)

Catherine Magure, Denver, CO
B.S. (Montana State University)

Payton Mann, Cass, WV

Hannah Signor Manning, Apalachin, NY
B.S. (State University of New York)

Ashley Ann Maragas, Mogadore
B.S. (West Virginia University)

Katie Renee Marshall, North Royalton
B.S. (Shenandoah University)

Elise Martens, Troy, MI
B.S. (Michigan State University)

Christopher Alan Martin, Warren
B.S.

Karynly Lucille Mastin, Rumney, NH
B.S. (Houghton College)

Jane Elizabeth Mellencamp, Seymour, IN
B.S. (Purdue University)

Eelkje Rot Medema, Circleville
B.S.Agr.

Christina Marie Miller, Pittsburgh, PA
B.S. (Slippery Rock University)

Steven Christopher Miller, Cortland
B.S. (Ohio University)

D'Ana Maria Milo, Oceanside, NY
B.S. (Adelphi University)

Jillian Spencer Minuto, Munhall, PA
B.S. (University of Vermont)

Roys Siobhan Mohammadour
Highland Heights
B.S. (Lake Erie College)

Chelsea Mursch, Scratchington, PA
B.S. (Moravian College)
Commencement Convocation, May 6, 2018

Kamilah Ayeesha Mustapha, West Union
B.S. (Alice Lloyd College)

Alicia Myett, Hinckley
B.S. (Ashland University)

Alexandra Myhal, Parma Heights
B.A. (University of Minnesota)

Bryn McKinley Nicholl, Chagrin Falls
B.S. (Tulane University)

Courtney Marie Norjen, Buffalo, NY
B.S. (Pennsylvania State University)

Elizabeth Ann Nutille, Revere, MA
B.S. (University of Massachusetts Amherst)

Cassandra O’Connor, Buffalo, NY
B.S. (Nazareth College of Rochester)

John Francis O’Day, Auburn, MA
Magna Cum Laude

Erika Osborne, Sharon Springs, NY
B.S. (State University of New York College at Cortland)

Ruben Dario Paban Padin, San Juan, Puerto Rico
B.S. (University of Central Florida)

Sabrina Palm, Scaggsville, MD
B.S. (University of Akron)

Nicole Elizabeth Patton, Akron
B.S. (University of Akron)

Lauren Pepin, Swartz Creek, MI
B.S. (University of Michigan)

Joanna Mary Pogue, Cincinnati
B.S. Suumma Cum Laude

Kendall Polansky, Little Rock, AR
B.S. (University of Arkansas)

Gina Marie Porelli, Bronx, NY
B.S. (University of Arkansas)

Corissa Ann Steimling, Gettysburg, PA
B.S. (Otterbein University)
Magna Cum Laude

Kara Schmidt, Waterville
B.S. (The University of Findlay)

Anelle Kristine Schoenelein, Douglassville, PA
B.S. (Kutztown University of Pennsylvania)

Janette Lynn Seal, West Mansfield
B.S. (Saint Mary-of-the-Woods College)

Kristy Lee Shaw, Logan
B.S.Agr.

Deanna Marie Shenk, Winchester, VA
B.S. (Virginia Polytechnic Institute and State University)

Taylor Nichole Sherrod, Massillon
B.S. (Walsh University)
Summa Cum Laude

Melissa Danielle Sig, Swanton
B.S. (The University of Findlay)
Magna Cum Laude

Erika Hayward Skillman, Ann Arbor, MI
B.A. (College of Wooster)

Kacy Smith, Beachwood
B.A. (Bard College)

Drew Allen Sollenberger, Elizabethtown, PA
B.S. (Virginia Tech)

Jacqueline Marie Spearman, Novi, MI
B.S. (Saginaw Valley State University)

Kianna Marie Spencer, Dallas, PA
B.S. (Pennsylvania State University)

Cecelia Ann Staley, North Canton
B.S. (Otterbein University)
Magna Cum Laude

Corissa Ann Steimling, Gettysburg, PA
B.S. (Pennsylvania State University)

Chelsea Lauren Stern, Mount Kisco, NY
B.S. (State University of New York)

Enti Leigh Stitts, Twinsburg
B.S.Agr.

Amanda Leigh Stump, Kingston
B.S.Agr.
Summa Cum Laude

Jenny Tan, San Jose, CA
B.S. (University of California)

Laura Marie Taylor, Oregonia
B.S. (Pennsylvania State University)

Noel Kelly Vezi, Crown Point, NY
B.S. (University of Rhode Island)

George Bernard Voros, Stow
B.S. (University of Akron)

Sarah Waisel, Cuyahoga Falls
B.S. (The University of Findlay)

Caitlin Wamelink, Cleveland Heights
B.S. (Tulane University of Louisiana)

Amanda Lung Wang, Palo Alto, CA
B.S. (University of California)

Nathan Dale Ward, Jerusalem
B.S.Agr.

Chase Andrew Watiker, Zanesville
B.S.Agr.

James Matthew Weaver, Wilmington, NC
B.S. (University of North Carolina)

Melinda May Weaver, Carrollton
B.S. (Wilmington College)

Cally Lee Webster, Roseville
B.S. (Muskingum University)

Vanessa Renee Weidner, Greenville
B.S. (Eastern Michigan University)

Skyler Ann Wells, Hartland, MI

Melissa Danielle Wolf, Richmond Hill, NY
B.S. (Sacred Heart University)

Kristen Lynn Wright, Jewett
B.S.Agr.

Ryan Alexander Yanez, Columbus
B.S.Agr.

Sarah Marie Young, Cincinnati
B.S. (Wilmington College)

Kristin Ann Zabrecky, Cincinnati
B.S. (Purdue University)

Transition Options in Postsecondary Settings Program

Certificate of Completion

Natalie Wells Davis, Upper Arlington
James Patrick McNary, Mechanicsburg
Megan Marie Ryan, Columbus

Candidates to be Commissioned in the Armed Forces

United States Army

Second Lieutenant
United States Army

Armor Branch
Clarissa Marie Michaud

Aviation
Austin Wayne Evans

Corps of Engineers
Matthew Thomas Morissette

Field Artillery
Andrew Elliott

Infantry
Clay Thomas Dorman
Andrew David Hater
Kyle John Herschel
Anthony Michael Scinta
Brett James Wisti

Military Police
James Elmer Reinhart

Nurse Corps
Meredith Nicole Rowe
Lucy Marie Wagner

Ordnance
Gar Devaux Chatam
James Clayton Robertson

Quartermaster Corps
Ryan James Fowler

Signal Corps
Michaela Joan Gennuso

Transportation Corps
Kyle Edward Mullins
Nicole Catherine Santos

Veterinary Corps
Maddison Lynn Lambkin

Second Lieutenant
United States Army Reserve

Medical Services Corps
Kayla Marie Konczos

Quartermaster Corps
Griffin Christopher Stanley

*denotes Distinguished Military Graduate
**denotes Distinguished Air Force Graduate
***denotes Distinguished Naval Graduate
Second Lieutenant
United States Army National Guard
Air Defense Artillery
DeMario Imas Palladino
Aviation
Nicholas Garrett Brumfield
Corps of Engineers
Ryan Common Ho
Field Artillery
Nathan Lilburn Carroll
Military Intelligence
Erica Lindsey Coffee
Danny Tan

United State Air Force
Second Lieutenant
United States Air Force
Maxwell Howard Childs
Adam Philip Cincione
Mary Lou French
Nathan Edward Herrmann
Austin Kelly
Jeremy Richard Lott
Haven Noble
Matthew Joseph Ovnic
Donato Ponzi
**Cristian Scott Turain
Jacob Alexander Wright

United State Navy
Ensign
United States Navy
Adam Michael Agosta
Savannah Renee Boleky
Ryan Christopher Buck
Daniel Joseph Butz
Skyler William Derker
Austin Michael Green
Craig Louis Heim
***Christina Kay Howald
Ty Alexander Rummelhoff
DI'Mia Nicole Spivey
Adam Dee Sturgeon
Victoria Ann Weckenbrock
Paul Anthony Williams

Graduates with Honors
Criteria for graduating with honors are listed below. Grade-point averages (GPA) are based on the student’s penultimate semester.

Summa Cum Laude designates those who earned a 3.9 GPA or better.

Magna Cum Laude designates those who earned a 3.7 GPA or better.

Cum Laude designates those who earned a 3.5 GPA or better.

With Honors in the Arts and Sciences requires successful completion of the Arts and Sciences Honors Contract and graduation with a 3.4 GPA or better.

With Honors in Business/Accounting requires successful completion of a prescribed honors program of study and graduation with a 3.5 GPA or better.

With Honors in Education and Human Ecology requires successful completion of an honors experience contract and graduation with a 3.4 GPA or better.

With Honors in Engineering requires successful completion of an honors experience contract and graduation with a 3.4 GPA or better.

With Honors in Medicine denotes successful fulfillment of the College of Medicine Honors Program tenets and a 3.4 cumulative GPA or better.

With Honors in Public Affairs requires successful completion of an honors experience contract and graduation with a 3.4 GPA or better.

With Honors in Public Health requires successful completion of a prescribed honors program of study and graduation with a 3.5 GPA or better.

With Distinction requires successful completion of an undergraduate thesis and a 3.4 GPA or better.

Second Lieutenant
United States Marine Corps
Joshua Matthew Laramie
Ian Allister Murray