

WEDNESDAY, MAY 18, 2022
ACADEMIC AFFAIRS AND STUDENT LIFE COMMITTEE MEETING

Brent R. Porteus
Jeff M.S. Kaplan
Abigail S. Wexner
Elizabeth P. Kessler
Elizabeth A. Harsh
Reginald A. Wilkinson
Michael F. Kiggin
Tom B. Mitevski
Tanner R. Hunt
Susan E. Cole
Gary R. Heminger (ex officio)

Location: WOSU Livestream or
Sanders Grand Lounge, Longaberger Alumni House

Time: 3:30-5:00pm

Public Session

ITEMS FOR DISCUSSION

1. *Provost's Report – Dr. Melissa Gilliam* 3:30-3:40pm
2. *Senior Vice President for Student Life's Report: Focus on Driving Student Success through Engagement – Dr. Melissa Shivers* 3:40-3:55pm

ITEMS FOR ACTION

3:55-4:15pm

3. Approval of February 2022 Committee Meeting Minutes – Mr. Brent Porteus
4. Approval to Establish a Doctor of Philosophy in Immunology and Immunotherapeutics – Dr. Melissa Gilliam
5. Approval to Establish a Master of Supply Chain Management – Dr. Melissa Gilliam
6. Approval to Establish the Department of Dermatology – Dr. Melissa Gilliam
7. Approval to Add a Clinical Faculty Track in the College of Social Work – Dr. Melissa Gilliam
8. Approval to Change the Name of the Department of Near Eastern Languages and Cultures – Dr. Melissa Gilliam
9. Approval of the 2022-2024 Completion Plan – Dr. Melissa Gilliam
10. Amendments to the *Rules of the University Faculty* – Dr. Melissa Gilliam
11. Faculty Personnel Actions – Dr. Melissa Gilliam
12. Degrees and Certificates – Dr. Melissa Gilliam
13. Honorary Degree – Dr. Melissa Gilliam

Executive Session

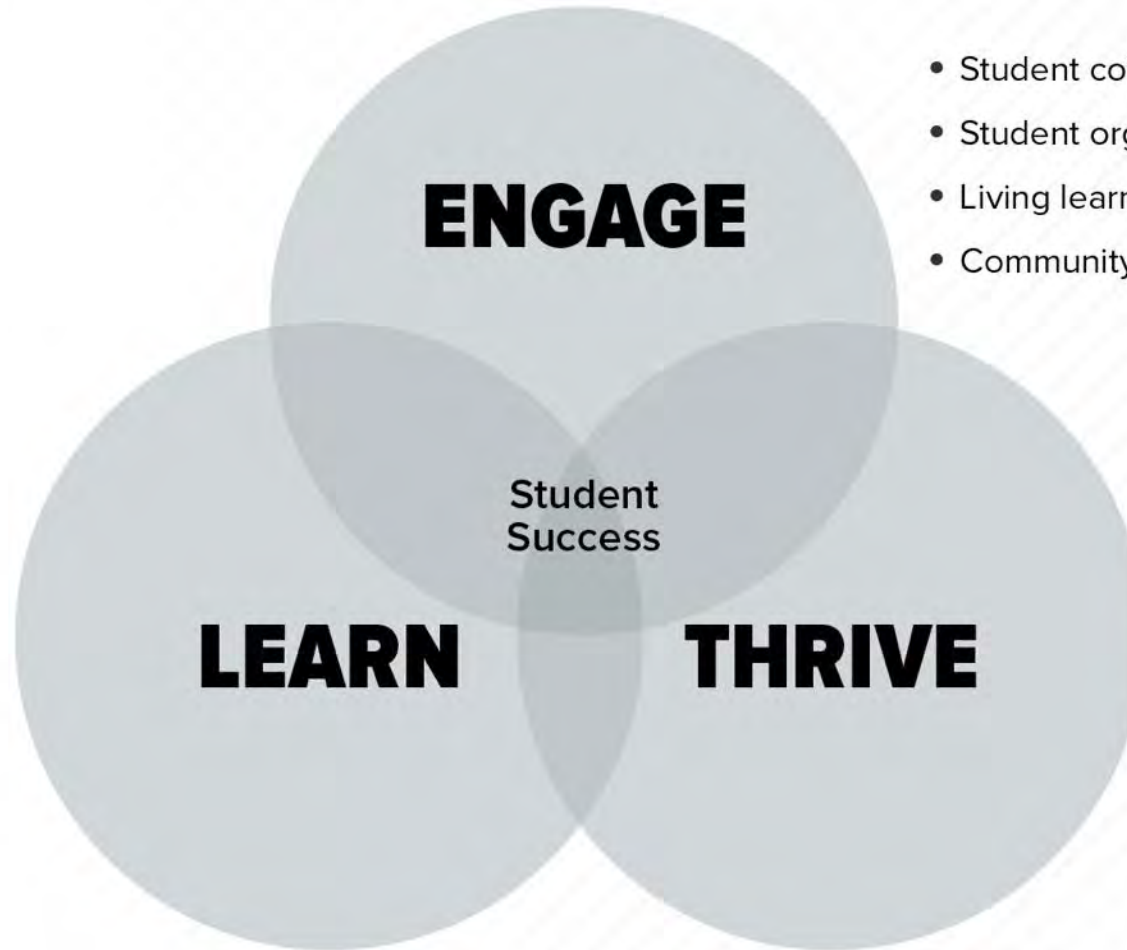
4:15-5:00pm



**DRIVING STUDENT ENGAGEMENT,
LEARNING AND THRIVING**



CONTRIBUTIONS TO STUDENT SUCCESS



- Career development
- Leadership and service
- Mentorship
- Student employment

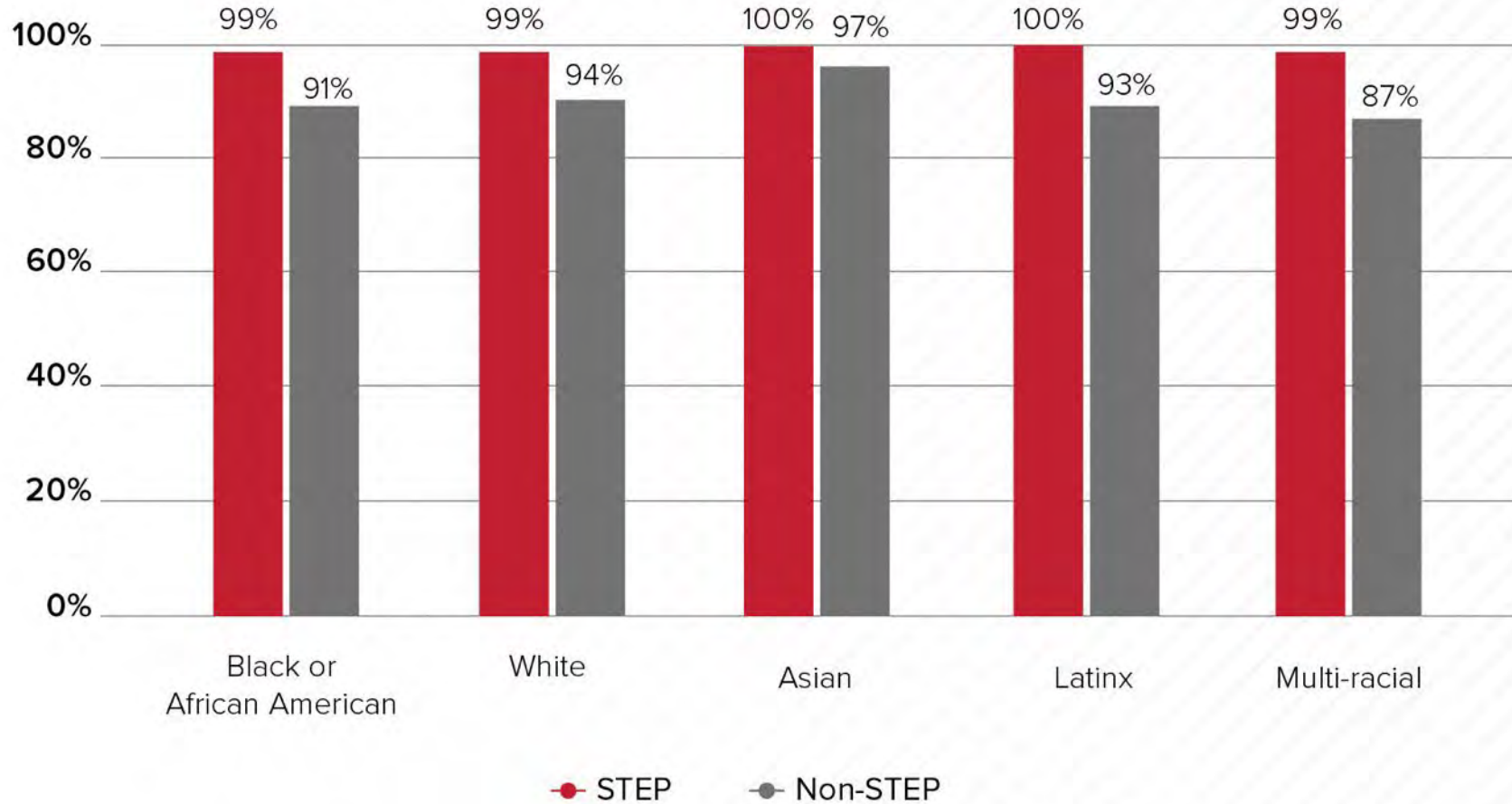
- Student cohort groups
- Student organizations
- Living learning communities
- Community service

- Wellness coaching
- Recreation
- Advocacy
- Student conduct

EXAMPLE: SECOND-YEAR TRANSFORMATIONAL EXPERIENCE PROGRAM (STEP)



Second to Third Year Persistence Rates

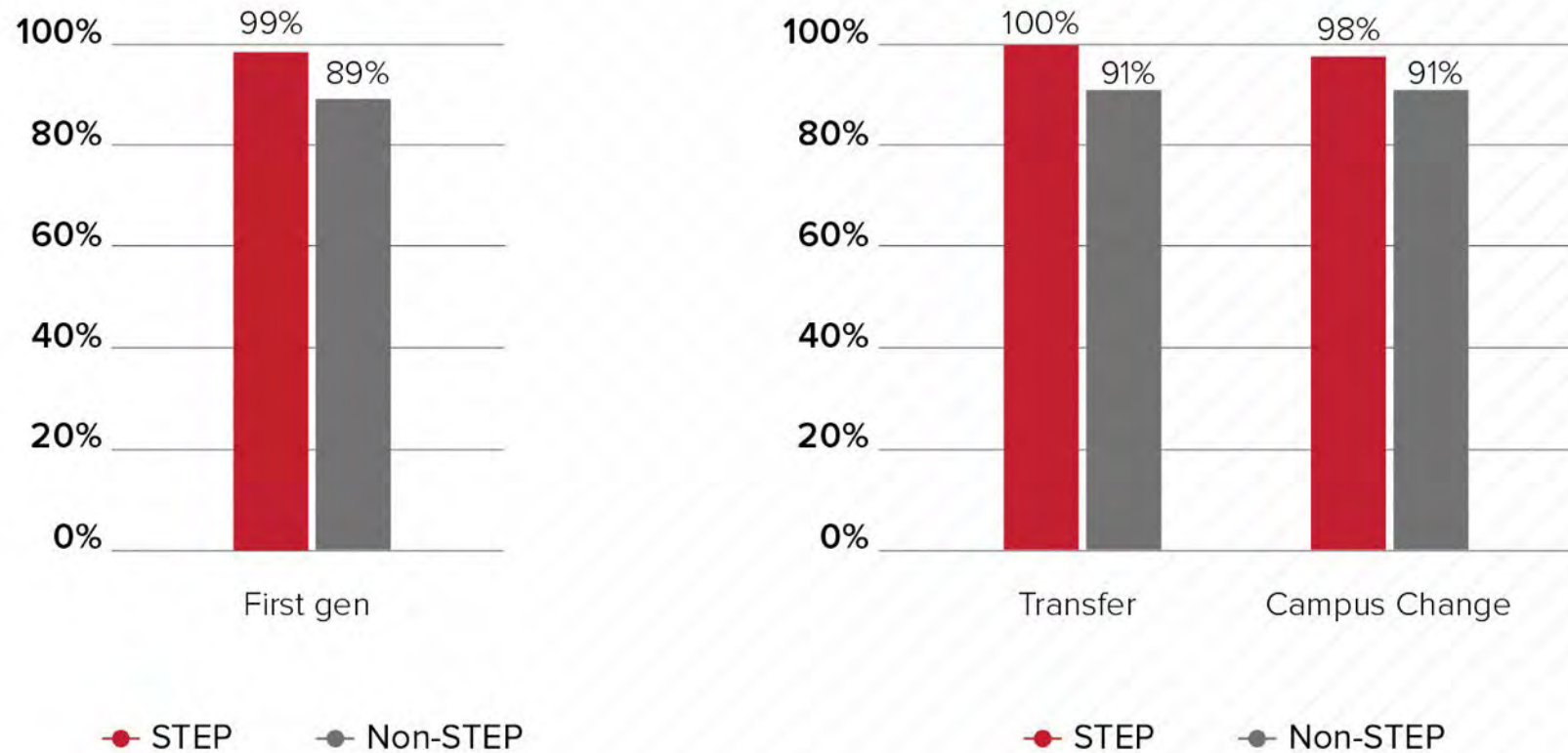


2020-21 cohort

EXAMPLE: SECOND-YEAR TRANSFORMATIONAL EXPERIENCE PROGRAM (STEP)



Second to Third Year Persistence Rates

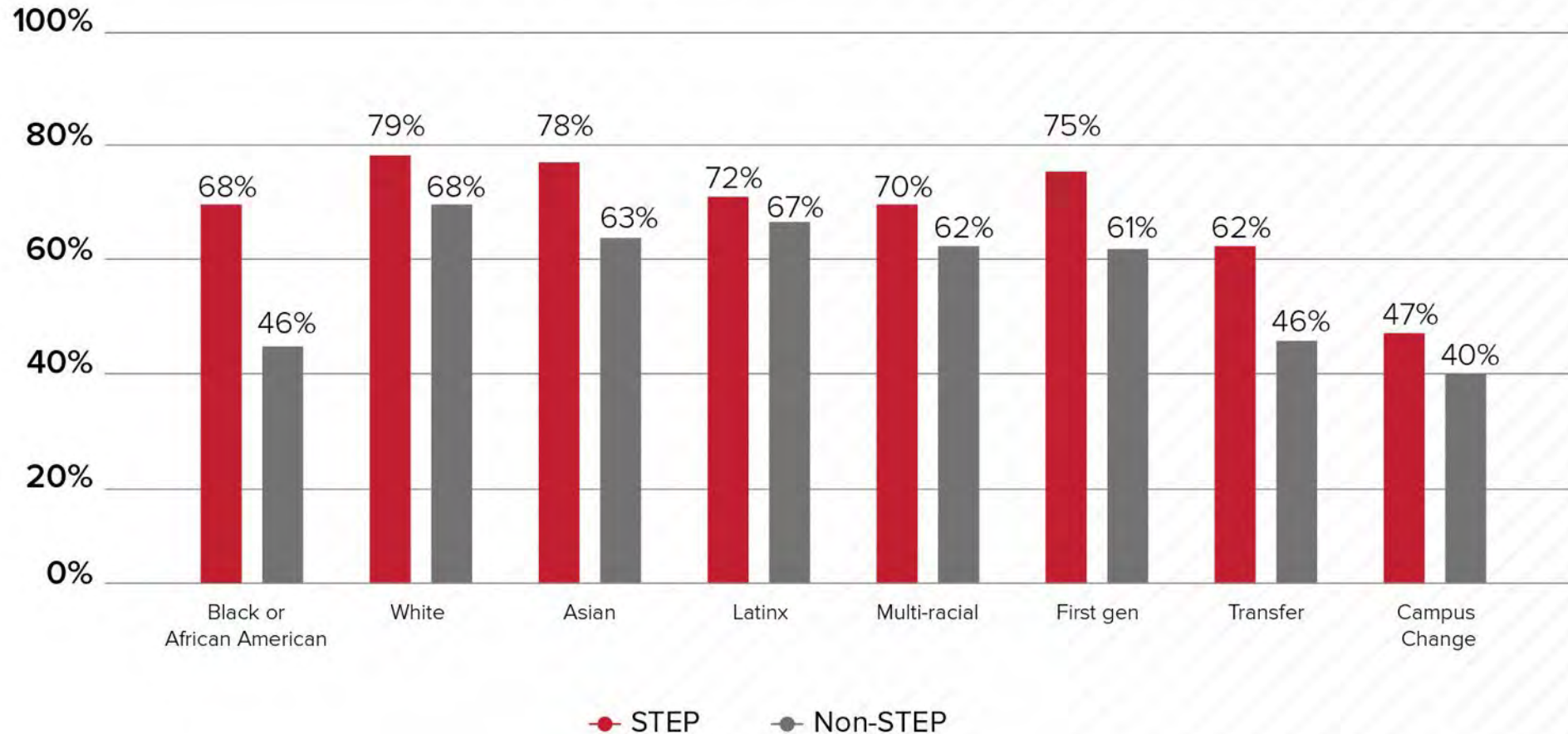


2020-21 cohort

EXAMPLE: SECOND-YEAR TRANSFORMATIONAL EXPERIENCE PROGRAM (STEP)

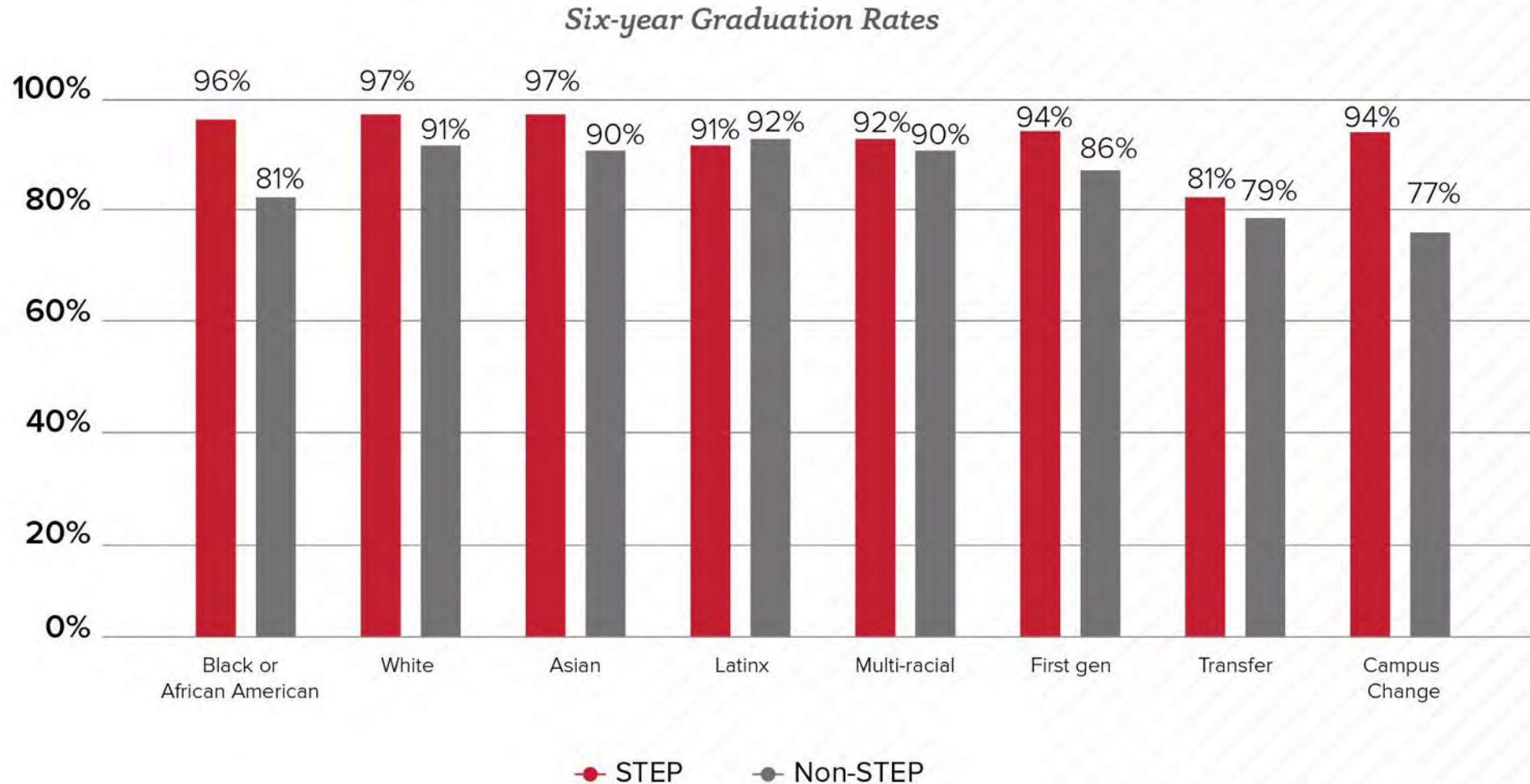


Four-year Graduation Rates



2016-17 cohort

EXAMPLE: SECOND-YEAR TRANSFORMATIONAL EXPERIENCE PROGRAM (STEP)



2016-17 cohort

A STUDENT PERSPECTIVE



Name: Matthew Isakson

Major: Biomedical Engineering

Hometown: Cincinnati, OH

Campus: Columbus



EXAMPLE: STUDENT EMPLOYMENT EXPERIENCE



2.5x

SEE students were 2.5 times more likely than non-SEE students to agree that their supervisor helped them make connections between their work and their classes.

2x

SEE students were 2 times more likely than non-SEE students to agree that their supervisor helped them consider how their student employment role was preparing them for full time employment.

A STUDENT PERSPECTIVE



Name: Kate Gomez

Major: Human Development
and Family Science

Hometown: Upper Arlington, OH

Campus: Columbus



EXAMPLE: STUDENT ORGANIZATIONS AND LEADERSHIP



- Ohio State has more than **1,400** student organizations
- **73%** of Ohio State students are involved in at least one campus activity *(Student Life Survey, 2022)*
- Students who are involved on campus are **2.3 times** more likely to say they have developed as a leader during their time at Ohio State *(Student Life Survey, 2022)*
- Students who are involved on campus are **1.8 times** more likely to have received a job offer at the time of graduation than their peers *(Graduation Survey, 2019-2020)*

A STUDENT PERSPECTIVE



Name: Anna Walker

Major: Biology

Hometown: Troy, OH

Campus: Lima





QUESTIONS?



SUMMARY OF ACTIONS TAKEN

February 9, 2022 – Academic Affairs and Student Life Committee Meeting

Members Present:

Brent R. Porteus
Jeff M.S. Kaplan
Elizabeth P. Kessler

Elizabeth A. Harsh
Reginald A. Wilkinson
Tom B. Mitevski

Tanner R. Hunt (joined late)
Susan E. Cole
Gary R. Heminger (ex officio)

Members Present via Zoom:

Abigail S. Wexner

Members Absent:

Michael Kiggin

PUBLIC SESSION

The Academic Affairs and Student Life Committee of The Ohio State University Board of Trustees convened on Wednesday, February 9, 2022, in person at Longaberger Alumni House on the Columbus campus and virtually via Zoom. Committee Chair Brent Porteus called the meeting to order at 3:29 p.m.

Mr. Porteus kicked off the meeting by welcoming the committee's new faculty representative, Dr. Susan Cole, who joined Ohio State's Department of Molecular Genetics in 2003. From her service as a University Senator to her membership on the President and Provost's Council on Sustainability, she is accustomed to looking at Ohio State's academic enterprise through a broad lens. Her two-year appointment will last through February 2024.

Items for Discussion

1. **Provost's Report:** Provost Melissa Gilliam briefly discussed the most recent wave of the COVID-19 pandemic and the Spring Response Team's work to help the university community move forward despite a difficult start to the spring semester. She also shared updates on a variety of newly launched initiatives that are focusing on student success (e.g., the Scarlet & Gray Advantage Program) and faculty recruitment (e.g., the RAISE Initiative). In particular, she highlighted the Fellow to Faculty Program, which is a tenure-track program that allows new faculty members to focus on their research through a fellowship at the start of their employment before increasing their teaching load. She also shared that the brand new Office of Recruitment and Relocation, led by Assistant Vice Provost Sarah Conley, is helping to ensure new faculty members have the resources they need to move to Columbus and potentially secure employment for their spouses. She concluded her report by sharing her new blog, Academic Voices, and its purpose of elevating both scholarship and academic excellence at Ohio State.

(See Attachment X for background information, page XX)

2. **Senior Vice President for Student Life's Report:** Dr. Melissa Shivers also provided an in-depth look at the spring semester return for students. She focused on the operational adjustments that were made to mitigate the effects of the Omicron variant and ensure an uninterrupted in-person experience. Specifically, she shared that as of February 8, 2022, 93 percent of the university's population – across all campuses

and all populations – had been fully or partially vaccinated; this included 92 percent of undergraduates, 96 percent of graduate/professional students, and 93 percent of faculty and staff. As of February 9, 2022, 14,839 students (23.9 percent) had received a booster shot. She also talked at length about the move-in testing initiative, which contributed greatly to the university's ability to remain open and have a successful start to the spring semester. This initiative required students to partake in antigen testing upon arrival to campus, which ultimately allowed the approximately 340 students who tested positive to either return home or isolate on campus. Within two days, the university completed 10,640 tests with a 3.2 percent positivity rate. Finally, Dr. Shivers ended with a short update on the five recommendations that had been made by the Commission for Student Mental Health and Well-being.

(See Attachment X for background information, page XX)

3. Developing Career-Ready Students: Academic Partnership and Career Success: Dr. Shivers introduced Associate Vice President Dr. Anne McDaniel, Dr. Erica Regan, Director of the Center for the Study of Student Life, and Ms. Nancy Thompson, Director of Buckeye Careers, who shared a high-level look at what skills employers are seeking from today's graduates. They also shared data from Ohio State's Graduation Survey, and how on-campus student employment can contribute to and enhance professional development.

(See Attachment X for background information, page XX)

Items for Action

4. Approval of Minutes: No changes were requested to the November 17, 2021, meeting minutes; therefore, a formal vote was not required, and the minutes were considered approved.
5. Resolution No. 2022-99, Faculty Personnel Actions:

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the November 17, 2021, meeting of the Board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: MARCOS J.G. DE LIMA
Title: Professor (William Greenville Pace III Endowed Chair in Cancer Research)
College: Medicine
Term: January 1, 2022 through June 30, 2026

Name: JEFFREY C. HOROWITZ
Title: Professor (Endowed Professorship in Pulmonary Research)
College: Medicine
Term: March 1, 2022 through June 30, 2026

Name: JOHN D. HUMMEL
Title: Professor-Clinical (Corrine Frick Chair in Cardiac Electrophysiology)
College: Medicine
Term: March 1, 2022 through June 30, 2026

Name: DAMON E. JAGGARS
Title: Interim Vice Provost for Student Academic Success and Dean of Undergraduate Education
Unit: Office of Academic Affairs
Term: November 8, 2021 through June 30, 2022

Name: DANIEL E. JONAS
Title: Professor (Endowed Professorship in Health Services Research)
College: Medicine
Term: March 1, 2022 through June 30, 2026

Name: ROBERT E. MERRITT
Title: Professor-Clinical (Adenil Day Designated Professorship)
College: Medicine
Term: March 1, 2022 through June 30, 2026

Name: MICHAEL A. NEBLO
Title: Professor (College of Arts and Sciences Alumni Professorship)
College: Arts and Sciences
Term: August 15, 2022 through August 14, 2027

Name: *CHRISTOPHER M. NICHOLS
Title: Professor (Wayne Woodrow Hayes Chair in National Security Studies)
College: Arts and Sciences
Term: June 1, 2022 through May 31, 2027

Name: SAKIMA A. SMITH
Title: Associate Professor (Bob Frick Research Chair in Heart Failure and Arrhythmia)
College: Medicine
Term: March 1, 2022 through June 30, 2026

Name: THEODORE WAGENER
Title: Associate Professor (Leonard J. Immke, Jr. and Charlotte L. Immke Chair in Cancer Research)
College: Medicine
Term: January 1, 2022 through June 30, 2026

Name: *RUQAIJAH YEARBY
Title: Professor (Kara J. Trott Professor in Law)
College: Moritz College of Law
Term: August 15, 2022 through August 14, 2027

Reappointments

Name: WENDY HESFORD
Title: Professor (Ohio Eminent Scholar in Rhetoric, Composition and Literacy)
College: Arts and Sciences
Term: July 1, 2022 through August 14, 2027

Extensions

Name: HEATHER C. ALLEN
Title: Professor (Dow Professorship in Chemistry)
College: Arts and Sciences
Term: September 1, 2023 through August 15, 2024

Name: IGOR JOULINE
Title: Professor (Rod Sharp Professorship in Microbiology)
College: Arts and Sciences
Term: August 16, 2022 through August 15, 2023

(See Attachment X for background information, page XX)

6. Resolution No. 2022-100, Approval to Establish a Doctor of Nursing Education Degree Program:

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

WHEREAS the Doctor of Nursing Education (DNE) is a professional degree aimed at preparing nursing educators with doctoral-level training, in teaching the didactic and clinical skills, to prepare future nurses to meet emerging workforce needs, and is distinctive from the college's PhD and Doctor of Nursing Practice (DNP) degree programs; and

WHEREAS it is designed for nurses with an earned Master's degree, includes 50 post-Master's credits, will have two specializations – academic nursing educator and nursing professional development – and can be completed in 5 semesters (full-time) or 8 semesters (part-time); and

WHEREAS it is a distance learning program and there is a Memorandum of Understanding with the Office of Distance Education and eLearning; and the College of Nursing has the resources (personnel and facilities) to offer the program – admitting 30 students the first year, 45 the second, and 60 in subsequent years; and

WHEREAS the proposal has the support of the faculty and leadership of the College of Nursing, and has internal and external letters of support; and

WHEREAS the proposal was reviewed and approved by the Graduate School, and then the Council on Academic Affairs at its meeting on November 3, 2021; and

WHEREAS the University Senate approved this proposal on December 2, 2021:

NOW THEREFORE

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

7. Resolution No. 2022-101, Approval to Establish a Master of Structural Engineering Degree Program

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

WHEREAS the Master of Structural Engineering is a specialized professional degree program aimed at the practicing structural engineer seeking to increase their technical skills alongside their management and leadership abilities; it will equip working professionals with the technical skills to design complex vertical and horizontal structures and provide graduates with the skills to transition rapidly to roles with larger project management responsibilities; and

WHEREAS the proposal provides evidence of a need and interest for such a program; and



WHEREAS it is an in-person, 30-credit non-thesis program that can be completed full-time and part-time and has four primary elements: core advanced and structural dynamics topics; technical electives; professional development topics in business management and finance; and a two-semester Structural Engineering Project; and this unique combination is not available in other regional or national programs; and resources are available to offer the program – admitting 5 students in the first year and building to 25; and

WHEREAS the program will be administered by the Department of Civil, Environmental and Geodetic Engineering, there will be a Faculty Director, a Graduate Studies Committee, and an Industry Advisory Board; and the fiscal and other resources needed for its implementation have been provided; and

WHEREAS the proposal has the support of the faculty and leadership of the Department of Civil, Environmental and Geodetic Engineering and the College of Engineering, and support from the Fisher College of Business; and

WHEREAS the proposal was reviewed and approved by the Graduate School, and then the Council on Academic Affairs at its meeting on January 12, 2022; and

WHEREAS the University Senate approved this proposal on January 27, 2022:

NOW THEREFORE

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

8. Resolution No. 2022-102, Amendments to the *Rules of the University Faculty*

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

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

WHEREAS the proposed changes to rules 3335-7, 3335-19, 3335-5-46 and 3335-5-47.3, as well as the rescission of rules 3335-5-47 and 3335-5-48, in the *Rules of the University Faculty* were approved by the University Senate on January 27, 2022:

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 Attachment X for background information, page XX)

9. Resolution No. 2022-103, Degrees and Certificates

Synopsis: Approval of Degrees and Certificates for spring semester 2022 is proposed.

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

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



NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on May 8, 2022, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

10. Resolution No. 2022-104, Honorary Degrees

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

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

Robert J. Portman Honorary Doctor of Public Service

NOW THEREFORE

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

(See Attachment X for background information, page XX)

Action: Upon the motion of Mr. Porteus, seconded by Dr. Wilkinson, the committee adopted the foregoing resolutions by unanimous voice vote with the following members present and voting: Mr. Porteus, Mr. Kaplan, Mrs. Wexner, Ms. Kessler, Mrs. Harsh, Dr. Wilkinson, Mr. Mitevski, Mr. Hunt, Dr. Cole and Mr. Heminger.

EXECUTIVE SESSION

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

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

The committee entered executive session at 4:10 p.m. and the meeting adjourned at 4:58 p.m.

**APPROVAL TO ESTABLISH A
DOCTOR OF PHILOSOPHY IN IMMUNOLOGY AND IMMUNOTHERAPEUTICS**

IN THE COLLEGE OF MEDICINE

Synopsis: Approval to establish a Doctor of Philosophy degree program in Immunology and Immunotherapeutics in the College of Medicine is proposed.

WHEREAS the goal of the program is to train future generations of immunological researchers — needed for advancing this critical and rapidly growing field — and the university has recruited more than 30 faculty members in immunology over the past three years and established the Pelotonia Institute for Immunology in 2019; and

WHEREAS the focus of the program will be to educate and train students in both fundamental and cutting-edge principles of immunology, as well as to perform primary research in the field, and emphasis areas include, but are not be limited to, cellular and molecular immunology, immunology and infectious diseases, translational immunology, and systems immunology, and a market analysis has been provided; and

WHEREAS the program will be a minimum of 80 semester credit hours over 15 to 18 semesters, is full-time and in-person, and is expected to admit six students each autumn starting autumn 2023; and

WHEREAS the program will be administered through the Department of Microbial Infection and Immunity, has a program director and a Graduate Studies Committee (with appropriate subcommittees), has a five-year budget projection, and has an appropriate infrastructure in place that includes many related centers, laboratories, and facilities; and

WHEREAS the proposal has the support of the College of Medicine leadership and from academic units within the college, and from the College of Arts and Sciences and the College of Veterinary Medicine; and

WHEREAS the proposal was reviewed and approved by the Graduate School, and then the Council on Academic Affairs at its meeting on January 12, 2022; and

WHEREAS the University Senate approved this proposal on February 8, 2022:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Doctor of Philosophy degree program in Immunology and Immunotherapeutics in the College of Medicine.



THE OHIO STATE UNIVERSITY

COLLEGE OF MEDICINE

Ph.D. Graduate Program in Immunology and Immunotherapeutics

The Ohio State University College of Medicine, Department of Microbial Infection and Immunity

Submitted October 25, 2021

BASIC CHARACTERISTICS OF THE EDUCATIONAL PROGRAM

Brief description of the disciplinary purpose and significance of proposed degree

We are seeking approval for a graduate program to award students a Doctor of Philosophy (Ph.D.) degree in Immunology and Immunotherapeutics. The program's primary goal is to train future generations of immunological researchers, a prerequisite for advancing this critical and rapidly growing field. The Ohio State University (OSU) is exemplative of this growth, with the recruitment of over 30 faculty members in immunology in the last three years, as well as establishment of the Pelotonia Institute for Immuno-Oncology (PIIO) in 2019. The proposed program will combine focused, formal education with hands-on research training for individuals holding a bachelor or a more advanced degree, who are seeking to become recognized leaders in academic, pharmaceutical, biotech, government, and public health fields. Learners in the program will benefit from Ohio State University's environment of diversity, education, ethics, honesty, integrity, personal and professional growth, professionalism, and responsibility.

The program will be offered at the OSU-Columbus campus, located in central Ohio, and will fill a need for students who wish to pursue careers related to immunological research. Graduates of the program will gain a highly advanced knowledge base and skillset in the fundamental principles and translational aspects of immunology. Graduates will be prepared to contribute to rapidly growing fields, including basic molecular and cellular immunology research, or more applied areas, such as the development of vaccines, diagnostics, and immunotherapeutic strategies that target cancer, autoimmunity, and existing or emerging pathogens. A primary strength of the program is its location within the College of Medicine of the Ohio State University, one of the largest research universities in the nation, with more health sciences colleges and extensive laboratory and clinical infrastructure than any other university in the U.S.A.. This will ensure that students are exposed to cutting-edge fundamental and clinical research in an array of specialties related to immunology. Importantly as well, students in the program benefit from a well-developed educational environment within a college experienced in graduate-level education (a combined 15 PhD and MS degrees currently offered), a superb curriculum of established courses, and significant interaction with trainee colleagues from related PhD and Master's programs within the laboratory environment.

Definition of the program focus

The focus of the program will be to educate and train students in both fundamental and cutting-edge principles of immunology, as well as performing primary research in the field. Within this broad area, students will have the option to engage in emphasis areas related to both basic and applied aspects of immunological research. These areas include but are not limited to: (1) cellular & molecular immunology, (2) immunology of infectious diseases (host-pathogen interactions), (3) translational immunology (immunotherapeutics & immuno-oncology, vaccine development), and (4) systems immunology. The required curriculum will be a combination of didactic, journal club, seminar, and research-based coursework, culminating in the successful defense of a doctoral thesis. As noted, students will have the option to focus their curriculum through selection of a wide array of advanced electives in immunology and related courses. The curriculum will be consistent with the program's mission to provide the training and knowledge necessary for a high-level career in a research or related environment, and contribute to the betterment of human health. As contrasted with the University's many excellent MS degree options, most notably the newly approved Masters in Immunology and Microbial Pathogenesis program, successful completion of a PhD in this program is dependent on the graduate establishing themselves as a world authority in their field of research, a benchmark by which acceptance of their doctoral thesis will be judged.

Rationale for degree name

The doctorate degree name of Immunology and Immunotherapeutics was chosen for this program as it reflects the learner's completion of their doctoral thesis research in the designated area, preparing them to engage in original research pertaining to basic and/or translational aspects of immunology and other associated fields.

Duration of the program

Total Credit Hours: A minimum of 80 semester credit hours will be required to earn the Ph.D. in Immunology and Immunotherapeutics. This minimum is required by the OSU Graduate School, is consistent with statewide and regional alternatives for a Ph.D. in related fields (similar to U. of Cincinnati and U. of Toledo, see Table 3), and is reflective of the hands-on, research commitment necessary for completion of a culminating doctoral thesis document. These credit hours consist of 80 hours of core courses (including 40 from laboratory research practicum) and 13 hours of elective courses (see Table 1 and Appendix C).

Length of Time for Completion: The curriculum is designed to be completed in an estimated 15 to 18 semester terms initiating in Autumn of Year 1 (AuY1) and culminating sometime within Year 5 or 6. Students can elect to begin early by enrolling in their research laboratory rotation course during the summer term prior to AuY1. While the program will provide opportunities for up to three research rotations before selecting a thesis laboratory, it will also allow direct admits into a selected laboratory should the Graduate Studies Committee approve a request made by both student and advisor. Following matriculation into the dissertation research laboratory, students will have to successfully pass a candidacy exam to continue in the program, following completion of core coursework (sometime between AuY2 and SpY4). This exam will have both written and oral components, with the written section modeled after an NIH F31 graduate research fellowship application. Students will be expected to form a Graduate Dissertation Committee under the guidance of their research mentor and the Program Director, which will guide the student's progress, as well as administer both the candidacy exam and dissertation defense.

Table 1. – Proposed courses in required curriculum.

Immunology and Immunotherapeutics PhD Required Curriculum	
BSGP 7070 Fundamentals of Grant Writing	4 semester hours
BSGP 7000 Biomedical Sciences Survey (AU-Y1)	6 semester hours
MEDMCIM 7500 Recent Discoveries in Immunology and Microbial Pathogenesis (each semester Y1 and Y2))	4 semester hours (1hr/semester)
BIOPHRM 7510 Professional and Ethical Issues in Biomedical Science (SP-Y1)	2 semester hours
MEDMCIM 7010 Cellular and Molecular Immunology (SP-Y1)	3 semester hours
MEDMCIM 8010 Selected Topics in Advanced Immunology (Au Y2)	2 semester hours
BSGP 7900 - Cancer Immunology: Critical Journal Readings	1 semester hour
BMI 5750 Methods in Biomedical Informatics and Data Science (Su Y2)	3 semester hours
MEDMCIM (TBD) Advanced Immuno-Oncology (Sp Y2)	3 semester hours

Graduate Electives (may be in Immunology and Immunotherapeutics graduate program (I2GP) or in other programs such as BSGP, CBG, Neuroscience, Physiology, MCB). At least 6 credit hours of the 10 required elective credit hours must be in the classroom setting and the remainder may be seminars; electives may be consistent with recommended courses in the area of research emphasis.	12 semester hours
MEDMCIM 8999 Graduate Research in Microbial Infection and Immunity	40 semester hours
Total	80 credits

Departmental Abbreviations: BIOPHRM, Biochemistry and Pharmacology; BMI, Biomedical Informatics; BSGP, Biomedical Sciences Graduate Program; CBG, Cancer Biology and Genetics; MCB, Molecular and Cellular Biochemistry; MEDMCIM, Microbial Infection and Immunity

Admission timing

The program is expected to be implemented beginning in the autumn semester of 2023. It is anticipated that the program will admit six students each autumn. As discussed above, the number of enrollees may be amended to include approved direct admits in any given year.

Primary target audience for the program and admission requirements

The program consists of ~15-18 terms (autumn, spring, summer), delivered on campus with a required research-based component. For these reasons, we project the primary target audience to be students with proximity and availability to the Columbus campus during daytime hours, Monday-Friday. This is a full-time program, and students will be expected to dedicate one hundred percent of their academic and professional efforts to completion of this degree.

As potential dissertation focus areas are diverse, students accepted into the program are likely to have varying backgrounds of both formal education and professional experiences. Students will be expected, however, to hold a bachelor's degree in the biological sciences (or related field), be seeking to advance their knowledge and skills to increase their chances for employment and/or increase their earning potential in relevant immunological research positions. Highly competitive applicants will also have a proven history of research experience and lab skills developed as a student, volunteer, or employee. In lieu of demonstrated basic laboratory skills, an optional course, MEDMCIM 7050 - Laboratory Scientific and Management Skills, maybe recommended to be taken during the student's initial term). Prior to applying to the program, applicants are encouraged to reach out to the Program Director to discuss how well their individual academic and professional experiences align with the curriculum.

Recruitment and admissions are to be handled through the OSU Office of Graduate Education, and adhere to an application process with the following qualifications:

- A personal statement of why the applicant is applying to the program
- A 1-2 page written description of past research experiences (to include types of research and duration of research experience) listing all poster presentations, research talks, and publications
- An official transcript with proof of completed bachelor's degree (or higher) in any of the biological sciences or related areas, or a combination of related major along with successful completion of relevant prerequisites (as defined by the course description in the OSU Registrar's course catalog,

e.g. MEDMCIM 7010 prerequisites are listed as “graduate standing or by permission of instructor”) for the required core curriculum (see Table 1 for core-course listings). A minimum GPA of 3.0 will be required for admission to the I2GP.

- Three letters of recommendation
- All international applicants whose native language is not English will be required to take the Test of English as a Foreign Language (TOEFL) and have an official score report sent directly to the Associate Dean for Graduate Studies from Educational Testing Service. The recommended minimum TOEFL scores are 560 (written) or 220 (electronic) or 89 (internet based)

Evaluation of applicants for admission to the program will adhere to the principles of individualized holistic review. Therefore, GPA and test scores will be considered as but single metrics in the admissions process, with no score considered as a sole criterion for admission into the program.

Special efforts to enroll and retain underrepresented groups

According to 2019 NSF report, “Women, Minorities, and Persons with Disabilities in Science and Engineering”, only 7 percent of science and engineering doctorate holders employed as full-time, full professors at all institutions were from underrepresented racial and ethnic groups. This number decreases at research intensive institutions, falling to only four percent. We plan to work with our college, university, and collaborating institutions to facilitate recruitment and retention of underrepresented and minoritized groups. These groups include, but are not limited to, those minoritized by race, gender, and socio-economic status. With regards to race, special efforts will be made to recruit Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders which constitute the most underrepresented doctoral awardees as of 2021 (as reported by NSF-funded National Center for Science and Engineering Statistics). For example, efforts will be made to attend and recruit at conferences that focus on underrepresented groups (e.g. ABRCMS, SACNAS). Furthermore, the OSU Office for Diversity and Inclusion is committed to enhancing the recruitment, admission and retention of students from underrepresented groups. This office currently offers services including professional and personal guidance, summer research opportunities, career development and pipeline programs, visiting student programs, interaction with other minoritized groups, and networking and mentorship opportunities throughout the Institution’s affiliations. Finally, program faculty have and will continue to actively seek NIH diversity supplements, which will provide valuable resources to both support and retain students from underrepresented groups. It is important to note that our faculty have already been successful in obtaining this type of funding.

INSTITUTIONAL PLANNING FOR THE PROGRAM

Physical facilities, equipment and staff needed to support the program

OSU is one of the largest research universities in the nation, with more health sciences colleges and extensive laboratory and clinical infrastructure located in proximity to each other than any other university in the U.S.A. The Immunology and Immunotherapeutics Graduate Program (I2GP) will be housed in The Ohio State University College of Medicine and implemented through the Department of Microbial Infection and Immunity. The department currently has 31 principal investigator-led laboratories, which will serve as a major component of the physical research needs of the program. Other immunology researchers throughout the College of Medicine (e.g., housed in the PIIO, Clinical Divisions, or OSUCCC) will also provide training environments for students of the I2GP program. Below is a description of the physical facilities, equipment, and researchers that provide a rich resource and intellectual environment at OSU.

The **Department of Microbial Infection and Immunity (MI&I)** is located within the Biomedical Research Tower of the Wexner Medical Center at The Ohio State University (OSUMC). The MI&I laboratories occupy approximately 23,000 sq. feet on the seventh floor of the Biomedical Research Tower, a 403,000-square-foot state-of-the-art building, across the street from the Medical Center. Major themes of the department are respiratory infectious diseases, intracellular parasitism, granulomatous inflammation, immunology, and epigenetic control of innate and adaptive immunity. MI&I space includes several common user areas, with 2 cold rooms and multiple procedure rooms outfitted for molecular and tissue culture work, as well as rooms dedicated to microscopy (including confocal and live imaging microscopy), flow cytometry & cell sorting.

Core MI&I equipment in the BRT includes: Class IIA 6 feet Biosafety Cabinets, double water-jacketed CO₂ incubators, multiple incubators and shakers for bacteria culture, a Sheldon Bactron anaerobic chamber, a Beckman Optima L-100 XP Ultracentrifuge with numerous rotors, a Beckman Optima™ TLX Ultracentrifuge, an Avanti J-25I High Performance centrifuge, a Beckman J2-21 centrifuge, low-speed Beckman Coulter X-14R/X15R refrigerated centrifuges, refrigerated microcentrifuges, several non-refrigerated microcentrifuges, a Molecular Devices SPECTRAMax M2e and a Molecular Devices SPECTRAMax M5 Multi-Mode spectrophotometer/luminometer/fluorometer microplate reader, a BioRad Bioplex Luminex-based multiplex system, a BioRad Tetrad 2 thermocycler, three eppendorf Mastercycler gradient thermocyclers, two BioRad MyCycler thermocyclers, BioRad iCycler thermocycler, two BioRad CFX96 and one Applied Biosystems real-time PCR systems, a BioRad Molecular Imager ChemiDoc XRS Imaging system, a Fotodyne Imaging system, a BD FACS Canto II Flow Cytometer, a Purelab and a Millipore Ultra water purification systems, a Beckman Biomek 2000 robotic system, two NanoDrop Spectrophotometers, a Savant speed-vac and gel dryer system, a size-exclusion chromatography system consisting of a HPLC connected to different sizing columns to perform lipoglycan purifications, silica gel column chromatography systems for lipid purifications, thin layer chromatography systems to allow for visualization and identification of lipids and carbohydrates, inverted microscopes with cameras, Olympus fluorescence microscope with DIC optics and software for camera, a Nikon high-speed live-cell fluorescence imaging platform, an IVIS Lumina Camera system, an Olympus FV10i confocal camera capable of life cell imaging, liquid nitrogen storage system, ATR/Heto Freeze-dryer lyophilizer, a BioRad Experion Automated Electrophoresis Station, liquid chromatography systems, a UV-crosslinking oven, UV transilluminator, a blue light transilluminator, two electroporators, two pH meters, water baths, shaking incubators, refrigerators, -20°C and -80°C freezers, balances, phosphoroimager, two autoclaves, and two automated dishwashers.

Pelotonia Institute for Immuno-Oncology (PIIO). Established in 2019 by the Ohio State University Comprehensive Cancer Center – James Cancer Hospital and Solove Research Institute (OSUCCC – James), the PIIO is a comprehensive bench-to-clinical-trial research institution that accelerates advanced immunotherapies to fight cancer under the direction of founding director, Zihai Li, MD, PhD. The PIIO's goal is to be the world's leader in basic and translational immuno-oncology through the creation of IO Centers of Excellence; establishing top-notch immune discovery and monitoring platforms to support existing and new cutting-edge clinical trials; training the next generation of IO researchers; and promoting IO collaborations with industries and other Immuno-Oncology centers across the nation.

Current members of the PIIO include over 100 active OSU researchers who are leaders in their respective fields (www.cancer.osu.edu/PIIO). The institute is actively recruiting, bringing more than 30 additional investigators to the PIIO and the OSUCCC-James over the next 5 years. The PIIO collaborates with multiple OSU colleges and stakeholders, including the Colleges of Medicine, Engineering, Veterinary Medicine, Arts and Sciences, Pharmacy, Public Health, as well as the James Cancer Hospital, and Nationwide Children's Hospital (NCH). The PIIO focuses on Systems Immuno-Oncology (Fundamental Cancer Immunology and Cancer Immunogenomics) and Translational Immuno-Oncology (Cell Therapy and Clinical Immuno-Oncology). Complementing and supporting these programs are the PIIO's education and research development initiatives which include IO workshops, seminars and retreats; IO training opportunities for fellows and graduate students; and pilot immunotherapy projects designed to move promising innovative therapies from the laboratory to the clinics. The PIIO occupies the 5th floor of

the Biomedical Research Tower (~21,000 sq. ft), with contiguous space for laboratories and research cores to create a highly collaborative environment to advance its mission.

The PIIO has developed the Immune Monitoring and Discovery Platform (IMDP) to provide comprehensive cell- and molecule-based immunoassay services to support basic, translational, and clinical immuno-oncology (IO) studies. The IMDP is no standard shared resource core. Rather, it operates as a technological hub for innovative IO research, paving the way for advanced immune phenotyping and functional analyses as well as multiplexed biomarker detection discovery methods. The platform's mission is to mix state-of-the-art instrumentation, high levels of expertise, and exceptional customer service to create an environment that fosters creativity, collaboration, and productivity (Figure 1). The IMDP delivers high-content spectral flow cytometry and cell sorting, mass cytometry, highly-multiplexed tissue imaging, monoclonal antibody production and purification, single cell proteomics and genomics services as well as related accessory equipment with an emphasis on automation. The platform offers QA/QC for all instrumentation, training, experimental design, troubleshooting, and general assistance to users for all services, from the point of experimentation to publication and/or grant application. The IMDP has five specific aims: 1) Provide cutting-edge IO focused technology that gives researchers a panoramic view of the immune system with regard to cancer research and treatment; 2) In concert with the PIIO's Immuno-Informatics Group, provide data analytics for flow cytometry, CyTOF, scRNA-seq, scATAC-seq, single-cell proteomics and genomics, bulk RNA-seq, ChIP-seq, ATAC-seq, cytokine data, and spatial imaging; 3) With experts in antibody and protein production, generate novel and high-quality immune reagents, including therapeutic antibodies and recombinant fusion proteins, which will facilitate development of next generation IO biologicals; 4) Develop and maintain an IO Bank as a comprehensive platform for collecting and preserving fresh cells and tissue from IO trial patients and routine clinical care patients, all linked to clinical and research data in real time; and 5) Train and mentor investigators on advanced immune phenotyping and multiplex technologies and novel immunoassay reagent generation.

Additional Core Research Resources - The Department of Microbial Infection and Immunity has access to many state-of-the-art shared core research facilities (see <https://medicine.osu.edu/research/resources/core-facilities> for a full listing). Some examples relevant to the proposed degree program are:

OSU BSL-3 Research Core - Research projects involving risk group 3 (RG3) pathogens, such as ongoing SARS-CoV-2 research takes place in the BSL3 facilities/resources available at The Ohio State University and the OSU College of Medicine (OSU COM). The BSL3 Facility focuses on RG3 respiratory pathogens including emerging pathogens (e.g. SARS-CoV-2), and pathogens that can cause worldwide chronic and antibiotic-resistant infections (e.g. *Mycobacterium tuberculosis*). BSL3 facilities available for research include: a 3350 sq. ft lab space located in OSU Biomedical Research Tower (BRT), which consists of 6 separate laboratories for safely handling and processing infected tissues and cultures. These laboratories contain biosafety cabinets, centrifuges, microcentrifuges, light and fluorescent microscopes, ELISA and microplate readers, CO₂ and humidified incubators. Computer stations facilitate the safe removal of notes and data from the facility.

Access to BSL3 facilities is granted only when personnel receive thorough biosafety training and appropriate on-site training. Training materials are reviewed by the BSL3 Program leadership, Institution Biosafety Officer, and EH&S leadership. Biosafety training emphasizes the facility design and systems in place and the current rules for best practices and regulations that users must follow. Refresher training is provided on an annual basis and time sensitive issues are discussed in the monthly BSL3 user group (BUG). Further emphasis on administrative controls (e.g. BSL3 protocols), alongside on-site training focused on demonstrating proper application of personal protective equipment (PPE), facility features, and proper usage of equipment is given before authorization. Junior scientists must be accompanied and supervised by senior scientists who are experienced in BSL3-related techniques to ensure proper handling of infectious materials. The BSL3 program at OSU ensures that all BSL3 users are fully trained and supported by operational staff.

OSU University Laboratory for Animal Resources (ULAR) - Animals to be used for this study are covered by an institutional protocol. The basement level of the BRT houses the animal facility. This facility provides resources for the performance of experiments involving animal models of human diseases. ULAR is responsible for the animal care program that is AAALAC-accredited since 1962 (Accreditation # 028). Over 100,000 sq. ft of animal housing space in 15 facilities can accommodate rodents, rabbits, swine, ruminants, and dogs as well as other species. Rodent facilities have over 70 dedicated rooms, which include barrier housing, sterile housing, phenotyping, and GEM production facilities. ULAR consists of 3 veterinary ACLAM diplomats, 4 clinical veterinarians, and over 70 fulltime animal care staff.

OSU Flow Cytometry Shared Resource (FSCR) - This core facility assists in the analysis and sorting of cell populations according to the expression of selective cellular markers. Software available for use offline includes: WinMDI, Modfit, Cellquest Pro and FACSDiva. Imaging output software used is Microsoft office for both PC and Macintosh systems. Instrumentation includes the BD FACS Aria, and FACS Vantage and i-Cyt Reflection. Bectin-Dickinson FACS Caliber, equipped with 4 MPT's allowing for 4 color-analysis, using a 488 nm air-cooled Argon and 633 nm helium-neon laser as excitation wavelengths. The Becton-Dickinson FACS Vantage SE, capable of 6-color analysis, utilizing a Krypton 302C Inova laser for multi-line excitation 350-600 nm. This instrument has a turbo-sort option and a CLONECYT single-cell or multi-cell deposition system for microtiter plates or microscopy slides.

Campus Microscopy and Imaging Facility (CMIF, www.cmif.osu.edu) on the 2nd floor of the BRT offers a full range of microscopes, and support instrumentation allows cell and tissue preparation with immunocytochemistry, in situ hybridization, freeze-fracture, cryo-ultramicrotomy, scanning and transmission electron microscopy (FEI Nova 400 Nano SEM, FEI Tecnai G2 Bio Twin TEM). This facility also has a Zeiss LSM510 Scanning Confocal Microscope, an Olympus FV1000 Multiphoton, and a Visitech Infinity 3 Live-Cell Confocal Microscope. All microscopes are staff-operated or self-operated after training.

Laser Microdissection Pressure Catapulting Molecular Analysis Facility - This core facility contains a robotized PALM MicroLaser system with PALM MicroBeam IV instrument from Carl Zeiss MicroImaging GmbH and PALM RoboStage/RoboMover for high throughput sample collection. The facility enables molecular analyses of laser captured tissue material. Services include standardization of novel techniques related to tissue processing, staining, fixation and capture, with the goal of preserving nucleic acid and protein integrity of the laser-captured tissue. Capture and analysis of tissue down to the resolution of a single cell population (cutting precision 0.6 micron) from *in vivo* tissue sections is routinely performed. In addition, the facility has developed a way to rapidly identify and capture human blood vessels from clinical samples in a manner that makes high-density screening of the transcriptome possible.

The Genomics Shared Resource - This resource occupies about 2,400 square feet on the 2nd floor of the BRT. The Genomics Shared Resource provides both Nucleic Acid services and Microarray services. It offers instrumentation and expertise for DNA and RNA analysis using sequencing, genotyping, real-time PCR, Affymetrix GeneChips, nCounter Analysis, next-generation sequencing, DNA synthesis support and genome-wide analysis using the Illumina NGS platform and Affymetrix and customizable gene chips. Affymetrix GeneChip System including two GeneChip Hyb-Station Oven 320/640, Two Affy. Fluidics Station 450 and One Affy. GeneChip Scanner 3000. The system for in-house custom microarray including GeneMachine OminiGrid 100 Arrayer; Tecan TeMo Liquid Handling Workstation and four Tecan HS4800 Hybridization Stations; two Axon 4000B and 4200A Microarray Scanners, two MJ Tetrad thermocycler and PE 9700 PCR Machines. Applied Biosystems 3730 DNA Analyzers, Illumina Genome Analyzers Iix, 4 Applied Biosystems 7900HT sequence detection systems, NanoString Technologies' nCounter System, Sequenom Compact MassArray, Transgenomic Wave DHPLC Systems, Beckman Biomek FX liquid handler, Typhoon 9410 imager and Personal Densitometer from GE Healthcare, and Agilent Bioanalyzer.

The OSU Campus Chemical Instrument Center (CCIC, www.ccic.ohio-state.edu) - located on the 2nd floor of the BRT, provides state-of-the-art research facilities in three areas: Nuclear Magnetic Resonance (NMR), Mass Spectrometry (MS) and Proteomics Facility. The Mass Spectrometry and Proteomics facility is directed by Dr. Liwen Zhang and is equipped to offer a broad range of services with seven state-of-the-art mass spectrometers: a Thermo LTQ-Orbitrap, a Thermo LTQ, a Bruker Esquire LC/MS, a Micromass LC-TOF, a Bruker Reflex III MALDI-TOF, a Thermo Trace GCMS, and a Micromass Q-TOF II. The lab is also equipped with an Ettan Spot Handling Workstation and a Dalt12 system for complete proteomic analysis including gel electrophoresis separation and subsequent protein identification, post-translational modification analysis and MudPIT. These instruments provide for accurate mass determination, sequence determination of biomolecules, oligonucleotides analysis, molecular weight analysis by mass assignment (ESI, EI, MALDI), quantification using GC-MS, and peak detection and identification by LC/MS.

Comparative Pathology & Mouse Phenotyping Shared Resource (CPMPSR) Facilities - The CPMPSR provides expert, readily available and affordable experimental pathology support to investigators utilizing animal models to study human disease. Comparative pathologists affiliated with the CPMPSR are familiar with normal anatomy and physiology, as well as background-, age-, and strain-related lesions of various animal models. Recognition of lesions and their interpretation in the context of individual investigations provides a critical component to research incorporating animal models. Services include comprehensive macroscopic and microscopic examinations of various species of laboratory animals with an emphasis on the phenotypic characterization of newly produced lines of genetically engineered mice. Additional services include hematology, clinical chemistry, radiography, routine frozen and paraffin slide preparation as well as tissue microarray preparation and special histochemical and immunohistochemical staining.

The main laboratory for the CPMPSR is located on the 4th floor (467/471) of the Veterinary Medicine Academic Building (VMAB). The core has: a Euthanex SMARTBOX unit; 7' TBJ, Inc. 36-84-S down-draft, height-adjustable necropsy table; a 4' Pacific Southwest Prep Station Lab down-draft tissue trimming station; necropsy equipment; an Olympus SZ-6145TR stereozoom microscope with attached Altra 20 digital camera; Hewlett Packard Faxitron Series Cabinet Xray System; and, photographic equipment (Nikon D90 digital SLR with Nikon 60 2.8 micro lens, photo stand and lighting). The necropsy room is also equipped with a MOPEC LD500 ventilated tissue storage cabinet. The clinical pathology laboratory is equipped with automated benchtop hematology (FORCYTE Autosampler 10 with OSI Data Management System) and chemistry (VetAce) analyzers, as well as an Aerospray hematology slide stainer-centrifuge with Cytopro rotor. The laboratory also includes a Fisher double door refrigerator, 2 Thermo Forma freezers (-70°C), and, 2 refrigerated centrifuges (Beckman Allegra X-22, Eppendorf). In addition, the lab has a doubled-headed Olympus BX41 light microscope with attached Altra 20 digital camera for performing blood differential counts and evaluation of urine/fluid/cytology samples. The histology laboratory (302 Goss Laboratory) occupies approximately 1160 sq. ft. and includes Tissue Tek VIP and Fischer Histomatic 266 MP tissue processors; Shandon HistoCentre 2 and Tissue Tek embedding stations; 6 microtomes (Olympus 4055 micro, Leitz 1512, HM315); a Dako Universal Training Center autostainer with Seymour slide labeler; a Leica IPS modular histology slide printer; Microm HM500 OM and Leica CM1950 cryostats; and, an Olympus BH2 immunofluorescence light microscope. Other support equipment includes pH meter, balances, centrifuges, FG-311 refractometer and vortex mixers. Room 933 in the Biomedical Research Tower is used for image analysis and discussing pathologic findings with investigative staff. The room includes a 6-headed Olympus BX51 light microscope with attached Altra 20 digital camera and MicroSuite software linked to a 42" Panasonic plasma television. Reference laboratories, including AniLytics, Incorporated in Gaithersburg, MD and Rules Based Medicine in Austin, TX provide specialized testing such as hormone and cytokine assays.

OSU Human Tissue Resource Network (HTRN), Pathology Core Facility - The core has: Microtomes (4), Cryostat (1), Tissue Processor (1), Water Baths (5), Automated Slide Stainer (1), Automated

Immunohistochemistry Instrument (DAKO) (2), Automated Slide Labeler (TBS) (1), Tissue Matrix Array (Beecher Instruments) (1), Vacuum Processor (1), Refrigerators (2), Freezers (3), Real(time PCR (Roche) (1), ABI(3130XL DNA Sequencer (1), Microcentrifuge (2), Balances (2), Bioview Accord Semi(automated Scanning System (1), Biosafety Hood (1), Incubators (3), Drying Oven (1), Thermomixers (2).

The Center for Biostatistics - Department of Biomedical Informatics, is located at 1800 Kenny Rd, Columbus, OH, 43210. The Center for Biostatistics is equipped with a diverse palette of statistical software including SAS 9.4 (SAS Institute Inc., Cary, NC), STATA 13 (StataCorp, College Station, TX), Minitab (Minitab, Inc., State College, PA), R (open resource) and PASS 12 (NCSS, Kaysville, UT,) and specialized freeware Bio-conductor. The support of the office management software includes site-licensed Microsoft Office Professional. Through the Medical Center computer network, statisticians are provided with e-mail support, access to the Internet, and immediate back- up of all files.

Within the BRT is The Ohio State University **Comprehensive Cancer Center** (www.osuccc.osu.edu). Located on the 8th and 9th floors, and part of the 10th floor, the OSUCCC houses core facilities for DNA sequencing radiochemistry, biostatistics and informatics, real-time PCR, Transgenic Animal Shared Resources, microarray, spectroscopy, electrophoresis, centrifugation, liquid scintillation counters, gamma counter chromatography (including HPLC), and microscopy.

The BRT is connected by an enclosed walking bridge with the **Dorothy M. Davis Heart and Lung Research Institute (DHLRI)**, which contains several additional core research laboratories (Bioinformatics, Microarray-Genetics, EPR-NMR, Proteomics, and Integrative Cardiovascular Physiology). Each of these Cores is directed by a faculty scientist who is a leading expert in the specific technology of the Core. Each also has an experienced full-time manager who supports the application needs of the scientific users. **DHLRI Animal Core**- This core offers support for mouse colony management as well as performing specialized procedures and providing technical assistance for experiments. Our faculty member, Dr. Amer oversees the breeding of transgenic animals. Services also provided, but not limited to, include administration of reagents via various routes; tissue, blood, and bone marrow isolation; procedure training; genotyping; and special feeding. **DHLRI Microscopy Core**- This microscopy core laboratory with several fluorescent microscopes, time-lapse video microscopy and multi-channel visualization of fluorescence cellular antigens and other cell markers. (Nikon Eclipse 800 with DIC optics microscope and a Zeiss LSM510 multiphoton confocal inverted microscope).

Finally, the Research Institute at **Nationwide Children's Hospital** (10 minutes from OSU) has a Vaccine and Immunity Research Group with core facilities containing DNA sequencing, Microarray, and Transgenic capabilities.

Program Leadership and Administration

Dr. Ken Oestreich, PhD (Associate Professor, Department of Microbial Infection and Immunity, OSU College of Medicine) will serve as the Program Director and will oversee and administer the program. One full-time (100% FTE) Administrative Assistant will be needed to help with program-related responsibilities such as general communications, course and room scheduling, recruiting, and training grant preparation. Several committees composed of faculty from the program will be formed to guide the I2GP program, including a Graduate Studies Committee that will oversee sub-committees such as the Admissions, Student Affairs, Curriculum, Career Development, and Retreat committees. It is expected that students from the program will also be selected to serve on committees where appropriate (e.g., Student Affairs, Retreat, etc.). For the purposes of full transparency and clarity of pertinent information, details regarding program administration and activities will be outlined in the I2GP graduate student handbook.

Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

We have developed a five-year budget projection for I2GP, with assistance from the OSU College of Medicine (Appendix D). The budget includes the standard state subsidy for graduate programs.

Availability and adequacy of the faculty and facilities for the new degree program

OSU is one of the largest research universities in the nation, with more health sciences colleges and extensive laboratory and clinical infrastructure located in close proximity to one another than any other U.S. university. The I2GP will have an outstanding infrastructure of support for training and research. The OSU College of Medicine's Department of Microbial Infection and Immunity is currently located within the Biomedical Research Tower on the Medical Center Campus. Our teaching and research operations are at the intersection of all fields relevant to immunology, including but not limited to, bacterial, viral, and parasitic infectious diseases, emerging pathogens, cancer immunotherapies, systems immunology, transplant immunology, autoimmune diseases, basic immunology, and neurodegenerative diseases. Many of the Department's researchers work in close collaboration with clinical faculty from, among others, the Departments of Internal Medicine, Pathology, Biomedical Engineering, and the College of Veterinary Medicine, as well as with industrial partners in all relevant fields (see appendices A and B for detailed descriptions of the facilities and faculty). Additionally, numerous trans-institutional entities, such as the NCI-designated Comprehensive Cancer Center, the Infectious Disease Institute, the Pelotonia Institute for Immuno-Oncology, the Dorothy M. Davis Heart & Lung Research Institute, the Center for Biostatistics, the Center for Retrovirus Research, and the Battelle Center for Science, Engineering and Public Policy all have research efforts that will complement and support I2GP.

Students will also have access to the OSU Medical Library, providing physical and electronic resources that include many of the books, periodicals, journals, and other learning resources needed to support the teaching and scholarly activities of this proposed program.

Evidence that a market exists for a new program

Future health and human service challenges dictate the dire necessity for immunologists at the PhD level (Bishop, 2015). The threat of current and future global pandemics, the necessity to broaden the application of immune checkpoint blockade (ICB) as a cancer immunotherapy, and an increase in allergic and autoimmune conditions (Bishop, 2015) are important areas for which immunologists are required.

The market for immunology is growing rapidly. According to Fortune Business Insights, the global immunology market stood at \$86 billion in 2020 and is expected to reach \$159 billion by 2028, with a compound annual growth rate of 8.1% (Fortune Business, 2021). In the state of Ohio, there are over 4,000 biological science companies in operation, providing more than 80,000 jobs, and generating nearly \$7 billion in annual payroll, with an average annual wage of \$83,310 (BioOhio, 2020). With a list that includes pharma companies such as AstraZeneca, Battelle, Johnson & Johnson, and Procter & Gamble, to name a few, the report categorizes this industry into six areas, all of which employ workers trained in the fields of immunology: agricultural biotechnology, medical and testing laboratories, medical devices & equipment, medical product distribution, pharmaceuticals & therapeutics, and research & development. In addition, there has been explosive growth in immuno-oncology (IO) medicine. As of June 2020, the global IO drug development pipeline grew 233% over 3 years (CancerResearch.org, 2021). The 2011 approval of ipilimumab, which is a checkpoint inhibitor targeting the CTLA-4 protein to fight advanced melanoma, was a major milestone that changed the landscape of cancer care and propelled investments into IO.

Knowledge growth in immunology is essential for supplying this heightened demand. The Ohio State University Graduate School supports this growth of knowledge by providing strategic leadership and empowering faculty to develop programs that support the university’s educational mission and meet societal needs. In addition, the College of Medicine’s strategic plan focuses “on learner centeredness, education innovation, inter-professional education, and inclusive excellence to implement an innovative, multidisciplinary education model to educate the most diverse and sought-after health professionals in the world” (OSUWMC Strategic Plan, 2017).

Career opportunities for immunology PhD graduates abound, driven by a rise in immunological diseases, such as the current SARS-CoV-2 pandemic, as well as an increased awareness of immunotherapies against cancer. Examples of postings and hiring organizations listed online as of September 2021 are shown in Table 2:

Table 2. – Examples of Job Postings and Hiring Organizations

Posting	Organization
Postdoctoral position in gene regulation and neuroimmunology	National Institute of Health (NIH)
Postdoctoral Fellow, Cancer Immunology Discovery	Pfizer
Tenure-track Faculty Position	Memorial Sloan Kettering Cancer Center
Associate to Full Professor, Cancer Biology / Immunology	Baylor University
Senior Scientist, Immunology	GSK
Director, Flow Cytometry Core	National Heart, Lung, and Blood Institute
Sr. Leaders for Immuno-Oncology (IO) Research Centers for Cancer Immunogenomics, Cell Therapy, Systems IO, and Translational IO	OSUCCC – James, Pelotonia Institute for Immuno-Oncology (PIIO)

In fact, the PIIO, fueled by a \$100 million pledge to advance cancer immunotherapy, has already recruited 17 immuno-oncology faculty as of September 2021, and plans to recruit 20+ more over the next two to three years.

STATEWIDE ALTERNATIVES

Statewide alternatives offered through University System of Ohio Institutions include Cincinnati Children's Hospital Medical Center, Immunology Graduate Program and Case Western Reserve University School of Medicine, Immunology Training – PhD (Table 3). The two programs differ; however, from I2GP, which is designed specifically with foci on translation of cancer immunotherapeutics, virology, and systems immunology, which can be broadly described as immunological research rooted in data generation and its integrative analysis to gain actionable insights. The University of Toledo, College of Medicine may also serve as an alternative; however, its Medical Microbiology and Immunology Track is part of the biomedical sciences program in University of Toledo's College of Medicine and Life Sciences, and not a stand-alone program focused on immunology.

Regional alternatives include the University of Michigan Medical School Graduate Program in Immunology and the University of Indiana, School of Medicine PhD Degree in Microbiology and Immunology. Their specialty areas include molecular and cellular immunology, pathogenesis, and translational immunology, including cancer. The proposed PhD program is unique in its deep partnerships with research institutes focused on infectious disease, cancer immunotherapy, and drug development (the OSU Institute for Infectious Disease, PIIO and the OSUCCC Drug Development Institute respectively).

Links to a major academic medical center, as well as a freestanding cancer hospital, will afford trainees significant opportunities in translational research. Collaboration will be a cornerstone of this program. One ongoing example of collaboration is the BIG10 Electronic Health Records Consortium project. Indiana University, University of Iowa, University of Michigan, Northwestern University, The Ohio State University, and Rutgers University are partnering to communicate and coordinate with the NCI and EHR vendors to facilitate and harmonize rapid implementation of EHR investigational or interventional treatment plans for NCTN clinical trials.

Table 3. – Related Statewide and Regional Alternatives

Statewide Alternative Institution	Degree Designation	Required Credit Hours	Total # Current Students
Cincinnati Children's Hospital Medical Center	PhD, Immunology Graduate Program	99	35
Case Western Reserve University School of Medicine	Immunology Training – PhD	58	34
University of Toledo College of Medicine	Medical Microbiology and Immunology Track	90	13
Regional Alternative Institutions	Degree Designation	Required Credit Hours	# of Students
University of Michigan Medical School	Graduate Program in Immunology	64	29
University of Indiana, School of Medicine	PhD Degree in Microbiology and Immunology	90	34

GROWTH OF THE PROGRAM

Current and future demand

Given the proximity to some of the state’s largest bioscience employers (e.g., OSU, Abigail Wexner Research Institute at Nationwide Children’s Hospital, Abbott, Battelle, Cardinal Health), we expect our program to be in demand. Based on estimates of laboratory space, classroom availability, and the 34 full-time faculty conducting research within the program, we believe we are well-positioned to achieve a running average enrollment of 30 students (by year 5 of the program). To meet these projections, we do not anticipate the need for additional faculty, staff, or space. However, If the program interest exceeds expectations, further review of enrollment limits and institutional needs will take place.

Program assessment

To maximize the success of each enrolled student, graduate, and future student, the program will maintain an active self-assessment process (see Table 4). This will include: annual recording of application and admission data; student academic performance indices; student evaluations of instruction (course satisfaction), semester-based student performance evaluations (reviewed by the program director and a committee of program faculty); annual evaluations of the program by member faculty; annual student evaluations of the program; exit surveys; time-to-degree tracking; and career recording of alumni. These assessment data will be reviewed annually by the program committee and used to continually refine I2GP. These data will also serve as support of applications seeking program funding.

CURRICULUM AND INSTRUCTIONAL DESIGN

Curricular content

The coursework for the proposed Ph.D. in Immunology and Immunotherapeutics is designed to deliver both a foundational and current knowledge base in these areas through a defined set of required core courses (Table 1) delivered within the pre-candidacy period, with an optional early summer start to

laboratory rotations. The curriculum will further concentrate areas of research interest through recommended elective courses offered at OSU in departments and programs, such as the Biomedical Sciences Program, Cancer Biology and Genetics, Microbiology, Neuroscience, and Biomedical Informatics.

All dissertation research, instruction, and mentorship will be provided by program faculty (Appendices A and B). Therefore, the curriculum is designed to provide a solid educational, technical, and experiential foundation for graduate students entering their choice of academic, medical, industrial, regulatory, or related work forces. To accommodate the individual scheduling and health-related needs of each student, with the exception of the necessary lab-based learning, all coursework is compatible with meeting OSU guidelines for optional, remotely accessed asynchronous learning should that be necessary.

Mixed mode of delivery

Given the hands-on, research experience mission of I2GP, a full distance-learning option will not be offered, and the preferred mode of delivery for the program is designed as an on campus, in-person learning format. In the event, however, that in-person learning is limited due to University regulations, some lecture-based courses can be offered via an online, synchronous mode of delivery. Currently, some existing lecture-based core courses are being taught in a synchronous, online format following the OSU Office of Distance Education and eLearning's Best Practices For Online Teaching Checklist (<https://odee.osu.edu/instructors/distance-education/best-practices-online-teaching>). In-person, laboratory research courses, which are an essential component of the intent of this program, will be necessary and coordinated with guidance from the OSU College of Medicine and the Graduate School.

Description of a required integrated, or culminating learning, experience

All students will be required to complete the OSU CARE Training in Responsible Conduct of Research Program (<https://cehv.osu.edu/caretrainingprogram>) or equivalent. This is a workshop-format program involving 8 discussion-based training sessions led and moderated by faculty ethicists from the OSU Center for Ethics and Human Values with expertise in research ethics and integrity. Participants will watch a video of a related CARE panel discussion and read a curated set of readings prior to engaging in substantive face-to-face (or remotely-arranged equivalent) discussions of case studies that highlight the distinctive ethical challenges facing researchers. Topics covered in this training include: Conflicts of interest, protection of human subjects, mentorship relationships, collaborative research, authorship and publication, data sharing and privacy, the researcher as a responsible member of society, and environmental and societal impacts of research.

A thesis project culminating with a written dissertation and successful defense will be required to educate students in research, professional writing, and continued self-education to promote their personal and professional growth. As part of the core curriculum, students will enroll in three laboratory rotations (MI&I Laboratory Rotations, MEDMCIM 7930) throughout their first year to aid in choosing a research mentor who will direct their project and guide them in developing their thesis. A fundamentals of grant writing course will be required as well (BSGP7070).

Should a student not be able to successfully complete their curriculum requirements during the 15-18-term academic period, they will be allowed to petition the Immunology and Immunotherapeutics Program's Curriculum Committee to request additional time in which to complete their proposed project. If the petition is approved, the student will be required to enroll in additional laboratory research and dissertation writing courses as necessary. Their degree will not be conferred until they have completed their research project and successfully defended their thesis document.

Program Goals and Plan for Program Assessment

The primary goal of the I2GP Ph.D. Program is to train the future generations of immunological researchers that are necessary to advance this critical and rapidly growing field. This goal will be accomplished by combining focused, formal education with hands-on research training. Upon completion of this program, it is our expectation that graduates will be prepared to contribute their expertise to fields including basic molecular and cellular immunology research, and to more applied areas, such as the development of diagnostics and immunotherapeutic strategies that target cancer, autoimmunity, and pathogenic infection.

The program will have an active self-assessment process as outlined in Table 4, with data to be maintained in a secure database administered by the program, accessible by only the Program Director and Administrative Assistant. Relevant public data will also be posted on the program's website. These assessment data will be reviewed annually by the program committee to continually refine I2GP, and to identify weaknesses in meeting the program's overall goal of providing a student the highest possible chance for a rewarding career following graduation. These data will also serve as support for applications seeking program funding, in the form of student scholarships. The program will track direct measures of student learning (e.g., course and cumulative GPA, graduation rates, time-to completion) to serve as indicators of ongoing program performance and program quality. For example, research-related measures of student authorship on scientific publications, as well as oral and poster-based research presentations will be collected and evaluated as an indicator of both student and program faculty performance. Similarly, advisors and program leadership will monitor student academic performance regularly through advisory one-on-one meetings each semester with both the student and research mentor. Advising sheets will be completed to summarize and record these meetings and signed by the student, their research advisor (if applicable), and the program director.

Table 4 – Program Assessment

Assessment	Primary Metrics	Reporting/Review Frequency	Administered by	Reviewed by	Alignment between Program Goals and Assessments
Program application and enrollment data	Tracking of of applications, applicant GPAs, applicant diversity, offer and acceptance rates	Annually, Sp term	Program Director/Administrative Assistant	Program Faculty Committee and posted on Program website	Assessment of program strengths and weaknesses in recruitment (e.g. low applicant diversity, trends in average GPA) to help meet program enrollment goals
Program academic performance	Time-to-degree tracking, average GPA, publication and presentation data	Annually, Sp term	Program director/Administrative Assistant	Program Faculty Committee	Assessment to evaluate program performance (e.g. employment/placement rates) to meet quality of program
Student academic performance	GPA, research advisor and thesis committee evaluations	Beginning of each academic term (Au, Sp, Su)	Administrative Assistant	Program Director	Assessment of student progress to meet GPA and expected graduation date.
Student satisfaction	Student evaluations of instruction (SEIs), one-on-one advisory meetings, exit surveys	Beginning of each academic term (Au, Sp, Su) and upon graduation (exit surveys)	Administrative Assistant and Program Director	Program Faculty Committee	Assessment used by the program to provide feedback to the program and course directors to ensure student expectations are met
Faculty satisfaction	Program faculty reviews	Annually, Sp term	Administrative Assistant	Program Faculty Committee	Assessment to monitor and maintain faculty enthusiasm and support of the program to continually improve the student course and lab research experience
Program Performance	Alumni career recording	Annually, Au term	Administrative Assistant	Program Faculty Committee, Posted on Program website	Assessment to evaluate program graduate employment success to help meet the overall goal of the program

**APPROVAL TO ESTABLISH A
MASTER OF SUPPLY CHAIN MANAGEMENT**

IN THE FISHER COLLEGE OF BUSINESS

Synopsis: Approval to establish a Master of Supply Chain Management degree program in the Fisher College of Business is proposed.

WHEREAS market analysis reveals that the demand for supply chain education is growing, and the Fisher College of Business has an established base in its MBA and undergraduate programs, with two highly ranked specialty areas with connections to supply chain; and

WHEREAS the program is designed for individuals who have two to five years of work experience in the field, but who want more formal education to advance professionally, and for those from other fields who want to change career paths into the supply chain field; and

WHEREAS the program will be a collaboration between the Department of Operations and Business Analytics and the Department of Marketing and Logistics; will start in summer, typically to be completed in two years while working full time; will require a minimum of 33 credit hours (25.5 required, 4.5 elective, and three on-campus learning experiences) including a capstone project that has students work on a real-life business problem with their own company or one assigned; and will be offered 100 percent online (50 percent delivered synchronously and 50 percent asynchronously); and

WHEREAS the proposal identifies the niche role the program will play in the regional market, includes plans for an enrollment of 25 in the first year and then to maintain a cohort size of 30, includes a fiscal impact statement, and provides an assessment plan; and

WHEREAS the proposal has the support of the Fisher College of Business leadership, including the Executive Committee; and

WHEREAS the proposal was reviewed and approved by the Graduate School, and then the Council on Academic Affairs at its meeting on January 12, 2022; and

WHEREAS the University Senate approved this proposal on February 8, 2022:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Master of Supply Chain Management degree program in the Fisher College of Business.

A Proposal to Create a Master of Supply Chain Management (MSCM)

Submitted by the Fisher College of Business
The Ohio State University

Introduction. The Fisher College of Business proposes to add a tagged professional degree on Master of Supply Chain Management (MSCM). We believe the demand for supply chain education is growing and we already have a very strong reputation in supply chain through our MBA and undergraduate programs which include two highly regarded specialty areas with connections to supply chain.¹ Adding a specialized masters is overdue. This program will serve two growing markets. One, individuals who have 2-5 years of work experience in the supply chain field but seek more formal education to advance more quickly or to assume positions at higher levels within their own or other organizations. Two, individuals who have professional experience in other fields but are looking to change career paths and move into the field of supply chain.

With the help of Office of Distance Education and E-Learning (ODEE) and Education Advisory Board (EAB), we have designed an on-line master's program that we are confident will take advantage of our strengths and be successful in the market. The following summarizes a few key characteristics of the program:

- It has been designed and will be managed by two highly ranked specialty departments within the Fisher College, the Marketing & Logistics Department and the Operations & Business Analytics Department. This cross-functional perspective is in-line with emerging approaches towards managing supply chains.
- Courses will be 100% online with approximately 50% delivered synchronously and 50% delivered asynchronously. We believe this will be a desirable design for working professional students.
- The program is 33 credit hours; 30 credit hours will be courses: 25.5 required courses, 4.5 elective courses. We will have three special on-campus sessions focused on networking and experiential learning, making up the remaining 3 credits.
- We anticipate most students will be working professionals who will take 2 years to complete the program while continuing to work full-time, however students will also have a path to complete the program in just 15 months.
- The curriculum includes a capstone project that will have students working on real-life business problems, either with their current employer or with an assigned company. This capstone project is viewed as a value differentiator for candidates seeking company financial support for the program.
- The program includes 3 opportunities for students to come to campus. These are intended to provide a more personal experience and enhance their education with workshops, industry tours and networking. Each of these opportunities will be worth 1-credit hour of

¹ The 2022 U.S. News Graduate Business School specialty rankings has logistics/supply chain as #4 and production/operations as #9.

learning. Students will be informed about these experiences during recruiting so that they can plan well in advance for these trips.

- An important goal is to give students an educational experience that although online, feels intimate and personalized. This is consistent with Fisher College’s mission statement and allows us to take advantage of our strong global reputation in both specialty areas. We will accomplish this goal through the capstone, the campus visits and keeping the class size to less than 50 students per cohort. If the demand is higher than that, we will run the program with multiple cohorts each year.

The Curriculum. As already noted, the MSCM will consist of 33 credit hours, of which 25.5 are required, 4.5 are elective, and 3.0 are given for participating in the 3 on-campus sessions. The curriculum is as follows as shown in Table 1:

Coursework			
Supply Chain Overview (4.5 CH)	Supply Chain Components (9 CH)	Supply Chain Depth (9 CH)	Supply Chain Experience (3 CH)
<ul style="list-style-type: none"> • Introduction to SC (3) • Contemporary SC Issues (1.5) 	<ul style="list-style-type: none"> • Operations Management (3) • Logistics Management (3) • Sourcing (3) 	<ul style="list-style-type: none"> • SC Analytics (3) • SC Sustainability & Resilience (1.5) • SC Technology (1.5) • Consumer-centric SCM (3) 	<ul style="list-style-type: none"> • Capstone Project (3)
+ 4.5 credit hours of electives (primarily from the On-line MBA curriculum)			

On-campus Experiences, 2-3 days each (1 CH each)		
Program Kickoff <ul style="list-style-type: none"> • Mini-course: Finance/Accounting • Tours / Speakers • Introduction of Capstone 	Mid-Program <ul style="list-style-type: none"> • Mini-course: Relationship Management and Negotiations • Tours / Speakers • Capstone Discussion 	Final <ul style="list-style-type: none"> • Mini-course: Leadership • Tours / Speakers • Capstone presentations • GRADUATION

Table 1: Curriculum for the MSCM Program

At the launch of the program, students will begin their coursework in the summer, and we will provide two program completion timelines. Students can complete the program in 24 months (taking 3-6 credit hours each semester) or in 15 months (taking 4.5-9 credit hours each semester). Both program plans are provided in the Appendix. If there is demand for it and the program is profitable enough, we can also offer an 18-month timeline, which would just require offering

another section of a couple courses. Based on EAB input, we would also like to offer an option to start the program in January, as they believe this flexibility will be important in the market. We will continue to assess ways to make this feasible.

Elective Courses. Based on their research and experience, the EAB team advised us to include some room for elective courses in the curriculum. Based on this advice, we have included 4.5 credit hours for electives. This allows students to take either three 1.5 credit hour courses or a 3.0 and a 1.5 hour course. As the program grows, we would like to add some more advanced supply chain-focused courses, but even before that, there will be plenty of electives for our students to choose because we can take advantage of our on-line working professional MBA curriculum. Students can choose to take MBA core courses such as finance, economics, marketing, leadership, and organizational behavior. In addition, the college plans to offer multiple MBA electives in an online format – some of which will have prerequisites that our students will not meet, but many of which will be available and appropriate for the MSCM students to consider as part of their program. In addition, MSCM students will be able to apply for program approval to take relevant elective coursework from outside the Fisher College. In short, the Fisher College will offer a diverse selection of electives from which MSCM students will be able to complete their required 4.5 hours of elective work.

On-campus Experiences. The program includes 3 opportunities for students to come to campus to provide a more personal experience and enhance their education with workshops, industry tours and networking. Each of these sessions will be 2-3 days, utilizing weekends such that the 3 together require students to be away no more than 5 weekdays during entirety of the program (which they will presumably have to take as vacation days from work), and students will receive 1 credit hour for attending each session (3 total). Each of these on-campus experiences are offered once a year and are scheduled to take place at fixed times. For instance, the Program Kickoff experience occurs in the first weekend of Summer semester at the beginning of the program (Thursday-Saturday), the Mid-Program Experience will take place in the first weekend in Spring semester (Thursday-Saturday) and the Final experience will take place towards the end of the summer semester of the following year (Thursday-Saturday). They are scheduled to take place at fixed times and students can attend these experiences and graduate in either 15-month or 24 month tracks.

Feedback from EAB indicated that having these on-campus experiences (three-times in our program) would be a differentiator for our offering. These experiences will enable us to give students an experience that although online, feels intimate and personalized, in spite of the fact that most of the program will be online. This is consistent with Fisher College's mission statement and allows us to take advantage of the Columbus region as a critical link in industrial and consumer supply chains.² These on-campus experiences will include learning workshops focused on topics such as accounting/finance for supply chain, leadership, negotiation, and relationship management. In addition, executive speakers, company tours and networking events will be offered. These experiences will also provide an opportunity for the students to interact with each

² <https://columbusregion.com/industries/logistics/>

other and the faculty in-person. We will make sure that the students enrolling in the MSCM program are aware of these requirements to take part in these three learning sessions so that they can self-select to enroll in our program and minimize any scheduling conflicts. For students who are unavailable due to unforeseen circumstances (e.g. health or travel issues), we will plan on delivering the learning content (e.g. workshops on topics such as accounting, finance and negotiations) asynchronously. Assessments of each of these experiences will involve a reflection essay on the learning content. Appendix A3 includes a brief template of the syllabi with learning objectives for these experience that clarifies how students will earn their course credits)

Rationale for Distance Delivery of the MSCM. Designing the MSCM for distance delivery is in keeping with the Fisher College's strategic goal of enhancing its presence in the online graduate business space. An online MSCM program will appeal to three groups of student prospects:

- Columbus-based rising professionals who would like to pursue a graduate-level supply chain program but do not have the flexibility in their work and/or personal schedules to commit to an in-person program.
- Ohio rising professionals located outside of the Columbus metro area. In 2015, the Fisher College launched the "weekend WPMBA option," which involved bussing students to Columbus from Cleveland, Cincinnati, and Dayton on Saturdays (and on Sundays during home football weekends). The program has been successful, bringing to Columbus approximately 50 students per term. The popularity of this program provides indication that the online format will give potential students an attractive alternative to access our highly ranked program without the barrier of commuting each week to campus.
- Rising professionals located outside of Ohio. While there are many other options for individuals who are interested in pursuing a supply chain graduate degree at distance, we believe OSU's overall reputation, and our specific reputation in supply chain education, will be a draw to students throughout the country. With half of the content being asynchronous, it is also more feasible for students in other time zones to complete the program than some of the competition.

Specifics Pertaining to the Mode of Delivery: Distance programs can involve asynchronous instruction, synchronous instruction, or a combination of both. It is anticipated that the delivery mode for the MSCM classes will be an even split between synchronous and asynchronous instruction. Most classes will meet 'live' for 1.5-2 hours each week, and other material will be pre-recorded and students can listen to it on their own schedule. We believe this creates the best balance between providing flexibility to the students, many of whom will be working full-time while enrolled in the program, and still providing opportunities to network with and collaborate with other students and faculty in real-time. It is conceivable that this mix will change (in the direction of a higher percentage of the program being delivered asynchronously) as the MSCM faculty spend more time working with ODEE and with Fisher's own information technology team. For now, however, a 50/50 approach is in keeping with the goals for the program and the preferences of its faculty. Recognizing that this will affect the attractiveness of the program to some working professionals (e.g., those whose work schedules would make an asynchronous form of delivery more attractive, and those who reside outside the Eastern Standard Time Zone), Fisher's marketing efforts will be adapted accordingly.

The MSCM program is 100% online. We will work closely with the ODEE to develop the asynchronous learning content for our program. This will take multiple forms such as short video lectures, recorded case discussions, podcasts and interviews to offer rich diversity in learning styles. The faculty will also use delivery room spaces at the Gerlach Hall and Mason Hall when doing their synchronous learning. Specifically, there are delivery rooms in Mason Hall (140A – 140F) as well in Gerlach Hall (GE 203, GE 271, GE 208) that will be used by the MSCM faculty. The Graduate Programs Office (GPO) will work closely with the MSCM faculty to schedule these delivery room spaces to avoid any conflicts with other online programs such as Online WPMBA.

Our Place in The Market. While there are several competing programs already in the market, we believe we can compete favorably based on Fisher’s existing reputation in supply chain education and the specific features of our program design. We think the most compelling features will be:

- The opportunity to get a degree from a highly regarded university that already has top-ranked undergraduate and MBA programs in supply chain.
- The relatively small class-sizes, creating a feeling of intimacy and cohesion among and between students and faculty.
- The opportunity to learn directly from some of the leading faculty in the world in supply chain management, who are producing research³ that will not reach textbooks for years.
- The opportunity to complete a supply chain related project for a company.
- The flexibility created by having half of each class delivered asynchronously.
- The opportunities to come to Columbus to network, interact in person, and experience supply chain operations in action through tours of local facilities.

The market research provided by EAB provides data on our primary competition, both inside Ohio and across the country. The appendix includes a full comprehensive report regarding the market statistics for supply chain programs.

MS Supply Chain Program	Total Program Cost	Credit Hours	Cost/Credit	Estimated Enrollment
U. of Southern California	\$63,000	30	\$2100	NA
U. of Maryland – College Park **Some in-person courses	\$60,450 nonres \$47,460 res	30	\$2015 nonres \$1582 res	~40
Michigan State U.	\$55,800	31	\$1800	~70
Arizona State U.	\$18,000	30	\$600	NA
U. of Minnesota **some in-person courses	\$47,904	32	\$1497	NA
U. of Tennessee	\$38,250	30	\$1275	6
U. Wisconsin ** Full time in-person	\$42,703 nonres \$21,116 res	30	\$1423 nonres \$706 res	0
Ohio State University	\$41,000	33	\$1242	25 first year, 30 steady state

Table 2: Supply Chain Programs from Other Universities

³ Ohio State ranks #6 on the SCM journal lists ranking including all journal types (2010-2020), behind MIT, Columbia, Stanford, Michigan, and UT Dallas; and #2 (2016-2020) in empirically-focused journals (behind Michigan State); both time ranges are the default time ranges for the respective searches.

In addition, we added the following data from 5 additional fully on-line programs in the Big Ten as shown in Table 3.

MS Supply Chain Program	Total Cost	#months
University of Illinois	\$10,872	12
Rutgers U.	\$37,920	12
Indiana U.	\$41,000	15
Purdue U.	\$32,064	18
Penn State U.	\$33,630	24

Table 3: Online Supply Chain Program

These data indicate a varied field of schools offering online Master’s in Supply Chain programs. We did not include in the comparison in-person programs from Northwestern, Michigan, U. Washington, U. Tennessee (tri-continent), or Syracuse; these programs ranged 9-15 months and cost from \$46.5K-(U. Washington) - to \$63.6K (U. Tennessee). Considering the online only offerings, the tuition range is quite wide. At the low end is U. Illinois at \$10.9K, but it has an online-only strategy for its entire MBA, and is not particularly strong in supply chain. Arizona State is well-known for supply chain education and is only charging \$18K; the program appears to be entirely asynchronous and does not provide access to world-class faculty as we do, nor do they appear to provide student networking (through synchronous classes or on-campus time). We need to be sure to differentiate our program from these two cheaper offerings, particularly Arizona State which does have a strong reputation in supply chain. We believe our program features and delivery mode will do this.

Regional Market Data

Finally, we also looked at some of the alternative programs to MSCM offered by other Universities within the state of Ohio belonging to Chancellor’s Council on Graduate Studies (CCGS). Table 4 gives the details of these programs. As seen from Table 4, while some of the neighboring institutions offer alternative programs, they have varied concentration (e.g. Bowling Green in Logistics System Engineering) or offered in a different modality (e.g. Case Western Reserve – In-Person Program). Other programs such as the University of Akron’s program involves a generic master’s program with supply chain concentration. While these are very good programs, the proposed MSCM program is different in the modality offerings (e.g. Online) and the focus (combining the expertise of production/operations with supply chain/logistics). The proposed MSCM program will also draw on the strengths of other initiatives such as the Center of operational excellence and Risks Institute to develop curriculum that involves lean supply chains and Supply Chain Resiliency and Risk Management which would offer other learning benefits to the participating students.

Institution	Specialized Masters Program in SCM or Related Fields	Name of the Degree Conferred	Type of Instructional Offering (Online/In-person)
University of Akron	Yes	MS in Management – SCM concentration	In-Person
Bowling Green	Yes	MS in Logistics System Engineering	Online
Case Western Reserve	Yes	Master of Supply Chain Management	In-Person
Central State University	NA ⁴		
University of Cincinnati	NA		
Cleveland State University	No		
University of Dayton	NA		
Kent State University	No		
Miami University	NA		
Northeast Ohio Medical University	NA		
Ohio University	Yes	MS in Management (Operations & SCM)	Online
Shawnee State University	NA		
University of Toledo	No		
Wright State University	Yes	MS in Logistics and SCM	Hybrid

Table 4: Related Offerings in the state of Ohio

Figures 1 and 2 below shows the local job postings (within Columbus region) and regional (within Midwest) for positions requiring Master’s level education in Supply chain degrees. It is notable that this data ends in 2019 before the COVID-19 pandemic. The rising demand in jobs for supply chain professionals⁵ during the COVID-19 pandemic reinforces the need to offer the MSCM education from the Ohio State University.

⁴ NA – Information not available through Public Search

⁵ <https://www.bloomberg.com/news/articles/2021-09-03/business-school-mba-students-forgo-finance-for-supply-chain-management-degree>

Figure 1: Local Job Postings for Positions Requiring Master’s Supply Chain Degrees (Source: EAB Report)



Figure 2: Regional Job Postings for Positions Requiring Master’s Supply Chain Degrees (Source: EAB Report)



Program Administration. Administrative oversight will run through two dean-appointed Academic Directors, to the Fisher College’s Associate Dean for Graduate Programs and Executive Education, and on to the Dean of the Fisher College. As this is a program that crosses two departments, we feel it is important we maintain two academic directors, one from each department. The Academic Directors will also work closely with:

- the Fisher College's Graduate Program Office (GPO) on matters related to recruiting, admissions, advising, and correspondence with current students and alumni.
- the Ohio State Office of Distance Education and E-learning (ODEE) which works with faculty on distance course design and assessment, and provides marketing and state authorization services.
- the Fisher College's Office of Information Technology Services, which also plays a critical role in adapting the program content to a distance format.
- the department chairs of the Marketing & Logistics and Operations & Business Analytics departments who have ultimate responsibility for staffing the program's courses.
- the Fisher College's Office of Career Management (OCM), Office of Global Business, Office of Diversity & Inclusion Student Services and Corporate and Community Outreach, and Assurance of Learning Coordinator.

Plans to Enroll Students and Prospective Enrollment:

We plan to start the program in summer 2023, with classes starting in June. We will promote the program as soon as it is approved, working with ODEE, Fisher marketing, the GPO, our own network (online social and otherwise) and through other outreach entities such as the centers of excellence (e.g. Center of Operational Excellence, Risk Institute). We recognize that these master's programs often do take a personalized effort to recruit students, and the academic co-directors will consider this part of their role.

As previously mentioned, our current course schedule only allows students to begin the program in June. However, per EAB's recommendation, we will try to figure out before launch, and at a minimum by the second year (AY 24-25) how to admit students one additional time (January), or possibly even two additional times (adding August).

With respect to prospective enrollment, we expect that there should be good demand for our program due to our reputation, opportunities for students to network with each other and our faculty, and the ability to complete the degree online. We believe that, with appropriate marketing effort, there should be sufficient interest to yield a first cohort of at least 30 high-quality students. The MSCM program prioritizes recruiting, retaining, and training underrepresented groups to serve as future supply chain leaders. The Office of Distance Education and E-Learning (ODEE) will work closely with the graduate programs office (GPO) to promote the program to a variety of professional organizations within and outside the state of Ohio. Specifically, ODEE and the GPO will work closely with groups such as the Columbus chapter or the Council of Supply Chain Management Professional (CSCMP) and Ohio Minority Supplier Development Council (OMSDC) to encourage diversity of applicants. We will include information about our program in their newsletters and emails. We will also ask these organizations to share contact information on the representatives from their member companies. We will then contact these individual members and will conduct custom webinars as well as information sessions discussing how our program offers unique learning opportunity on supply chain function for women, veterans, and underrepresented minorities from their organizations. We will also work closely with the centers

at Fisher College of Business including the Center of Operational Excellence (COE) that includes members such as Cardinal Health, DHL Supply Chain, Honda, Parker Hannifin to actively recruit students for the program. It is also important to note that some of our faculty teaching in the program (Professor James Hill, Professor Terry Esper, and Professor Steve DeNunzio) are already heavily involved in working with these organizations.

Financials

The estimated financials, shown in the appendix, provide projected contribution margins, assuming that we achieve enrollment of 25 in our first year and then maintain a cohort size of 30. This is a conservative estimate, as we believe we can recruit more than 30 students if we invest in marketing the program and develop the high-quality program we envision. If demand exceeds 50, we would run multiple sections of the courses so as to keep a personal and intimate feel to the classroom experience.

Budget Model: Revenue estimates have been prepared that reflect the enrollment goal of 30 for four years. Please see the budget model prepared with other explanations in Appendix A4 of the proposal.

Assessment Plan: The key competencies for the MSCM will be:

Competency 1: Design integrated supply chain processes with internal and external partners to improve performance and co-create value.

Competency 2: Apply knowledge and skills to design a supply chain strategy aligned with an organization’s business objectives.

Competency 3: Have an analytical tool set necessary to justify decisions under risk and ambiguity.

Competency 4: Develop the leadership and managerial skills to effectively implement any needed changes across multiple separate organizations.

The Fisher College of Business will continuously assess student learning in the MSSC courses and program overall. Curriculum mapping ensures that competencies are reflected in a program’s curriculum so that each goal is taught and assessed. The curriculum map shows the relationships between the program’s courses and learning. The Fisher College assesses, and compares year-to-year, the proportion of students that meet and exceed expectations on these competencies.

- 1 = Beginning
- 2 = Intermediate
- 3 = Advanced

Course Name	Competency #1	Competency #2	Competency #3	Competency #4
Introduction to Supply Chain	1	1	1	1
Contemporary Supply Chain Issues	2	2	1	1

Operations Management	2	2	2	2
Logistics Management	2	2	2	2
Sourcing	2	2	2	2
Supply Chain Analytics	2	2	3	2
Supply Chain Sustainability and Resilience	3	2	2	3

Supply Chain Technology	3	2	3	2
Consumer-Centric Supply Chain Management	3	3	2	2
On-campus Program Kickoff Experience	1	1	2	2
On-campus Mid-Program Experience	2	2	1	2
On-campus Program Final Experience	3	3	1	3
Capstone Project	3	3	3	3

Table 5: Competencies Gained in MSCM Program

Students enrolled in the MSCM courses will have several assessments in the form of individual exams, case analyses, problem sets and reflection papers that are derived from the four competencies. We will require students to earn a minimum GPA of 3.0 demonstrate successful assimilation of these competencies. In addition, the supply chain capstone project (Non-Thesis) will be used as an assessment for the completion of the degree in addition to the standard graduate degree requirements (min GPA of 3.0 over the course of the program). These capstone projects will be student-led but faculty-guided and will give students an opportunity to provide a valuable contribution to their organization while practicing the application of the concepts and learnings they have obtained during the program.

In addition to the Assurance of Learning data, the Fisher College conducts indirect assessments of its' programs' effectiveness. This includes systematically tracking the raw count, quality (i.e., GMAT/GRE, GPA), and diversity (% women and under-represented minority) of its applicant, admissions, and matriculation pools. It also includes ongoing assessment of student satisfaction with coursework (i.e., SEI's) and with their program overall (i.e. the pre-graduation survey).

It will be critical that program quality and student satisfaction remains strong. To ensure this, the college will closely monitor

- Enrollment in class sections so that additional sections can be added when class sizes exceed targets
- Retention rates and time to completion (which we are aware can be a problem in on-line Masters programs), and
- Employment status after graduation.

Timeline for Core Course Development:

There are seven new courses that will be developed by our existing faculty for the MSCM program. Other courses are adapted from existing MBA courses or the courses that were used in the Master of Business in Logistics Engineering (MBLE) program. The MBL program was terminated in Fall 2020 in response to the market changes and the faculty who taught in this program will be teaching in our MSCM program. Appendix contains the faculty matrix that outlines the faculty responsible for the teaching in our MSCM program. Appendix also contains details on the individual course descriptions for the MSCM program. All courses will be fully developed in partnership with ODEE and resources with the Fisher college of Business.

Course Name	New or Existing	Developed	Delivered
Introduction to Supply Chain	New	Spring 2023	Summer 2023
Contemporary Supply Chain Issues	New	Spring 2023	Summer 2023
Operations Management	Existing	Spring 2023	Autumn 2023
Logistics Management	Existing	Spring 2023	Autumn 2023
Supply Chain Analytics	Existing	Spring 2023	Autumn 2023
Strategic Global Sourcing	Existing	Autumn 2023	Spring 2024
Supply Chain Sustainability and Resilience	Existing	Autumn 2023	Spring 2024
Supply Chain Technology	Existing	Autumn 2023	Spring 2024
Capstone Project	New	Autumn 2023	Spring 2024
Consumer-Centric Supply Chain Management	New	Spring 2024	Summer 2024
Kickoff On-campus Experiences	New	Spring 2023	1 st one Summer 2023
Mid-Term On-campus Experiences	New	Spring 2023	Spring 2024
End-of-Term On-campus Experiences	New	Autumn 2023	Autumn 2024

Table 6: MSCM Courses and Timeline

APPROVAL TO ESTABLISH THE DEPARTMENT OF DERMATOLOGY

IN THE COLLEGE OF MEDICINE

Synopsis: Approval to establish the Department of Dermatology in the College of Medicine is proposed.

WHEREAS currently the Division of Dermatology is housed within the Department of Internal Medicine but is distinct from Internal Medicine, encompassing a unique body of knowledge, and has a distinct residency program that leads to board certification in Dermatology; and

WHEREAS department status is an important criterion for the recruitment of nationally recognized clinicians and researchers, given that Dermatology residency is highly competitive and department status will help accelerate matching the most outstanding future candidates from top-tier medical schools; and

WHEREAS Dermatology has close associations with several other specialties, many of its focus areas are fundamentally different from the practice of Internal Medicine, and their financing, support, and productivity require an organizational structure that is tailored to and adept at supporting those distinct areas; and

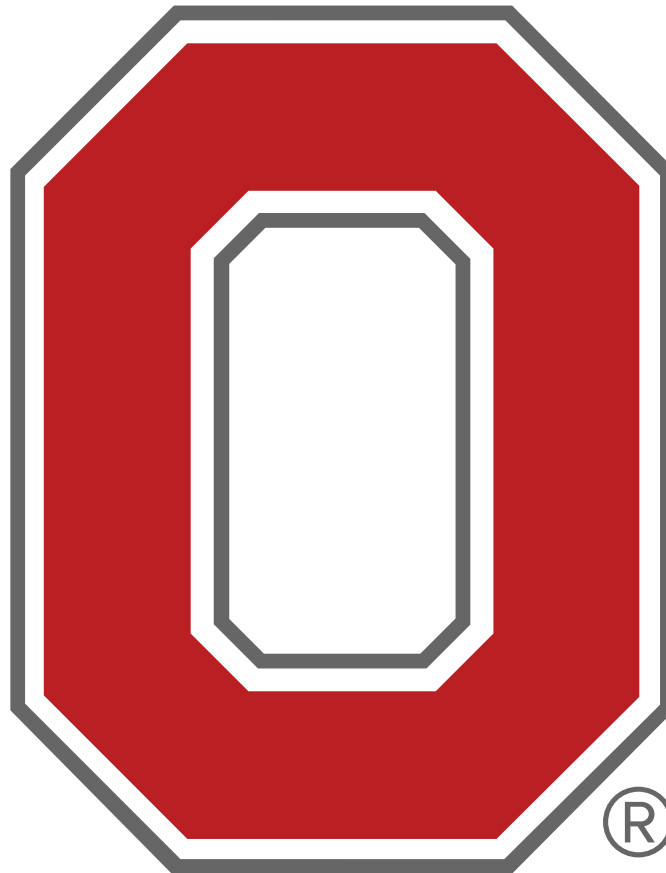
WHEREAS the proposal addresses all components expected in a proposal for the alteration of a unit, including a sound financial base, and the proposal has the support of the Department of Internal Medicine and the College of Medicine; and

WHEREAS the proposal was reviewed and approved by a subcommittee, and then the Council on Academic Affairs at its meeting on February 16, 2022; and

WHEREAS the University Senate approved this proposal on March 24, 2022:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish the Department of Dermatology in the College of Medicine.



Proposal

Establishment of The Ohio State University Medical Center Department of Dermatology

Included: Documentation enumerated in The Ohio State University Bylaws and Rules 3335-3-37 (Alteration of Units), in accordance with definitions laid out in 3335-3-34 (Schools, departments, divisions, and sections; defined and located)

1. Rationale for the Alteration of Dermatology from Division to Department at The Ohio State University

Dermatology at The Ohio State University has undergone a remarkable transformation in the past 15 years. The Division has met and exceeded its mission of providing excellent and comprehensive patient care, training future physicians, moving the field forward with research endeavors, and serving both the community and the OSU Medical Center. This document will:

1. Outline the rationale for the request to alter OSU Dermatology to department status.
2. Present the composition of the Division of Dermatology, focusing on advances made over the past ten years and presenting data-driven performance measures.
3. Provide additional documentation enumerated in The Ohio State University Bylaws and Rules 3335-3-37 (Alteration of Units), in accordance with definitions laid out in 3335-3-34 (Schools, departments, divisions, and sections; defined and located)

The case for establishing a Department of Dermatology is based upon unique and well-performing clinical activities, educational programs, research programs, and service endeavors. These activities are distinct from the Department of Internal Medicine. The change will reflect the strength of the medical center's ability to support an infrastructure that is comprehensive across all aspects of medicine and surgery and is competitive with the top echelon of medical schools. It will also bring The Ohio State University into alignment with other BIG-10 Schools, in which dermatology is a unique Department (refer to [Appendix A](#)).

Focused Reasons for Establishment of the Department of Dermatology

1. The discipline of Dermatology is distinct from Internal Medicine, encompassing a unique body of knowledge.
2. Departmental status is an important criterion for the recruitment of nationally recognized clinicians.
3. Departmental status is an important criterion for the recruitment of nationally recognized researchers.
4. Dermatology has a distinct residency program from Internal Medicine, which leads to board certification in Dermatology.
5. Dermatology complements many different specialties that are separate from Internal Medicine and are important in the core education of our residents and delivery of clinical and surgical services. These specialties include pediatrics,

pathology, plastic surgery, otolaryngology, and other components of cosmetic and aesthetic surgery.

6. Dermatology residency is highly competitive. Matching the most outstanding future candidates from top tier medical schools will be accelerated with department status. Top candidates will increase the reputation of both Dermatology and the OSU Medical Center.
7. Dermatology is a unique specialty, with close associations with multiple other specialties. These include: Internal Medicine, Pediatrics, Neurology, Plastic Surgery, Otolaryngology, and Pathology. Many of the contemporary areas of focus of dermatology are fundamentally different from the practice of Internal Medicine. This includes advances in dermatologic surgery for benign and malignant skin lesions; cutaneous reconstructive surgery; laser-based technologies, chemical peels, and other aesthetic services, including injections of botulinum toxins and filler agents; advances in phototherapy; and patch testing. The financing, support, and productivity of these procedures is distinct from Internal Medicine and requires an organizational structure that is tailored to, and adept at, supporting these distinct services.

Consistency with University Guidelines for conversion to Departmental Status

1. The discipline should represent an identifiable body of knowledge and academic concern that is not duplicated in other departments of the Institution.

The components of this document clearly distinguish the unique nature of the discipline of Dermatology and demonstrate its recognition as an identifiable body of knowledge and academic concern. There is no other department at Ohio State that constitutes the well-defined and academic focus on disorders of skin, hair, nails, and mucous membranes. Dermatology is recognized by national organizations, a distinct ACGME certified residency program, dedicated journals, dedicated CME structure, and a unique certification of the American Board of Dermatology. All Big 10 institutions, except The Ohio State University, have departments of dermatology; illustrating the broad acceptance of dermatology as a unique specialty.

2. Potential academic programs at both graduate and undergraduate levels.

The Division of Dermatology maintains academic programs within the medical school curriculum as well as an ACGME recognized dermatology residency program. Dermatology is taught as a unique discipline in the Med II medical school curriculum, as well as clinical rotations for third and fourth-year medical students. The dermatology residency program is a distinct, free-standing, three-year residency after graduation from medical school. Additionally, there is a Micrographic Surgery and Dermatologic Oncology Fellowship and a Clinical Research Fellowship.

3. A source of faculty members prepared to offer academic work in the academic area concerned.

At the time of the preparation of this document, OSU Dermatology has nineteen full-time faculty members who are board certified in Dermatology. In addition, there are four full-time Pediatric Dermatologists at Nationwide Children's Hospital, funded by the Department of Pediatrics. As described in detail below, there is broad involvement in academic work in dermatology, including clinical trials, investigator-initiated trials and funded research.

4. An area of academic concern which offers research and/or public service opportunities in addition to formal classroom teaching and has the potential for developing national or international recognition as an academic discipline.

As designated in future sections of this document, OSU Dermatology has conducted clinical activities, scholarship, and research, which has achieved national recognition. The OSU Dermatology faculty members have held important leadership positions in the American Academy of Dermatology, the Association of Professors of

Dermatology, the American College of Mohs Surgery, The Ohio Dermatological Association, and the American Contact Dermatitis Society. Faculty members have produced extensive publications in highly respected peer-reviewed national and international journals. The OSU Dermatology faculty and residents consider public service to be the core of our mission. As a group, we actively participate in local free clinics for indigent care, as well as international health care outreach initiatives.

5. An area of academic concern which either has or is in the process of developing a student clientele either for the purpose of major programs or as an important "service" discipline to other major programs.

This document demonstrates the active educational programs for OSU medical students; multiple ACGME certified programs, including a residency program in Dermatology, a fellowship in Micrographic Surgery and Dermatologic Oncology, a fellowship in Pediatric Dermatology, and participation in dermatologic training in the Dermatopathology fellowship; multiple research fellowship positions; and training of residents from other medical specialties. OSU Dermatology is also an important service discipline to multiple other major programs. Dermatology faculty actively participate in the dermatologic education for multiple specialties. Also, dermatology is a critical participant in the multidisciplinary management of many conditions, including numerous malignancies, wound healing, psoriasis, pediatric and adult medical disorders, and dermatopathology.

6. The ability to assume primary fiscal responsibility.

The Division of Dermatology has [established a very sound financial base](#) to transition to a Department. Over the last ten years, the Division of Dermatology revenue has increased from \$4.3 million to just under \$11 million. Faculty productivity increases every year; this is illustrated with increasing wRVU performance, hitting a high of approximately 20,000 wRVUs over set benchmarks in 2019. Additionally, there has been considerable internally funded procurement of numerous therapeutic devices and expansion of clinical space that has quintupled over the last 10 years, to over 23,693ft².

Consequently, Dermatology is in a strong position to assume primary fiscal responsibility.

1.1 History of Dermatology as a Specialty in the US

Dermatology is an independent academic discipline that deals with the structure, function, physiology and diseases of the skin, hair, and nails. A dermatologist is a physician trained in the science of the skin and the medical management of skin diseases involving children and adults, as well as the surgical management of benign and malignant neoplasms. Dermatologic training encompasses medical dermatology, pediatric dermatology, cutaneous surgery, laser technology, dermatopathology, immunodermatology, cutaneous infections, treatment of skin disorders with light therapy, and surgical and medical cosmetic therapies.

Dermatology has existed as a distinct medical discipline since the 1700's. Dermatology derives from the Greek genitive (derma) "skin" and (ology) "the study of". In 1801, the first prominent school of dermatology was established at the Hospital Saint-Louis in Paris. During this period, the first textbooks on dermatology were published (Willan's, Alibert's).

The first academic Department of Dermatology in the United States was established by the University of Pennsylvania in 1874 and in 1875 Dr. Louis Duhring was named the first Chief of Dermatology. In 1932, the American Board of Dermatology was founded and was one of the original four sponsoring organizations of the American Board of Medical Specialties, along with Ophthalmology, Otolaryngology, and Obstetrics and Gynecology. The American Academy of Dermatology was established in 1938.

1.2 History of the formation of the OSU Division of Dermatology

Dermatology education is a distinct discipline that formally began in Columbus, Ohio in 1879 at Starling Medical College (a predecessor to The Ohio State University College of Medicine) under the guidance of Dr. Howard Fox, who later became a prominent New York dermatologist. Over the next sixty years, dermatology was taught by part-time, prominent local dermatologists. Dr. Burton Barney from the University of Michigan became Director of OSU Division of Dermatology in 1940. Dr. Barney supervised both dermatology and syphilology, which were combined in one division. Dr. Eldred Heisel became division director in 1947 at Ohio State after practicing in New York with world respected dermatologist Dr. George Andrews. In 1960, Dr. Heisel became the first fulltime professor of dermatology at Ohio State. The dermatology residency program began July 1, 1963 with one resident and the appointment of Dr. Richard Carr as the second faculty member. In 1966, Dr. Carr became the director of dermatology at OSU and was eventually named Professor Emeritus in 1985. Dr. Edmund Lowney became professor and director of dermatology at Ohio State in 1969.

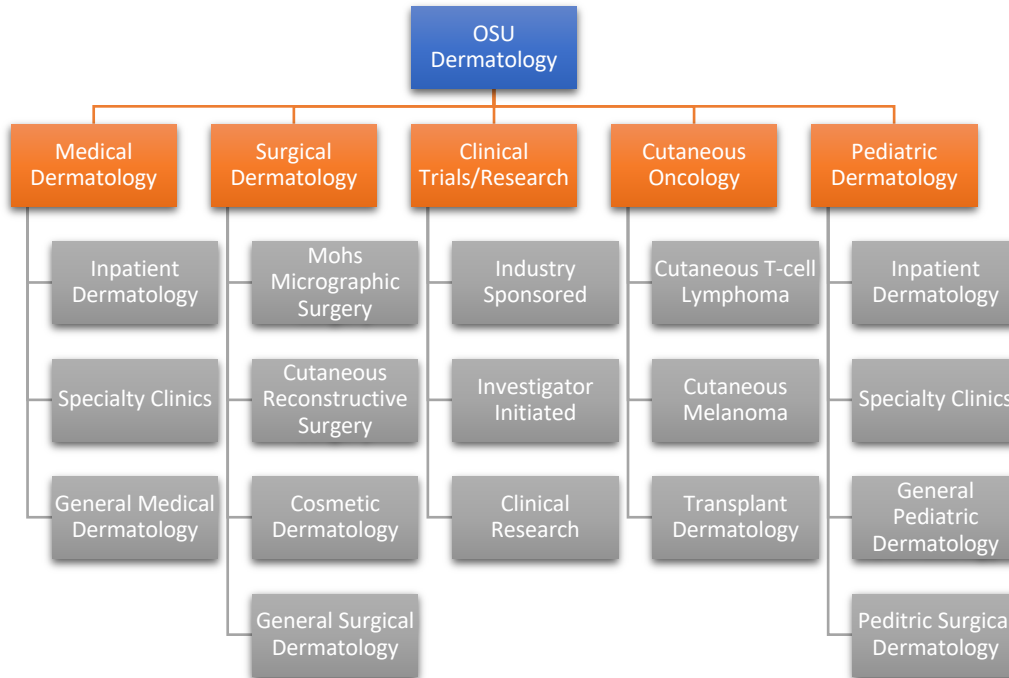
Dr. Lowney trained at the University of Pennsylvania and previously was on the faculty of the Medical College of Virginia and the University of Michigan. During Dr. Lowney's tenure, the residency program was expanded to include five residents. Dr. Lowney retired in 1985 as Professor Emeritus. Two of Dr. Lowney's dermatology residents pursued academic interests. Dr. Frank Flowers became director of dermatology at the University of Florida and Dr. Paul Krusinski became director of dermatology at the University of Vermont.

In 1984, Dr. Charles Camisa became Director of Dermatology at OSU after previously training at the New York University. Dr. Jonathan Wilkins became director of dermatology in 1988 and obtained international recognition as an expert in acne rosacea and flushing. Dr. Wilkins left OSU to become a high-ranking administrator in the US Federal Drug Administration. Dr. Arthur Pelligrini (7/1/97 – 12/31/2000) and Dr. Arthur Bertolino (8/20/2001 – 10/31/2002) served as Directors of the Division of Dermatology at Ohio State. This relative instability of the division of dermatology was largely due to the fact that by the mid-1990's, almost all major academic medical centers had independent departments of dermatology, making it extremely difficult for Ohio State Dermatology to successfully compete for top-tier faculty as a division.

Dr. Mark Bechtel became Director of the Division of Dermatology in 2005 and significantly expanded the dermatology faculty, supported growth in dermatologic research, and assisted in recruiting pediatric dermatologists to Nationwide Children's Hospital. Scholarship, in particular, has flourished under Dr. Bechtel, with the number and quality of peer reviewed publications increasing over 10-fold, extensive national and some international presentations by faculty and residents, and many national poster presentations. The current strength of the Division of Dermatology is best illustrated through the extensive review of the activities and performance measures detailed in the following 2 sections of this document.

1.3 Clinical Activities in the OSU Division of Dermatology

The scope of the discipline of dermatology at an academic medical center is extensive, unique, and does not overlap with other medical disciplines. Academic dermatologists at Ohio State collaborate extensively with other physicians in cutaneous oncology, bench research, cutaneous surgery, and management of pediatric and adult medical disorders. Following is an overview of the structure of activities at OSU Dermatology. Following the hierarchical graphic, each area is discussed in further detail.



1.3.1 Medical Dermatology

Medical dermatology forms the backbone of the practice of dermatology. The breadth of clinics offered make OSU Dermatology the most comprehensive dermatology center in central Ohio. Our practice offers all standard medical dermatology services. In addition, OSU Dermatology has become the primary referral center for complex patients due to the availability of specialty and high-risk clinics, staffed by providers who are well-trained in diagnostic dilemmas and complex disease management.

1. Inpatient Dermatology

During the past six years, the service has expanding dramatically from over 600 new consults per year to well over 1000 consults per year. Continuity of attending dermatologists on service has been very beneficial to ensuring quality control and enhancing the value of our consults. We have also dramatically increased the number of follow-up visits. Further, we have been able to publish our data to demonstrate a decreased rate of readmissions and hospital length of stay in patients who are admitted or discharged with a primary skin disease when

managed by dermatology consultants (Milani-Nejad, Zhang, Kaffenberger, JAMA Dermatol 2017). Our program has given multiple national and international educational sessions in hospital dermatology. In addition, despite little inpatient resources for research, we have been successful in creating a research mission through this service as well with funding from the Henry Jackson Foundation, Dermatology Foundation, and Patient Safety Advancement Grant Awards.

Number of Attendings: 3 primary (though all attendings cover night call)

Annual Patients: 1,167 unique patients (FY 2019)

Services provided: inpatient consultations, skin biopsies, allergy assessments, pre-operative clearances, excisions

Advances:

We continue to have numerous publications and system-based advances.

Regarding publications, we jointly have >20 publications regarding inpatient dermatologic care for this calendar year alone (Jan-July 2020). System based practices include the expansion and refinement of telemedicine in its application to inpatient consults.

2. Medical Dermatology – Specialty Clinics

The number of specialty clinics has dramatically expanded as the patient population we serve has increased. Specialty clinics have allowed our providers to focus on a clinical and research area of interest. As noted above, these clinics have also dramatically increased community referrals for complex cases.

Number of Specialty Clinics: 12 (Full descriptions of clinics can be found in [Appendix 2](#))

Complex Clinic

Psoriasis Clinic

Contact Dermatology/Patch Testing

Hidradenitis Suppurativa and Atypical Wound Clinic

Graft-versus-Host disease, Drug Rashes, Cancer Therapy Rashes, and Paraneoplastic syndromes

Oncodermatology

Hair Clinic

Vulvar Dermatology

HIV Dermatology

Transplant/Immunosuppressed Dermatology

Pigmented Lesions Clinic

Urgent Clinic

3. General Medical Dermatology

In addition to the high-level inpatient and specialty clinics offered, OSU Dermatology provides care for the entire spectrum of general dermatology. Our practice sees all ages, from newborns to our sage geriatric patients. We focus on comprehensive dermatologic care, including acne, birthmarks, burns, cutaneous

infections, alopecia, psoriasis, rashes, rosacea, scars, skin cancer, and many more.

Number of Providers: 15

Annual General Dermatology Visits per year: 41,906 (FY2019)

1.3.2 Surgical Dermatology

Dermatology is considered a procedural specialty. Milestones for dermatologic residency training include cutaneous excisional surgery, cutaneous reconstructive surgery, laser and light-based procedures, neurotoxin and filler injection techniques, and nail surgery. Therefore, all of our providers are active in the practice of surgical dermatology, with several providers specializing in advanced techniques, as enumerated below.

1. Mohs Micrographic Surgery (MMS)

MMS is an advanced surgical technique for the removal of cutaneous neoplasms. Fellowship training is required, and beginning in 2021, there will be board certification for the specialty. The technique involves removal of the skin cancer and real-time histopathologic examination of 100% of the excisional margin. These procedures are carried out only on high-risk cutaneous neoplasms, primarily located on the head and neck. OSU Dermatology has become a referral center for high-risk, complex cutaneous neoplasms given our ability for multidisciplinary treatment and our familiarity with the treatment of complex tumors.

Number of Providers: 2

Annual MMS Procedures: ~2,000/year

Number of Histotechnologists: 3

Tumors Treated: Basal cell carcinoma, Cutaneous squamous cell carcinoma, Dermatofibrosarcoma protuberans, Extramammary Paget's disease, Sebaceous carcinoma, Microcystic adnexal carcinoma, Mucinous carcinoma, Atypical fibroxanthoma, Superficial cutaneous leiomyosarcoma, Melanoma in situ

Advances: The providers are in the final stages of validation of a MART-1 stain for used on frozen section pathology. This will enable OSU Dermatology to provide cutting edge MMS treatment for melanoma in situ. Additionally, Dr. Llana Pootrakul has initiated a program of Mohs surgery in formal operating rooms to extend the Mohs procedure to extremely complex cases that cannot be completed in an outpatient or ambulatory surgical center location.

2. Advanced Cutaneous Reconstruction

MMS surgeons are also extensively trained in cutaneous reconstruction. Both of our providers are nationally recognized for their advances in reconstructive surgery, giving numerous state and national talks and leading the national training session for MMS fellows-in-training.

Number of Providers: 2

Annual Advanced Reconstructive Procedures: ~800/year

Reconstructive Techniques: complex linear closures, advancement flaps, transposition flaps, rotational flaps, interpolation (multi-stage) flaps, full-thickness skin grafting, xenografting, and cartilage grafting.

3. Cosmetic Dermatology

Cosmetic dermatology is an area of dermatology that is quickly expanding. Within the past 10 years, OSU Dermatology has greatly expanded our cosmetic offerings. Additionally, one of our providers recently completed a one-year, American Society for Dermatologic Surgery Cosmetic Dermatology Fellowship in New York City. As there are very few ASDS approved cosmetic fellowships, this has allowed us to now provide cutting-edge aesthetic procedures to our patients, unique to OSU Dermatology in central Ohio.

Number of Providers: 5

Cosmetic procedures offered:

- Blepharoplasty
- Liposuction
- Toxin injection: Botox and Xeomin
- Filling agents: Permanent and Hyaluronic acid fillers
- Laser Devices: Pulsed-dye laser, Fractionated CO2, Intense Pulsed Light, Laser Hair removal, Nd:Yag, q-switched Nd:Yag
- Picosure-tattoo removal
- Peeling Agents: Glycolic acid, Trichloroacetic acid, Salicylic acid, Jessner's
- Sclerotherapy
- Platelet-Rich Plasma injections
- Cosmetic removal of skin lesions
- Collagen Induction Therapy (Microneedling)

Advances: We have continued to increase our cosmetic offerings. One of our faculty, Dr. Desmond Shipp, has completed an ASDS cosmetic surgery fellowship. This is an advanced fellowship that provides in-depth, hands on training in the following 8 areas: wrinkles and fold, rejuvenation, resurfacing, veins, body contouring, lifting, hair treatments, and scar revision.

Specialty Clinic – Laser Surgery Clinic

Susan Massick MD, Alisha Plotner MD, Desmond Shipp MD, Jennifer Sopkovich MD

In our laser clinics we provide specialized treatment for a variety of cosmetic and medical concerns with several lasers, including pulsed dye laser, Alexandrite and Nd:YAG laser, and fractionated CO2 laser. The pulsed dye laser targets vascular pathology and is often used to address facial redness from rosacea, congenital capillary malformation, small vascular growths, and also to treat warts and certain scars. The Alex and Nd:YAG lasers targets hair and skin pigment for laser hair removal and treatment of skin brown spots, respectively, and can also be used to treat small abnormal veins. The fractionated CO2 is a resurfacing laser that can improve the signs of aging, acne scarring, and traumatic or surgical scars.

4. General Surgical Dermatology

All dermatology providers at OSU Dermatology are trained procedural dermatologists. Therefore, we are able to provide comprehensive dermatologic care for our patients.

Number of Providers: 19

Procedures Performed: Shave biopsy, punch biopsy, excisional surgery, linear cutaneous repair, electrodesiccation and curettage, cryosurgery, botulinum toxin for hyperhidrosis, salicylic acid peels for field cancerization, intralesional therapy (steroids, methotrexate, 5-fluorouracil, bleomycin)

1.3.3 Pediatric Dermatology

Based at Nationwide Children's Hospital, our team of experts includes board certified pediatric dermatologists who have completed advanced training for skin problems specific to children and adolescents. Services are provided in outpatient pediatric dermatology practices at different locations, as well as consultation for hospitalized patients. Nationwide Children's Hospital is consistently ranked among the best pediatric hospitals in the country by US News and World Report.

Number of Providers: 4 full time board certified pediatric dermatologists, 2 pediatric dermatology nurse practitioners.

Annual Dermatology Patients: ~12,000 visits/year

Services Provided: outpatient and inpatient consultation; surgical procedures in outpatient clinic setting and ambulatory surgery center for procedures under sedation; phototherapy (narrowband UVB and excimer laser); laser surgery; comprehensive pediatric patch testing

Subspecialty clinics: Pediatric Hair Disorders Clinic, Hemangioma and Vascular Anomalies Clinic

1.3.4 Cutaneous Oncology

Dermatology at OSU has become a referral center for cutaneous oncology cases. In addition to the general management of skin cancers, the Division offers the following specialized services for cutaneous oncology: Mohs Micrographic Surgery and Reconstruction, Pigmented Lesion Clinic, Multidisciplinary Cutaneous T-cell Lymphoma Clinic, Dermatologic Oncology Clinic (evaluates patients with dermatologic side effects of oncologic treatments), and Transplant and Immunocompromised Dermatology Clinic (evaluates patients with immunosuppression as the rates of skin cancer are increased in this cohort) (an expanded description of these clinics can be seen in Appendix 2).

1.3.6 Dermatopathology

OSU Dermatology has robust collaborations with dermatopathology. The current OSU dermatopathologists play an integral role in the education of our dermatology residents, giving weekly microscope lectures. Additionally, the clinical dermatology training required of the dermatopathology fellow is completed within the clinics of OSU Dermatology.

1.4 Evaluation of the Performance of the Division of Dermatology

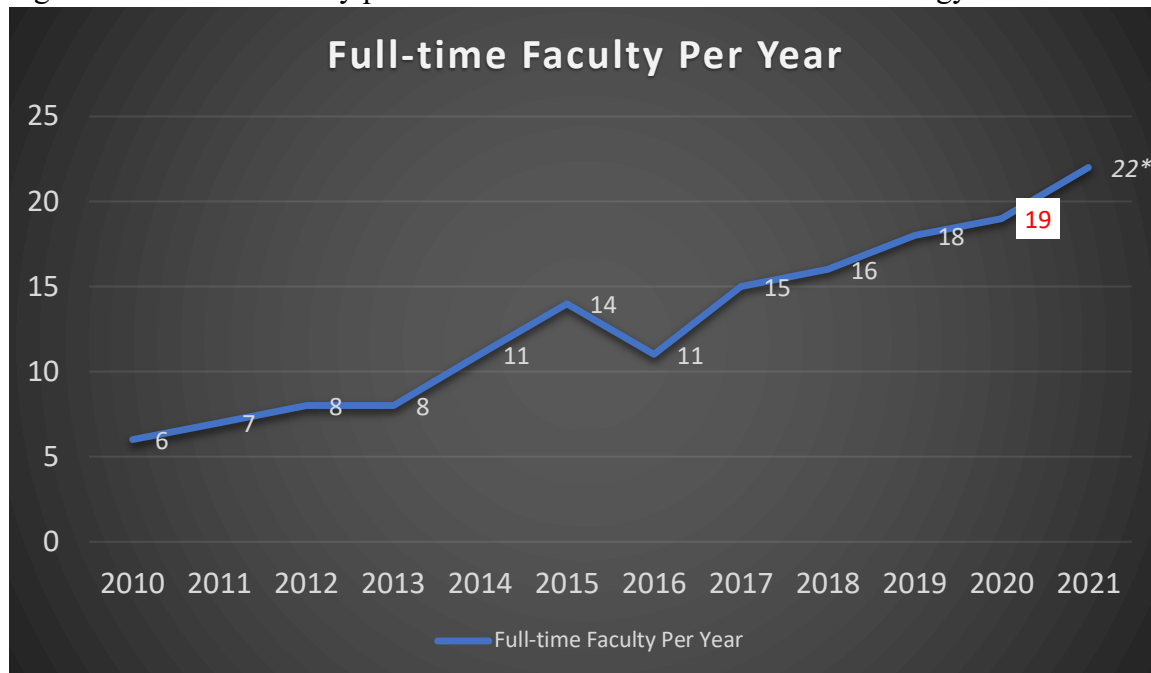
1.4.1 Clinical Performance

The clinical performance of the OSU Division of Dermatology has improved on all capturable metrics over the past 10 years. This consistent improvement in size and efficiency demonstrate the division's clinical strength and impact.

FACULTY

Dermatology has expanded from six full-time dermatologists in 2010 to nineteen full-time dermatologists in 2020 (Figure 1). The trajectory of the division over those 10 years has been a consistent rise in the number of providers. This consistency illustrates the strength of the division in the marketplace for dermatologists looking for career opportunities. It also demonstrates the positive work environment provided by the division and the opportunities available to our providers (enumerated in section 1.3).

Figure 1: Full-time Faculty per Fiscal Year in the Division of Dermatology

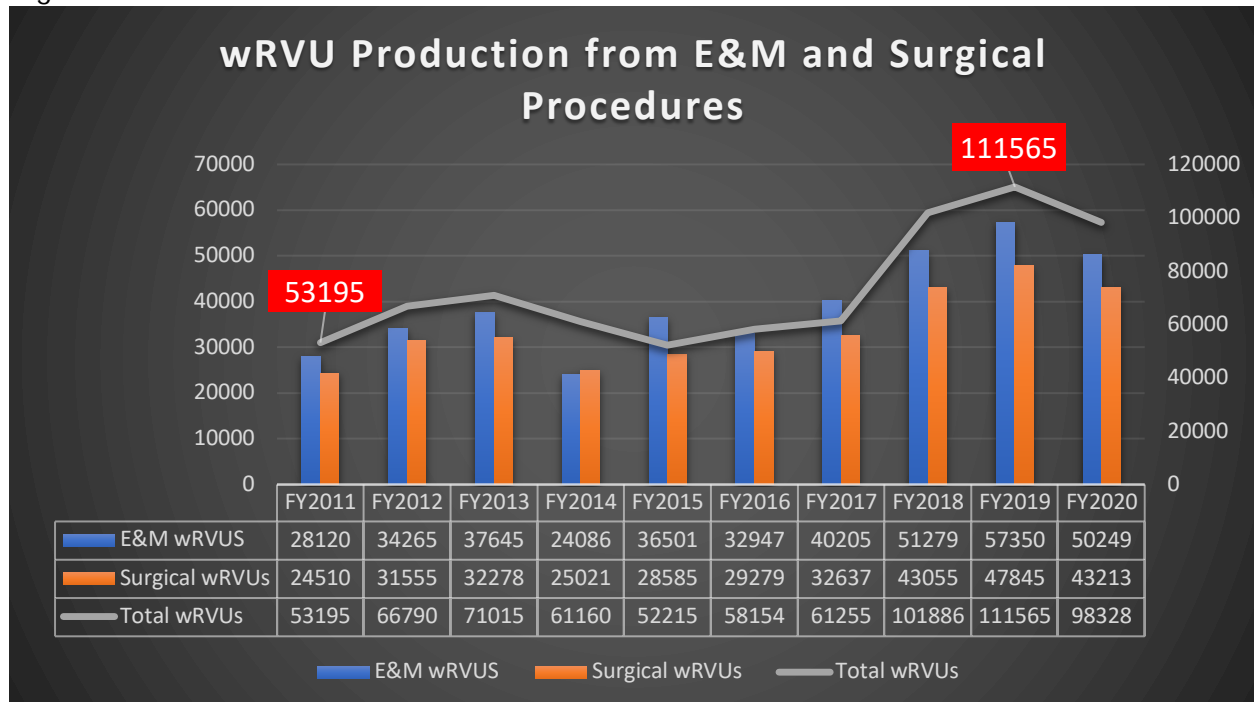


* Anticipated faculty number for 2021.

wRVU PRODUCTIVITY

Mirroring our increase in faculty, dermatology has consistently increased wRVU production. As shown in Figure 2, over the past 10 years there has been a consistent upward trend in wRVU production to a height of 111,565 wRVUs in 2019. This increase in productivity has been a result of expansion of both clinical/inpatient encounters and surgical procedures, captured as E&M and CPT codes respectively. Figure 2 illustrates a balanced growth in both E&M and CPT sectors of our billing portfolio.

Figure 2: wRVU Production

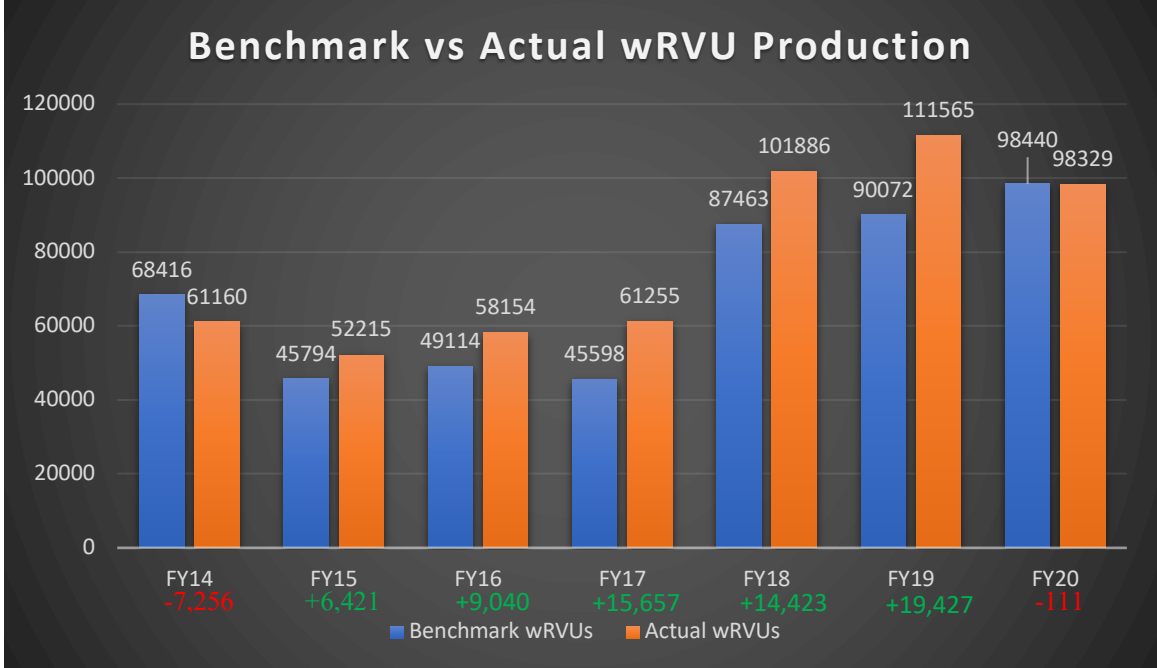


*"Total wRVUs" takes into account additional wRVUs not included in the categories of E&M and Surgery (for example, imputed wRVUs for cosmetic procedures and pathology/medication charges).

***FY2020 includes COVID impact period.

Data on benchmark performance is available from FY 2014 to present. As shown in Figure 3, the division has consistently been increasing our performance over the set benchmark, from a deficit of 7,256 wRVUs in FY 2014 to a surplus of 19,427 wRVUs in FY2019. This demonstrates not only an overall improvement in wRVU production by the division (Figure 3), but also an improvement in provider efficiency. Even with the impact of COVID-19 in FY 2020, the division nearly met the benchmark as productivity deficit was only 111 wRVUs (refer to the Division’s COVID-19 response below for further information).

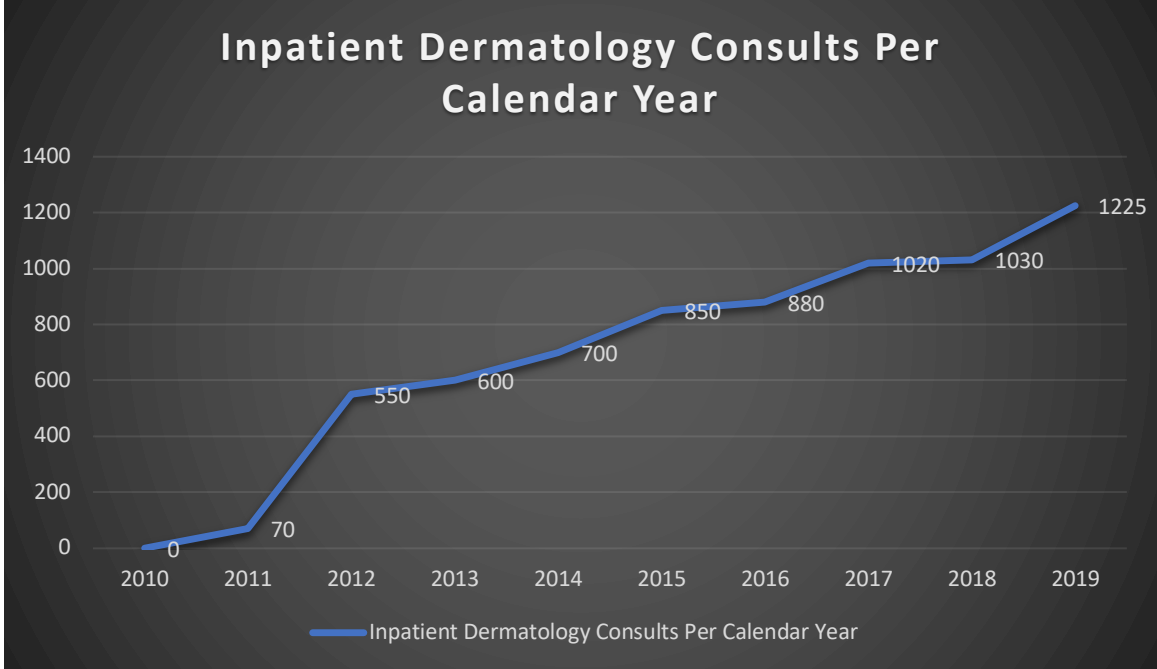
Figure 3: Benchmark vs Actual wRVU Production



*FY2020 includes COVID impact period.

Inpatient dermatology consults provide a more granular illustration of the growth of the Division. During the past six years, the service has expanding dramatically from over 600 new consults per year to well over 1000 consults per year. Continuity of attending dermatologists on service has been very beneficial to ensuring quality control and enhancing the value of our consults.

Figure 4: Discrete Inpatient Dermatology Consults per Year



1.4.2 Educational Performance

Providing high-level education is a core value of OSU Dermatology. The faculty plays an active role in educating medical students, residents, and fellows. The OSU Dermatology Residency is an ACGME approved program with 12 complement positions. There are fellowship positions in Micrographic Surgery and Dermatologic Oncology, Pediatric Dermatology, Dermatopathology, and Clinical Research. With respect to medical students, there are available rotations during their third and fourth years for students from OSU and other medical schools. The faculty provides 5-6 hours of lectures for the Med II curriculum and OSU dermatology faculty are routinely recognized by the OSU medical students for excellence as teachers. Finally, residents from plastic surgery, podiatry, family practice, pediatrics, internal medicine, and dermatopathology fellows rotate with the dermatology service.

Resident Education: Dermatology

Number of Residents: 10

Number of Faculty: 26

Number of Training sites: 3

- Ohio State University Wexner Medical Center, Veterans Affairs Medical Center, Nationwide Children's Hospital

Program Highlights:

1. Resident Education Initiatives

- **Didactic Program**
The residents have protected time for 4 hours each Wednesday afternoon for didactics sessions which include book review, faculty lectures, guest faculty lectures, dermatopathology sessions, and a surgical lecture series.
- **Journal Club Series**
Once monthly during didactics, a faculty member reviews with the residents key journal articles from one or more core journals including Journal of the American Academy of Dermatology, JAMA Dermatology, and Dermatologic Surgery. Four times per year, the residents have Pediatric Dermatology Journal Club at NCH.
- **Cosmetics Workshops**
Quarterly, our faculty who perform cosmetic procedures lead a 4-hour hands-on workshop on administering botulinum toxin, fillers, sclerotherapy, and operating a variety of lasers.
- **Grand Rounds**
Six times yearly, the residents present an average of 6 challenging patient cases with live patient viewing and invite either internal or external faculty to lecture on key topics in dermatology.
- **Faculty Exchange**
During COVID, a faculty exchange was established among multiple institutions whereby the Ohio State faculty would lecture virtually

to other residency programs in exchange for lectures to our residents. We hosted 5 faculty exchanges for our residents in 2020.

2. Expanded Resident Experiences

In addition to their core training, the residents have the opportunity to do elective rotations outside the medical center, and they can also set up selective clinics with Facial Plastic Surgery, Wound Clinic, Rheumatology, Scleroderma, and Lymphedema Clinic.

3. Breadth of Training

- Surgical Experience

The residents rotate the following surgery clinics to fulfill their ACGME surgical volume requirements:

- Resident Surgery Clinic
- Mohs Surgery at Gahanna and Martha Morehouse
- Veterans Administration Surgery Clinic
- Dermatology West Surgery Clinic
- NCH Pediatric Surgery Clinic

- Specialty Clinic Training

In addition to core training in continuity clinics, surgery, and medical dermatology, the residents rotate through the following specialty clinics in dermatology:

- Pediatric Dermatology
- HIV Dermatology
- Complex Medical Dermatology
- Psoriasis Clinic
- Laser clinic (KTP, Excimer laser, Nationwide Children's)
- Dermatologic Oncology
- Cutaneous Lymphoma Clinic
- TCA Peel Clinic
- Inpatient Dermatology Follow-up
- Contact Dermatitis/Patch Testing
- Vulvar Dermatology Clinic

- Inpatient Dermatology

The residents rotate through our inpatient dermatology service approximately 6 weeks each year where they manage complex dermatologic conditions on our consult service.

4. Match Rates

Match Rate: 100%

Fellow Education: Micrographic Surgery and Dermatologic Oncology (MSDO)

Number of Fellows: 1 per year

Board Pass Rate (last 5 years): n/a (the first year of the board examination is 2021)

Program Highlights:

1. Fellow Education Initiatives

Year-long Micrographic Surgery and Dermatologic Oncology Fellowship Didactic Program.

Due to its comprehensive nature, this original course has been adopted by other MSDO programs. Additionally, the program has gone through an extensive revision to meet the specific needs of preparing our fellows for the inaugural Micrographic Dermatologic Surgery Board Examination.

Dermatology Resident Surgical Journal Club Series

Journals within and outside of the Dermatology literature are reviewed on a monthly basis.

2. Expanded Fellow Experiences

Rotations with other specialties

With feedback from our fellows, we have increased the available experiences to now include time with Plastic Surgery, Radiation Oncology, Otolaryngology, and Oculoplastic Surgery.

3. Breadth of Training

Surgical Volumes

Average of approximately 1200 Mohs Micrographic Surgery Cases and 1500 reconstructions (with an average of 250 advanced reconstructive procedures including flaps and grafts).

4. Match Rates

Match Rate: 100%

Medical Student Education

1. Medical Student Rotations

Dermatology has worked in earnest to ensure a superior experience for medical students. The acting Director of Medical Student Education, Dr. Jessica Kaffenberger, has worked diligently to create a highly regarded dermatology rotation. The experience includes a broad set of exposures to general medical dermatology, surgical dermatology, pediatric dermatology, inpatient dermatology, and complex medical dermatology. Lectures specifically aimed at medical students are given weekly, in addition to attendance at resident didactics.

2. Medical Student Education

Faculty from the Division provide instruction to the medical students during their second year. Given many of the events of 2020, medical students requested a focus on issues of diversity during their education. In response, multiple dermatology faculty revised lectures to focus on all skin types.

3. Medical Student Research

Faculty are very involved with medical student research, both helping to expose students to dermatologic research and to make our applicants more competitive for the dermatology matching process. There are active medical and cutaneous oncology research groups within the division that work with medical students. Additionally, many of our faculty have participated in the College of Medicine Medical Student Research Scholarship Program (MDSR) Scholarship Program.

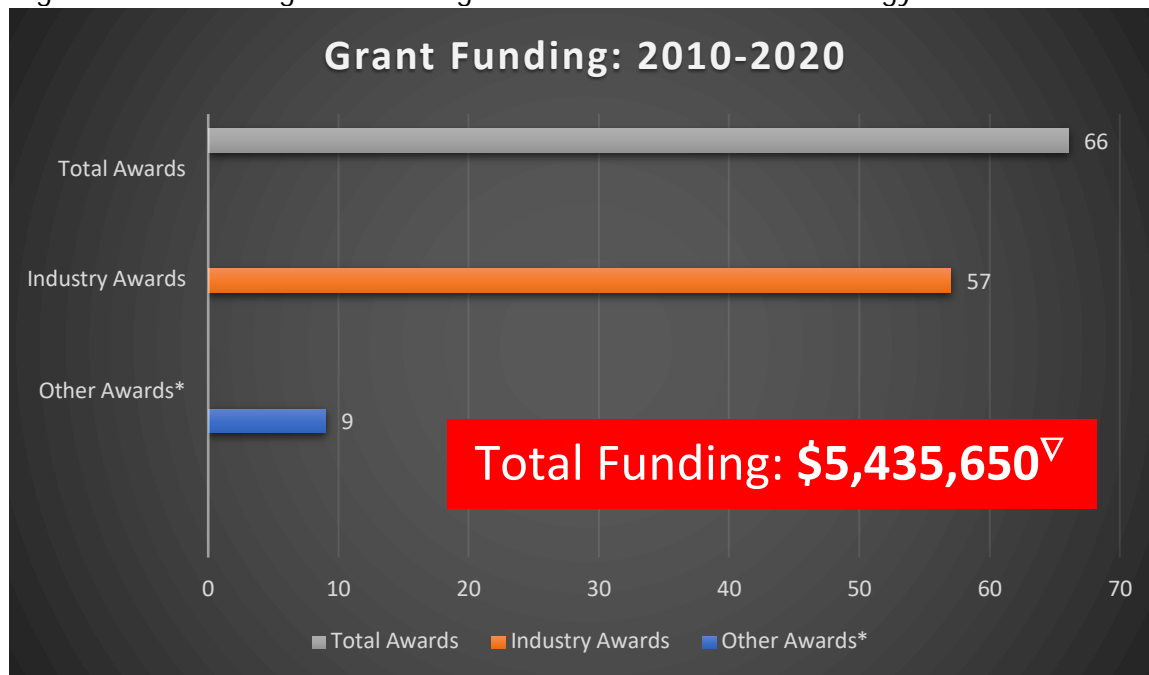
-Recent examples of MDSR Projects

- Mentee: Jessica Nash, Mentor: David Carr – Inter and Intra-rater reliability in the Grading of Differentiation in Cutaneous Squamous Cell Carcinoma (2020)
- Mentee: Lucy Rose, Mentor: Brittany Dulmage - Retrospective Review of Scalp Cooling for Hair Preservation in Breast Cancer Patients Undergoing Chemotherapy (2020)
- Mentee: Ty Gilkey, Mentor: Ben Kaffenberger - Evaluating the impact of Drug Eruptions in the hospital setting (2020)
- Mentee: Claire Kovalchkin, Mentor: Ben Kaffenberger - Examining hospital outcomes among patients with psoriasis (2020)
- Mentee: Michael Goldenberg, Mentor: Ben Kaffenberger - Comparing Cardiac MRI and Cardiac MR Elastography findings among inflammatory skin diseases such as psoriasis, rosacea, and atopic dermatitis (2019)
- Mentee: Abigail Hecht, Mentor: Jessica Kaffenberger - A retrospective review of treatment response of palmoplantar psoriasis (2019)
- Mentee: Amy Woo, Mentor: Jessica Kaffenberger - Investigating the effect of hormonal contraceptives on psoriasis in patients in a dermatology outpatient clinic (2018)
- Mentee: Paul Macklis, Mentor: Ben Kaffenberger - Oral Care and Hygiene and its Association with Psoriasis Development (2018)
- Mentee: Starling Tolliver, Mentor: Ben Kaffenberger - Female Hair Care Practices as they Relate to Health, Wellness, and Exercise Among African-American Woman (2017)
- Mentee: Rebecca Wang, Mentor: Jessica Kaffenberger - A retrospective review of new onset dermatitis in patients 60 years or older (2016)
- Mentee: Preeta Gupta, Mentor: Ben Kaffenberger - The use of Teledermatology to differentiate Cellulitis in an Academic Inpatient Ward (2016)
- Mentee: Alex Wells, Mentor: Ben Kaffenberger - The use of Teledermatology to differentiate Cellulitis in the Emergency Dept Setting (2015)
- Mentee: Matt Reynolds, Mentor: Ben Kaffenberger - Cardiac MRI as a non-ionizing assessment of heart disease in psoriasis patients (2015)

1.4.3 Research Performance

Research efforts in the OSU Division of Dermatology have exponentially grown over the past 10 years. The work performed within the Division of Dermatology has garnered national attention, has advanced the field, and offers our patients cutting edge therapeutics. In particular, there has been explosive growth of the clinical trials unit, a focus on investigator-initiated trials, and a plethora of peer-reviewed publications. The Dermatology Clinical Trials Unit (CTU) has the notable distinction of being one of the few financially productive clinical trials units in the medical center.

Figure 5: Research grant funding in the Division of Dermatology from 2010-2020



* Other awards: National Cancer Institutes, American Academy of Dermatology, American Acne and Rosacea Society, Indiana University, National Rosacea Society, Dermatology Foundation, American Skin Association, Spatz (Martin & Dorothy) Charitable Foundation, Uniformed Services Univ Health Sci's

[▽]This total amount is spread over the lifetime of the award and represents a macro-level view of Dermatology's portfolio over the last ten years. Due to the nature of the awards, we cannot infer total funding at any specific point in time or any single fiscal year for overall funding. A per fiscal year overview of clinical trials awards is in Figure 6.

1. Clinical Trials

The Dermatology CTU has expanded to become one of the most robust dermatology CTU's in the Midwest. The unit has increased the number of trials from 10 per year, to approximately 40 per year over the past decade (Figure 7). Financial invoicing during this period has commensurately tripled in size to nearly \$1,000,000 per fiscal year (Figure 6). This expanded capacity allows for the maintenance of a full-time CTU staff and the funding of several research fellows; all while maintaining a positive net income. The trials have involved numerous diagnoses, offering therapies impacting cutaneous T-cell lymphoma, moderate to severe plaque psoriasis, hidradenitis suppurativa, and recalcitrant discoid lupus erythematosus (among many others).

Figure 6: Dermatology Clinical Trial Invoicing

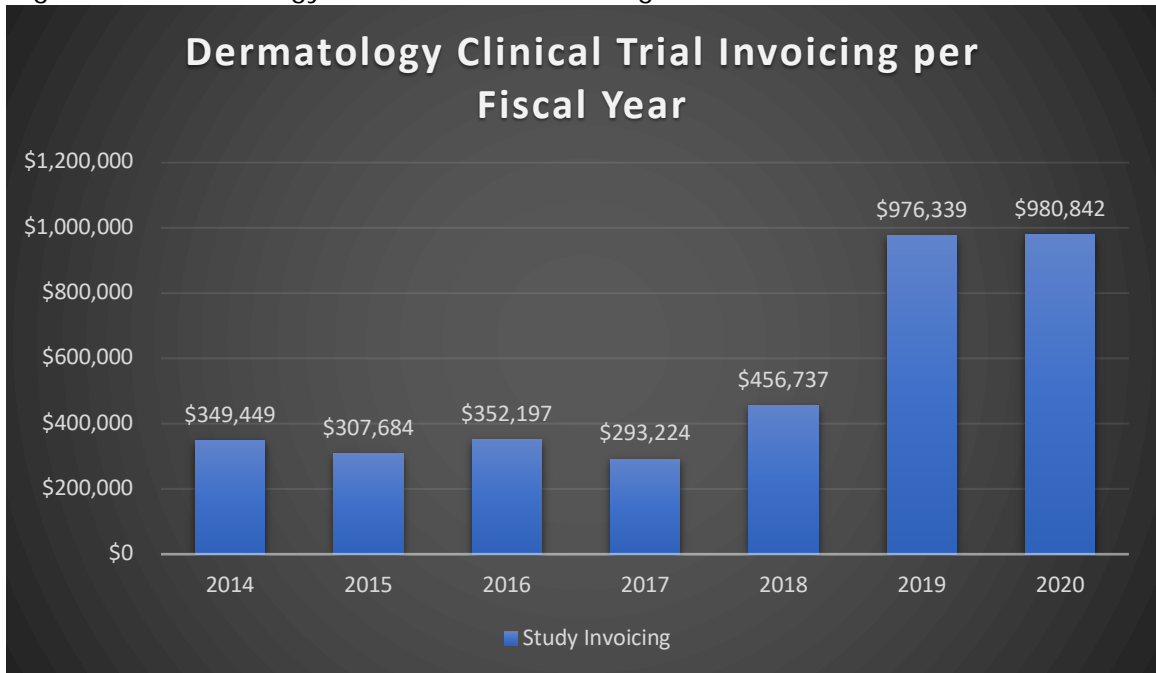
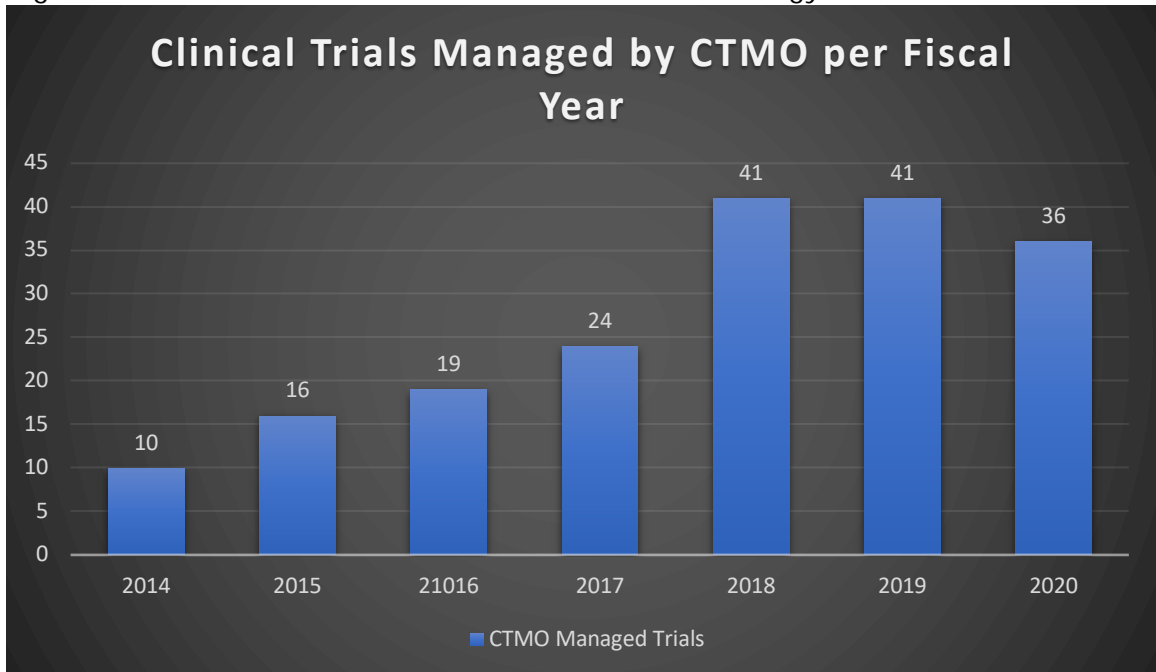


Figure 7: Clinical Trial Numbers: Division of Dermatology Clinical Trials Unit



2. Grant Funding

As demonstrated in Figure 5, the Division received 66 awards over the past 10 years, amounting to \$5.4 million. These awards were from two primary sources: industry awards (57) and extramural awards (9). The extramural award sources (noted in the footnote for Figure 5) include the National Cancer Institutes,

American Academy of Dermatology, Dermatology Foundation, and the Spatz Charitable Fund.

Following is a description of NIH and NCI funded projects in the division.

Dr. Benjamin Kaffenberger

RO1: (PI: Yang/Huang), NIH, \$2,932,517 Total Costs
07/01/2020-06/30/2025

Role of macrophage polarization in multi-organ fibrosis of chronic GVHD
Chronic graft versus host disease (cGVHD) is the leading cause of non-relapse mortality and morbidity after allogeneic hematopoietic stem cell transplantation, mainly due to systemic fibrosis; however, what drives the development of systemic fibrosis in cGVHD remains largely unknown. The proposed work will investigate mechanisms underlying fibrotic changes in cGVHD. The outcomes of this work will lead to the development of novel therapeutic strategies for treating systemic fibrosis in cGVHD.

Role: Co-Investigator, 2.40 calendar months

Dr. Henry Wong

R21: (PI: Wong), NIH-NCI grant (\$275,000 direct cost) (NIH-NCI R21 CA164911-01A1)
2012-2014

Focused on biomarkers in cutaneous T-cell lymphoma.

Role: Primary Investigator

Dr. Henry Wong

NIH-ARRA grant 3P30CA016058-3453 (Dr. Caligiuri – PI)
Supported the development of a multidisciplinary cutaneous lymphoma clinic at the OSU Comprehensive Cancer Center (\$500,000 direct cost).

Dr. David Lambert

NCI funded grant (Dr. Ronald Glaser – PI)
studying the impact of stress on the immune system and development of basal cell skin cancer (ROI NCI CA 100243).

Role: Co-investigator

3. Investigator-Initiated Trials

The Dermatology faculty are also extremely productive with investigator-initiated trials. Currently, faculty are involved in approximately 50 investigator-initiated trials. These trials are extremely impactful within dermatology. Following are several high-impact projects, please refer to [Appendix 4](#) for a complete list:

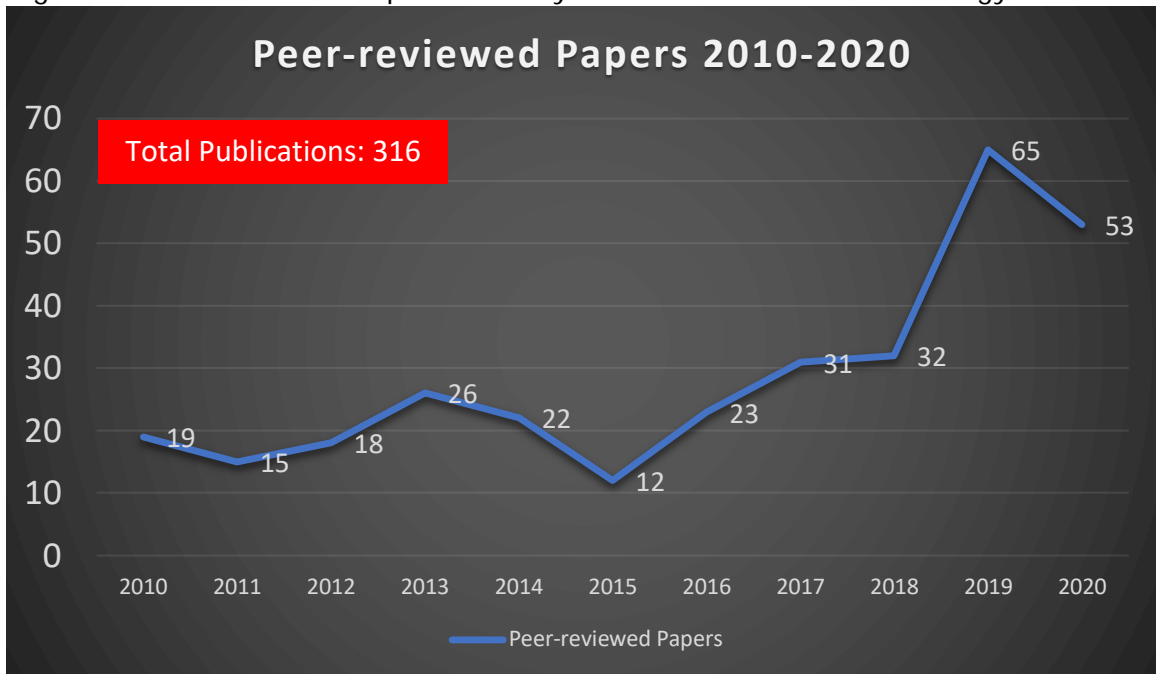
- A Retrospective Study of Clinical Outcomes in Patients with Cutaneous Squamous Cell Carcinoma Treated with Adjuvant Radiation at the Ohio State University.
- The Ohio State University Biorepository
- A Natural History Study of Eyebrow Loss in Breast Cancer Patients Receiving Chemotherapy and Subsequent Pilot Study of Topical Oxymetazoline for Eyebrow Preservation During Chemotherapy for Breast Cancer
- The Effect of Histopathologic Analysis and Tissue Cultures on Inpatient ---Management of Cellulitis and Pseudocellulitis
- Learning Experiences in LGBT Health in Dermatology Residency.
- Clinical Utilization and Practicality of Current Cutaneous Squamous Cell Carcinoma Staging System Criteria: A Nationwide Survey.

- Grading of Differentiation in Cutaneous Squamous Cell Carcinoma: Evaluation of Inter-rater and Intra-rater Reliability.
- Sun Safety Education in Elementary School Students and Impact on Knowledge and Behavior
- Investigating the effect of COVID-19 on patient perceptions of personal protective equipment in an outpatient dermatology clinic.
- COVID-19 Automated Fever Screening Using Wide-Angle Thermography and Artificial Intelligence

4. Peer-reviewed Publications

The number of publications continues to grow (Figure 8). The faculty publish on a variety of topics, including medical dermatology, diversity in dermatology, cutaneous oncology, pediatric dermatology, and surgical dermatology. A small sample of some of the high-impact articles produced by our faculty are in Table 1.

Figure 8: Peer-reviewed Papers: Faculty of the Division of Dermatology



*2020 Data only includes 01/2020 – 08/2020

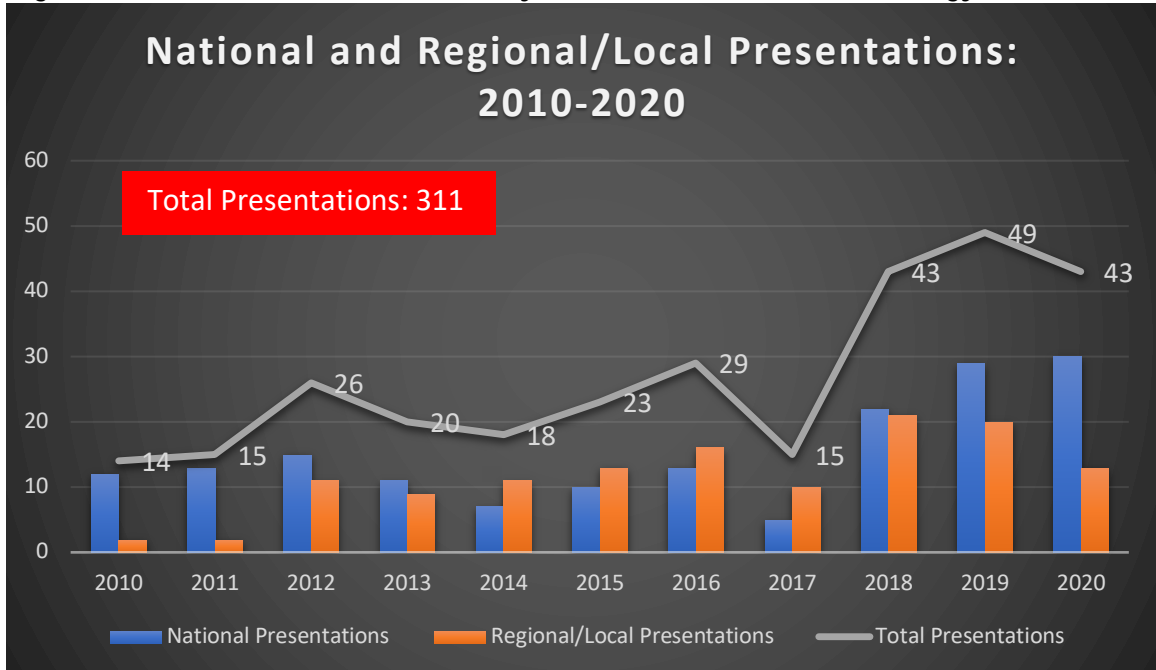
Table 1: Sample of Articles from Dermatology Faculty
Article Reference

Article Reference	Impact Factor
Avila C.L., Massick S., Kaffenberger B., Kwatra S., Bechtel M. "The Role of Cannabinoids for Pruritus". <i>Journal of the American Academy of Dermatology</i> . May 2020.	8.277
Abidi NY, Wanner B, Brown M, Golda N, Hajar T, Rohani P, Yu S, Carr DR. Characterization of the 2019 Micrographic Surgery and Dermatologic Oncology Standardized Letter of Recommendation. <i>Dermatologic Surgery</i> . 2020	2.109
Hoffman KP, Chung C, Parikh S, Kwatra SG, Trinidad J, Kaffenberger BH. IgA Expression in Adult Cutaneous Leukocytoclastic Vasculitis and its Effect on Hospital Outcomes. <i>Journal of the American Academy of Dermatology</i> . 2020	8.277
Guzman AK, Zhang M, Kwatra SG, Kaffenberger BH. Predictors of 30-day readmission in Stevens-Johnson syndrome and toxic epidermal necrolysis: A cross-sectional database study. <i>Journal of the American Academy of Dermatology</i> . 2020.	8.277
Cartron A, Raiciulescu S, Trinidad J. (2020) Culturally competent care for LGBT patients in dermatology clinics. <i>Journal of Drugs in Dermatology</i> . 2020	1.464
Milani-Nejad N, Johnson AG, Chung CG. Pancreatic-type panniculitis: an incidental finding in individuals without pancreatic disease? <i>J Clin Aesthet Derm</i> (accepted April 2020).	1.430
Dunaway S, Tyler K, Kaffenberger J. Update on treatments for erosive vulvovaginal lichen planus. <i>International Journal of Dermatology</i> . 2020	1.794
Pettit C, Massick S, Bechtel M. Cannabinoid-Induced acute generalized exanthematous pustulosis. <i>Dermatitis</i> . 2018.	3.988
Carr DR, Pootrakul L, Chung C. Metastatic Calcification Associated with a Selective FGFR Inhibitor. <i>JAMA Dermatology</i> , 2018	8.1

5. National, Regional, and Local Presentations

The faculty of the Division of Dermatology have had increasing numbers of invited presentations at both the local and national levels (Figure 9). Conspicuously, the ratio of national presentations has been increasing, demonstrating the increased national impact of Division of Dermatology faculty.

Figure 9: Total Presentations: Faculty of the Division of Dermatology

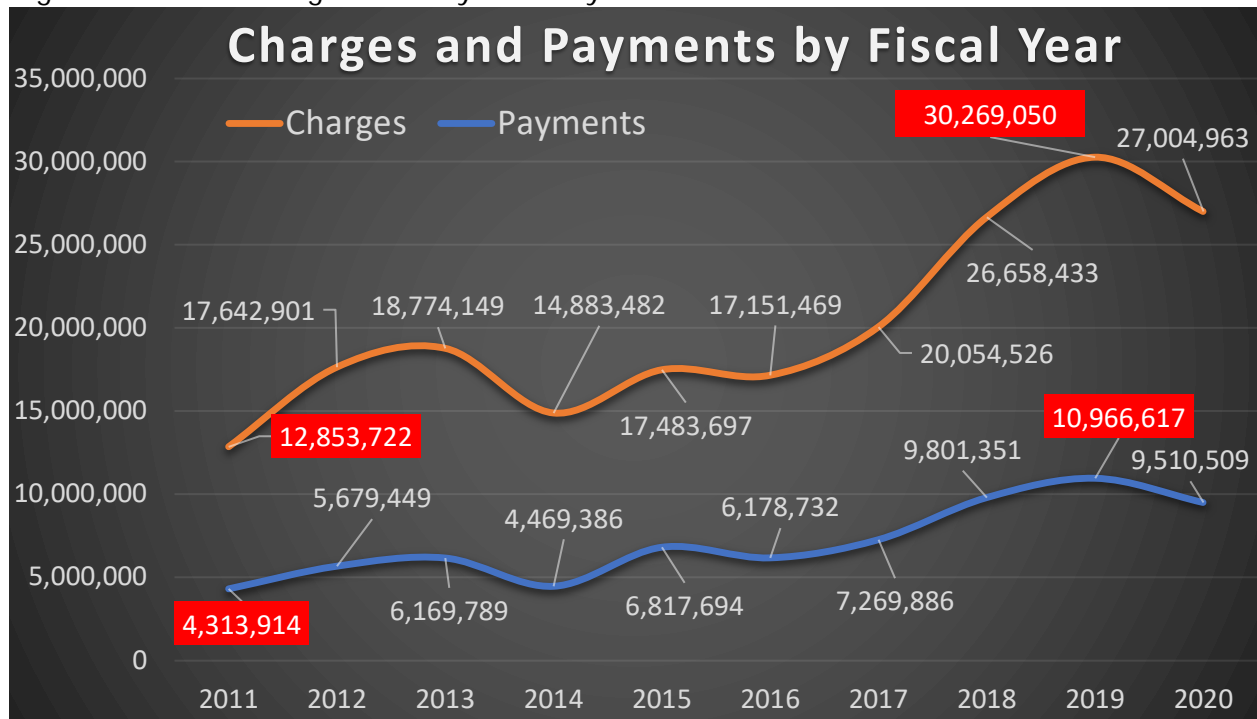


*2020 Data only includes 01/2020 – 08/2020

1.4.4 Financial Performance

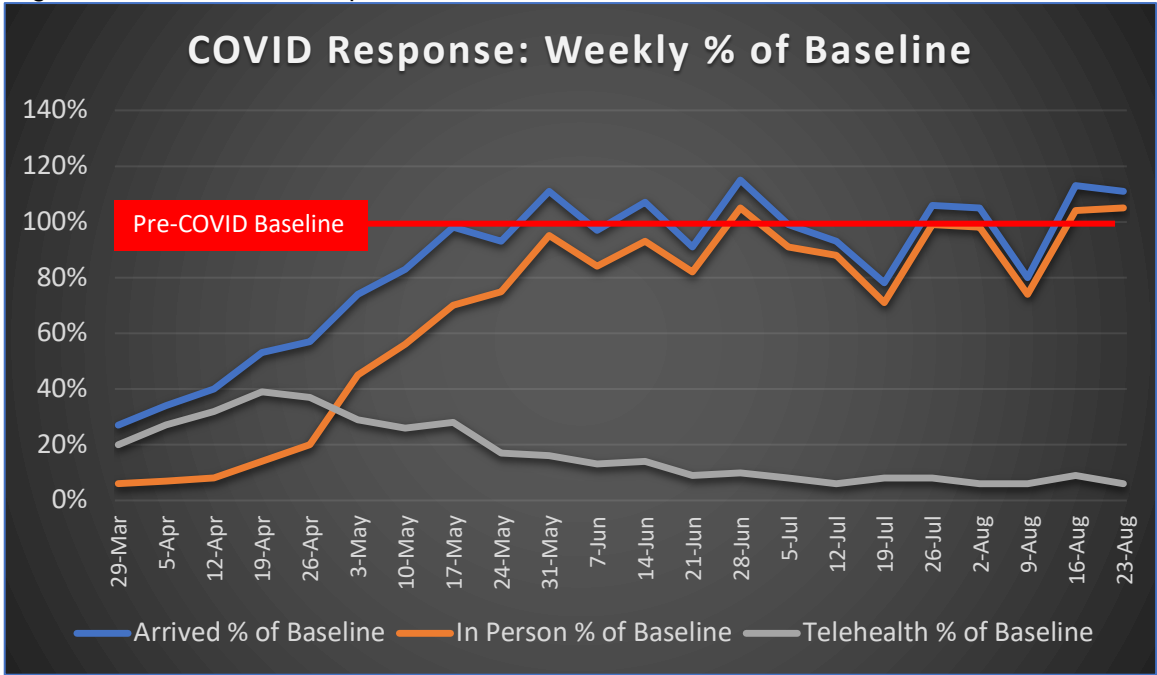
The Division of Dermatology is on solid financial ground. Over the past 10 years, the Division has increased payments by 254%, to a height of \$10,966,617 per year (Figure 10). As was the case for most divisions in the medical center, during the initial stages of the COVID pandemic, productivity was notably curtailed. However, upon resumption of clinical activity, the Division quickly returned to baseline activity, and at times surpassed that baseline (Figure 11). The post shutdown productivity was completed while strict distancing protocols and COVID testing of patients for certain procedures were in effect. This clearly illustrates the Division's capacity for adaptability and resilience.

Figure 10: Total Charges and Payments by Fiscal Year



*FY 2020 includes COVID-19 impact period.

Figure 11: COVID 19 Response



The Division of Dermatology has had a 10-year Growth Plan that is outlined in Table 2. The plan involves the targeted expansion of services and facilities to further our core missions of providing exceptional patient care, education, and research. The Division of Dermatology has been re-investing our funds in a focused manner to achieve these goals. Our physical footprint has expanded 496% (from 4776 ft² to 23,693 ft²) and we now offer services in 4 offices, in addition to providing services in the OSUWMC hospitals and the James Cancer Hospital and Solove Research Institute. Additionally, we have made significant financial contributions to dermatologic devices that expand the treatments offered, allowing us to provide the most technologically advanced treatments (pulsed-dye laser, platelet-rich plasma centrifuge, ultraviolet light therapy, and photodynamic therapy).

These strategic investments and expansion efforts have enabled the significant growth in the Division of Dermatology that is described in this dossier. They have also placed the Division in the position to continue its current trajectory, increasing our ability to expand our services to care for an increasing patient population, to further our educational efforts, and to continue to grow research efforts.

Table 2: Internally Funded Expansion Budgets, Division of Dermatology: 2010-2020

Project	Ft ² : Addition	Ft ² : Cumulative	Rooms: Addition	Rooms: Cumulative	Budget
<i>Start: 2010</i>	4,776 ft ²	4,776 ft ²	11	11	n/a
2011 Addition of Suite 220 at Officenter	1937 ft ²	6,713 ft ²	0	11	--
2013 Addition of Suite 205	1240 ft ²	7,953 ft ²	0	11	--
2014-2015 Officenter Expansion*	648 ft ²	8,601 ft ²	6	17	\$860,647.56
2017 Officenter Expansion	6,499 ft ²	15,100 ft ²	14	31	\$960,365.97
2018 Morse Road Expansion	2,629 ft ²	17,729 ft ²	6	37	\$428,331.44
2018 Dublin Road Expansion	5,964 ft ²	23,693 ft ²	15	52	\$943,431.29
Totals		23,693 ft²		52	\$3,192,776.26

*Remodel of suite 220 and 205 at Officenter, in addition to the purchase and remodel of suite 260.

2. Enumeration of All Faculty Affected by the Alteration

The creation of a Department of Dermatology is not anticipated to cause any direct alteration of faculty positions, other than an alteration to the overarching administrative structure of the newly formed Department. Faculty will continue to be hired by OSU Physicians and The OSU College of Medicine; reimbursement will continue through the OSU Medical Center Compensation Plan. Promotion and tenure proceeding will be through the respective committees at the medical center.

3. A person-by-person analysis of the proposed reassignment or other accommodation of the faculty identified in paragraph (b)(2)(b) of this rule.

As noted in section 2 above, there is no anticipated reassignment of faculty. Therefore, there is no anticipated impact on promotion and tenure, no tenured faculty would be terminated, and no faculty will be transferred to another unit.

4. An analysis of the academic courses now taught by the unit and provisions for their reassignment to other units, if relevant.

Described in [Section 1.4.2](#), the primary teaching in the Division of Dermatology is at the level of graduate medical education. There is no change anticipated for any educational effort at this level. Similarly, there will be no change in the teaching of the dermatology section of the Lead, Serve, Inspire curriculum of the School of Medicine.

5. Analysis of Students Affected by the Proposal

The creation of a Department of Dermatology is not anticipated to cause any direct alteration of student experiences. All currently offered programs will persist (including the Dermatology Residency Program, the Micrographic Surgery and Dermatologic Oncology Fellowship, Pediatric Dermatology Fellowship, Clinical Research Fellowships, Medical Student Rotations, and Medical Student LSI curriculum).

6. Specific proposals regarding support for currently enrolled students until degree completion.

There is no anticipated change regarding the ability of currently enrolled student to complete their respective residency or fellowship.

7. Analysis of Budgetary Consequences to All Relevant Units

The Division of Dermatology has established a very sound financial base to transition to a Department ([Section 1.4.4](#)). Over the last ten years, the Division of Dermatology has increased payments from \$4.3 million to just under \$11 million. Faculty productivity

increases every year; this is illustrated with increasing wRVU performance, hitting a high of approximately 20,000 wRVUs over set benchmarks in 2019. Additionally, there has been considerable internally funded procurement of numerous therapeutic devices and expansion of clinical space that has quintupled over the last 10 years, to over 23,693ft².

Dermatology is in a strong position to assume primary fiscal responsibility.

Additionally, the fiscal year 2021 budget for Internal Medicine is \$286 million. Of this, Dermatology represents approximately \$14 million, representing less than 5% of the overall budget. The anticipated financial impact of the proposed change on Internal Medicine is limited.

8. An analysis of the services lost to the rest of the university as a consequence of the proposal.

There is no anticipated loss to any service to the rest of the university as a consequence of the proposal.

9. An analysis of impact on constituencies external to the university, including alumni

There is no anticipated impact on constituencies external to the university, including alumni.

10. An analysis of the impact on governance at all relevant levels as a consequence of the proposal

There is no anticipated impact on governance for Internal Medicine or the College of Medicine.

The newly founded Department of Dermatology will adopt a governance structure as specified in The Ohio State University Bylaws and Rules Section 3335-3-35. This will include:

The establishment of a Department Chair

- Dual function as administrative head and representative of the faculty of the department in dealing with university administration
- Procedures of nomination, appointment, review, removal, and duties as outlined in 3335-3-35. Following is a brief overview of the duties:
 - General administrative responsibility of the program
 - Develop, with faculty, a pattern of administration
 - Prepare, with faculty, criteria and procedures concerning appointments, dismissals, salary adjustments, promotions, reappointment, and tenure
 - Operate the business of the department with efficiency and dispatch
 - Plan, with faculty, a progressive program

- Evaluate and improve instructional and administrative processes
- Evaluate faculty members
- Recommend to the dean of the college appointments, promotions, dismissals and matters affecting reappointment and tenure
- Encourage research and education
- Lead in maintaining a high level of morale
- See that adequate supervision and training to faculty and staff is given
- Prepare annual budget recommendations
- Promote improvement of instruction given by faculty

11. Analysis of the impact on Diversity

The Division of Dermatology has prioritized diversity as one of our core values. We have a Director of Diversity (Dr. Desmond Shipp) who oversees Dermatology's efforts to increase diversity of our staff, residents, and faculty; to provide culturally competent care to our patients; and to increase dermatologic research in the field of diversity.

Additionally, the directors for both the residency and MSDO fellowship programs have attended multiple diversity training sessions, and have made diversity a key factor in the selection of residents and fellows.

Finally, Department status is likely to improve Dermatology's ability recruit high-level, diverse applicants. In the current environment, diverse applicants are in demand, and view Divisions as less attractive than Departments of Dermatology.

12. Analysis of the impact on the academic freedom and responsibility of all affected faculty

There is no anticipated impact on the academic freedom or responsibility of affected faculty.

Appendix A: Top 75 Research Medical Institutions and Dermatology Program Department Status

Dept	1	Harvard University	Dept	44	Univ California-Irvine
Dept	2	Johns Hopkins	Dept	44	University of Cincinnati
Dept	3	University of Pennsylvania	Dept	47	Indiana University
Dept	4	New York University	Dept*	47	University of Massachusetts
Dept	4	Stanford University	Dept	47	University So. Florida
Dept	5	Columbia University	Dept*	50	Dartmouth Medical School
Dept	6	Mayo Medical School	Dept	50	University of Miami
Div	6	Univ California-LA (Geffen)	Dept	52	Wake Forest University
Dept	6	UCSF	Dept*	53	Tufts University
Div	6	Washington University	Dept	53	University Connecticut
Dept	11	Cornell University	Dept	55	University of Illinois
Dept	12	Duke University	Div	55	Univ of TX-San Antonio
Div	13	University of Washington	Dept	57	Thomas Jefferson Univ
Dept	14	University of Pittsburgh	Dept	58	George Washington University
Dept*	15	Univ Michigan-Ann Arbor	Dept	58	Medical College So. Carolina
Dept*	15	Yale University	Dept	58	Rush University
Sec	17	University of Chicago	Dept	58	Stony Brook Univ-SUNY
Dept	18	Northwestern University	Div	62	University Arizona
Dept	18	Vanderbilt University	Div	62	University of Kansas
Dept	20	Mount Sinai Sch of Med	Dept	62	University of Nebraska
Dept	21	Univ California-San Diego	Dept	66	Temple University
Dept	22	Baylor University	Div	66	University of Vermont
Dept	23	University of North Carolina	Dept	68	University of Kentucky
Dept	24	Case Western Reserve	Dept	68	Virginia Commonwealth
Dept	24	Emory University	Dept	70	Hofstra University
Dept	26	U of Texas Southwestern MC	Dept	70	Rutgers New Jersey Med
Dept	27	University of Wisconsin	Dept	70	University of Oklahoma
Dept	28	Oregon Health & Science U	Dept*	70	Wayne State University
Dept	29	Boston University	Dept	74	Rutgers Rob Wood Johnson
Dept	29	University of Virginia	Dept	74	St. Louis University
Dept	31	Univ Alabama-Birmingham	Dept	74	Texas A&M
Dept	31	University of Colorado	Dept	74	University of Tennessee
Dept*	31	Univ of Southern California	Dept	*	Pennsylvania State University
Div	34	Ohio State University	Dept	**	Wright State University
Dept	34	University of Iowa			
Dept	34	University of Maryland			
Dept	34	University of Rochester			
Dept	38	Brown University			
Dept	38	University of Utah			
Div	40	Albert Einstein COM			
Dept	40	Univ California-Davis			
Dept*	40	University of Florida			
Dept	40	University of Minnesota			
Div	44	Georgetown University			

(#) Number = 2021 U.S. News and World Report Ranking (Research ranking)

*Added to include all Big Ten Schools

**Added due to proximity to Columbus

Yellow shaded entries = Big Ten Schools
(status verified 8/11/2020)

Appendix B: Description of Specialty Dermatology Clinics

Complex Clinic

Jessica Kaffenberger MD

Complex clinic is specifically designed to help care for patients with severe skin diseases that require immunosuppressive medications, patients with rare skin diseases, or patients who are diagnostic dilemmas. This clinic has a large referral base extending throughout Ohio and into neighboring states. Patient care is optimized by our familiarity with utilizing immunosuppressive medications, by having a team of physicians treat the patient (including both residents and an attending), and by working closely with other specialties to ensure patients receive coordinated care. Additionally, by having a large referral base of many diseases, complex clinic has drawn numerous clinical trials to OSU, allowing OSU dermatology to be at the cutting edge of available medical therapies.

Psoriasis Clinic

Jessica Kaffenberger MD

Psoriasis is a life-long condition that is associated with many co-morbidities including arthritis, heart disease, depression, liver disease, obesity among many others. Development of the psoriasis clinic has allowed OSU dermatology to increase capture of patients with psoriasis and to provide comprehensive care for these patients focusing on both their psoriasis and their co-morbidities. We have also developed a multi-disciplinary psoriasis/psoriatic arthritis clinic with rheumatology where patient care is coordinated. Additionally, the psoriasis clinic has served as a catalyst for developing a robust clinical trial program for psoriasis where we have been a site for many of the newly approved psoriasis medications for both adults and pediatrics.

Contact Dermatology/Patch Testing

Kelly Tyler MD

Allergic contact dermatitis significantly decreases quality of life for those affected due to persistent dermatitis and pruritus, and many patients have occupational dermatitis due to chemical and other exposures at work. At the Ohio State Contact Dermatitis Clinic, we perform comprehensive skin patch testing using the American Contact Dermatitis Series and other expanded and specialty series. This clinic has allowed dermatology to: expand our referral base by providing a service not typically available at community dermatology clinics, increase resident education through a dedicated resident patch test clinic, provide valuable patient education to assist with allergen avoidance, and assist employers around Ohio with diagnosing cases of occupational dermatitis.

Hidradenitis Suppurativa and Atypical Wound Clinic:

Benjamin Kaffenberger MD

This is a clinic for patients with non-diabetic, vascular, or pressure wounds. Dermatology has a diverse perspective on the diagnosis of wounds often diagnosing the autoimmune and autoinflammatory wounds, the chronic vasculitis patients, and those that are associated with hypercoagulable conditions. There is a substantial unmet need for dermatologists to apply medical principles to diagnose and treat autoimmune and atypical ulcerations such as hidradenitis suppurativa, pyoderma gangrenosum, calciphylaxis, livedoid vasculopathy, and many others. This clinic works in close collaboration with the OSU Wound Care clinics although is located within dermatology space. The intent of the clinic is to be the single medical home for complex wound care patients to achieve medical and laboratory diagnostics, surgical and debridement needs, wound dressing supplies, and pain control as needed. This clinic has achieved funding the SPARC Awards, three funded investigator-initiated trials, and has an R01 submission undergoing review.

Graft-versus-Host disease, Drug Rashes, Cancer Therapy Rashes, and Paraneoplastic syndromes

Benjamin Kaffenberger MD

The goal of this clinic is to palliate patients with painful cutaneous toxicities to their chemotherapy like hand-foot syndrome, papulopustular eruptions, or malignant intertrigo, and diseases such as graft-versus-host disease. The goal is to use skin-targeted treatments to palliate treatments and allow them to continue therapies deemed necessary by their primary hematologist or oncologist. This clinic has been involved in describing novel forms of graft-versus-host disease, such as the angiomatosis phenomenon (Kaffenberger BH, Zuo RC, Gru A, et al. Graft-versus-host disease-associated angiomatosis: a clinicopathologically distinct entity. *J Am Acad Dermatol*. 2014;71(4):745-753. doi:10.1016/j.jaad.2014.05.034), as well as novel forms of chronic graft-versus-host disease including psoriasiform, pemphigoid, and blaschkoid. It also has described multiple manifestations and treatments of cutaneous toxicities to therapies such as nivolumab, adotrastuzumab emtansine, erdafitinib, pazopanib, among others. This clinic currently has funding through industry for clinical trials, the Dermatology Foundation for drug reactions, and an R01 in Graft-versus-Host Disease (PI: Yiping Yang, CoI Kaffenberger, Vasu).

Oncodermatology

Brittaney Dulmage MD

For patients with systemic cancer, side effects of their oncology treatment plan that affect their skin, hair, and nails can have a drastic impact on their quality of life and limit their ability to complete life-sustaining therapies. In the oncodermatology clinic, patients with cutaneous side effects from chemotherapy, immunotherapy, and radiation therapy to diagnosis and manage reactions are seen. Additionally, there are patients with paraneoplastic syndromes, cutaneous metastases, and complications from bone marrow transplant.

Hair Clinic

Brittany Dulmage MD

In this clinic, we diagnose and treat hair disorders including alopecia areata, scarring alopecias, telogen effluvium, and androgenetic alopecia. We perform diagnostic scalp biopsies and additional laboratory work-up and develop tailored treatment plans including medical and procedural management.

Vulvar Dermatology

Kelly Tyler MD (Dual boarded in OB/Gyn and Dermatology)

Education in female genital skin disease is lacking in Obstetrics/Gynecology residencies and Dermatology residencies throughout the United States, so pruritic and painful inflammatory dermatoses of the female genital skin are often underdiagnosed, misdiagnosed, and patient education is inadequate. At the Ohio State Multidisciplinary Vulvar Disease Clinic, gynecologists and dermatologists collaborate to provide comprehensive treatment for this patient population. This clinic has allowed dermatology to: increase collaboration with the Department of Obstetrics and Gynecology, provide a comprehensive center for both medical and surgical treatment of vulvar disease, attract regional, national, and international patient referrals, provide increased patient education about rare vulvar skin diseases, and increase education for both Ob/Gyn and Dermatology residents regarding vulvar disease diagnosis and management.

HIV Dermatology

John Trinidad MD MPH

The HIV/Infectious Disease Dermatology Clinic is in conjunction with the Division of Infectious Disease. During that clinic, one dermatology resident and an infectious disease fellow are present to care for patient living with HIV disease and concomitant dermatologic disease. Patients living with HIV disease are higher risk for cutaneous malignancies, as well as HIV specific dermatoses such as Kaposi sarcoma, opportunistic infections, and immune reconstitution syndrome. This

clinic currently cares for 178 patients living with HIV disease. This clinic is approaching 3 years of service, now with a referral pattern of all Ryan White patients and Equitas patients.

Transplant/Immunosuppressed Dermatology

Jennifer Sopkovich MD and David Carr MD MPH

Immunosuppressed patients are at a high risk of cutaneous neoplasms and numerous skin conditions. This clinic has allowed dermatology to: increase capture of patients prior to transplant, increase use of systemic chemoprophylactic medications, initiate aggressive field cancerization therapies, prioritize neoplasm treatment, and intensively educate patients specific to their transplant and immunosuppressed status.

Pigmented Lesions Clinic

Natalie Spacarelli MD

This clinic provides dermatologic surveillance (regular skin exams) for patients with a personal history of melanoma or dysplastic (atypical) moles and/or a family history of melanoma. We always utilize dermoscopy and often use full body cutaneous photography in our evaluations of these high-risk patients.

Urgent Clinic

Natalie Spacarelli MD

This clinic at the Grandview location aims to get both new and return patients in for timely evaluation of rashes and skin lesions. The resident assigned to this clinic uses dermoscopy to evaluate skin lesions and receives focused teaching in this area from the attending.

**APPROVAL TO ADD A CLINICAL FACULTY TRACK IN THE
COLLEGE OF SOCIAL WORK**

Synopsis: Approval to allow the College of Social Work to establish a clinical faculty appointment type is proposed.

WHEREAS Faculty Rule 3335-7 establishes that colleges may establish a clinical/teaching/practice faculty appointment type for non-tenure track teacher/practitioners who are primarily engaged in teaching activities; and

WHEREAS the College of Social Work has requested the establishment of this faculty appointment type in order to increase instructional, advising, and curricular support for the college and its students; enhance outreach and engagement for students, alumni, and the broader community; and incorporate practitioners/educators into the college's overall structure, increasing the number of full-time faculty to educate students; and

WHEREAS the proposal was reviewed and approved by a subcommittee, and then by the Council of Academic Affairs on March 23, 2022; and

WHEREAS the University Senate approved the proposal on April 21, 2022:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the establishment of a clinical faculty appointment type in the College of Social Work.

I. Introduction

The College of Social Work seeks approval for the addition of a clinical-track faculty line to the College of Social Work. The College of Social Work proposes that clinical-track faculty can be appointed at the Assistant, Associate, or Full Professor level. The primary reason for this request is to enhance what the college seeks to do as described by its core mission. That is, through excellence in teaching, research, and service, the College prepares leaders who enhance individual and community well-being, celebrate difference, and promote social and economic justice for minoritized populations. The addition of clinical faculty provides increased instructional, advisement, and curriculum support, as well as service, outreach, and engagement activities for students, alumnae as well as to the university and broader community.

II. Background Information

A. College of Social Work Mission

The preparation of professional social workers has a long and rich tradition at The Ohio State University, starting with its first social work course offered in 1875. The College conveyed its initial Bachelor of Social Service degree in 1916, first master's degree in 1923, and first doctorate in 1934. Accredited in 1919, the College of Social Work is the oldest continuously accredited public social work program in the country. It received its latest re-accreditation from the Council on Social Work Education (CSWE) in 2020. In 1976 The Ohio State University's Board of Trustees granted the College of Social Work independent College status.

The core mission of the College focuses on the development of professionals that foster social change through collaboration with individuals, families, communities, and other change agents to build strengths and resolve complex individual and social problems. As an internationally recognized college, the College builds and applies knowledge that positively impacts Ohio, the nation, and the world. It is the College's belief that clinical-track faculty are critical to the pursuit of this overall mission.

Three principles guide the implementation of the College of Social Work mission:

Embrace Difference - Seek Justice - Be the Change.

In addition, the College of Social Work is committed to pursuing its mission within the values of the broader social work profession as outlined in the National Association of Social Workers' (NASW) Code of Ethics:

- The dignity and worth of all people
- The importance of human relationships
- Building knowledge through ethically conducted, open inquiry
- Competence in all aspects of professional practice
- The maintenance of integrity in professional interactions
- The pursuit of social justice
- A commitment to service

It is the College's belief that clinical-track faculty are critical to the pursuit of this overall mission. The CSWE states that one of the main pedagogies of social work education is the field placement that provides direct experience of the doing of social work. As a professional school, our college prepares practitioners who will work in a variety of contexts with individuals, families, groups, organizations, and communities. Faculty with extensive experience in social work-related professional practice will enhance the learning experiences of students while adding to teaching and curriculum activities that align with the purpose of the main accrediting body of the field (i.e., CSWE, please see following sub-section for more details). Because of the extensive nature of how and where social workers practice, the College will seek individuals whose expertise ranges from the individual-based intervention to global policy advocacy. Moreover, given their extensive experience as practitioners, the College views the addition of clinical-track faculty as providing additional perspectives across the curriculum as well as in other areas such as service and engagement with community organizations and the recruitment of an ever increasingly diverse student population.

B. Relevant Accreditation Requirements & Recommendations

Starting in 1919 and throughout its history the College of Social Work has been continuously accredited from the contemporary accrediting association of the time. The college is the oldest continually accredited social work program in a public university.

The Council of Social Work Education (CSWE) is the professional association that currently governs and evaluates educational and curricular matters for the preparation of social workers. Founded in 1952, the CSWE supports excellence in the education and preparation of social workers through its accreditation of social work education programs. CSWE includes a Commission on Accreditation (COA) that is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet such standards. This involves a multistep accreditation process that includes program self-studies, site visits, and COA reviews. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

CSWE requires that the core faculty of any social work education program is tenure-track. However, it also values the experience of the practitioner in the classroom setting and requires that all practice related courses be taught by instructors with a minimum of two years post MSW practice experience, this represents close to half of the current curriculum. Certainly, the inclusion of clinical-track faculty provides a clear avenue for the hiring and inclusion of practitioner/educators in its provision of educating future practitioners as well as in the development of an appropriate and high-quality curriculum.

Historically, the College has included practitioners as adjuncts or as "community lecturers" (i.e., associated faculty). Much of this was due to increasing enrollments, and to increase the number of instructors with extensive practice experience. The inclusion of the proposed clinical-track line allows the College to formally incorporate practitioner/educators into its overall structure and thus increase the number of full-time faculty that educate students. As noted above, clinical-track faculty will participate in course design, teaching, and evaluation. Additionally, the inclusion of clinical-track faculty permits the College to more systematically assure the quality of such faculty given that they will be subject to annual reviews, retention and promotion which incorporate faculty input and oversight (please see below).

The College offers three degrees: the BSSW, the MSW, and the Ph.D. Because of the practitioner-based nature of the first two degrees, clinical-track faculty would teach at the undergraduate and master levels.

C. Comparative Data

Many, likely most, social work education programs include clinical-track faculty in the provision of teaching and service. Several examples of peer institutions that do so include:



- University of Louisville
- Case Western University
- Indiana University
- University of Michigan
- Rutgers, The State University of New Jersey
- SUNY Buffalo
- University of Illinois
- University of Maryland
- University of North Carolina, Chapel Hill
- Washington University in St. Louis

D. Proposal History

The faculty of the College of Social Work reviewed the idea of incorporating a clinical-faculty line for several years. The process included multiple discussion and were led by multiple Associate Deans of Academic Affairs in which agreement was reached on the rationale and the specific guidelines of what creating a clinical-faculty line would entail.

Starting in 2018, more active conversations and work ensued to begin the process of incorporating clinical-track faculty. Over the past year, a faculty committee formalized the proposal based on guidance from OAA. This committee held multiple conversations with the tenure track faculty and revised the present Pattern of Administration (POA) and Appointment, Promotion, and Tenure (APT) documents to ensure that these followed university rules and guidelines and reflected the expectations of our faculty.

On November 30, 2021, the faculty of the College of Social Work voted in favor of moving the proposal forward to CAA.

III. Rationale for Establishment of Clinical-Track Faculty

There are six factors that compel the College of Social Work to establish the clinical faculty line in its structure. These include the following:



Curriculum Coverage - As previously stated, the College of Social Work is committed to preparing social work practitioners through high quality teaching and instruction. In any given year, the college runs over 600 sections of courses. Recent in-house statistics demonstrate that full-time instructors (15% tenure track, and 21% associated faculty) taught 36% of all courses. Part-time lecturers taught approximately 64% of all courses. By increasing the number of full-time faculty through clinical-track positions, the College will provide its students with consistency in instruction and exposure to faculty who are deeply embedded in course subject areas. The default teaching load for tenure track faculty is four courses per nine months. With releases for research and scholarship tenure track faculty teach an average of 2.6 courses. Clinical faculty will teach eight courses over nine months

Curriculum Innovation - The addition of clinical faculty increases the number of faculty available to take on curricular leadership and capacity enabling the College to pursue innovative course/curriculum design efforts, develop teaching initiatives, add specialized courses, and certificate programs, develop new content, and prepare students for future ready social work. The College seeks to increase instructional and curriculum leadership, which currently falls on the shoulders of tenure-track faculty typically involved in high levels of research, scholarship, and community/professional service.

Teaching Quality and College Reputation of Excellence - It is anticipated that future social work program rankings will partly rest on teaching effectiveness. Teaching quality will be an important metric for establishing national reputation. The ratio of full-time teachers to students is an established metric in measuring teaching quality. In addition, clinical faculty will be required to engage in ongoing instructional improvement activities, which few of our current part-time lecturers or full-time associate faculty can arrange.

Capacity Building and Enabling Tenure-track Faculty Workload Diversity - The College recognizes the learning benefit to students when they are under the tutelage of faculty members who integrate their research and scholarship into the courses that they teach. We wish to continue to expand our research environment and create resources, mechanisms, and opportunities for faculty to advance their scholarly work. Having a highly competent and consistent cadre of full-time clinical faculty who share in the advising and curricular development responsibilities currently shouldered by tenured-track faculty and program directors, will enable tenure-track faculty to diversify their workloads and accommodate more of their demanding and time intensive scholarship and community/professional service agendas. If the College is to foster an evidence-informed teaching culture where a faculty person's research and teaching are inextricably linked, the College must add capacity.

Alignment with Core Social Work Values - Establishing a full-time clinical faculty position with all the HR benefits and privileges inherent in such can be thought of as an issue of economic justice. The profession's social work values compel the College to establish employment, pay, and curriculum participation structures that are fair, equitable, and participatory via the inclusion of full-time clinical-track faculty lines.

Professional Growth and Development - Establishing a full-time clinical faculty position is an important quality assurance mechanism. Clinical faculty will be required to attend trainings, they will undergo annual evaluations of their performance, and they will be required to demonstrate teaching competency to attain renewal. Peer evaluations of their teaching will be conducted annually. Currently, other than a review of lecturers' SEIs, the College has no mechanism to monitor affiliated faculty performance and to improve the quality of instruction across the entire teaching body.

IV. Terms and Conditions of Appointments

The term "clinical faculty" refers to teacher/practitioner individuals who serve under fixed term contracts that do not entail tenure, and their faculty appointments are described in Chapter 3335-7 of the Administrative Code. They are expected to possess strong experience in both social work-related practice and as social work educators and shall be engaged primarily in teaching and curriculum activities broadly defined, as well as service, outreach, and engagement activities. Their work may, but does not necessarily, include scholarship of pedagogy or other research and scholarship activities. Note that the College of Social Work applies the term "clinical" to these appointments in alignment with university terminology: practice expertise may be at any level of practice from the individual to global. Clinical-track faculty will hold a social work degree, with case-by-case exceptions depending on the teaching needs of the College, keeping in line with the Council on Social Work Education (CSWE) accreditation standards. The expertise of clinical-track faculty members is intended to enhance social work education. Clinical faculty members will be required to possess a minimum of five years of practice experience (currently the average practice experience for our tenure track faculty is approximately three years, our associated faculty average 11 years of experience).

The percentage of clinical-track faculty for the College of Social Work will not exceed the 20% of the tenure-track and clinical faculty in the college. (University Rule 3335-7-03).

Clinical faculty can be appointed at the Assistant, Associate, or Full Professor level. As specified by Faculty Rule 3335-7-05, Clinical Associate Professors or Clinical Professors will require the approval of the Office of Academic Affairs. Clinical track faculty appointments are fixed term contract appointments that do not entail tenure.

A. Clinical-Track Faculty Appointment Criteria

Clinical faculty will be recruited with consideration of strong, positive teaching experience. Although a professional license is not required, clinical faculty at any rank will be required to hold, at a minimum, an earned master's, or doctorate in social work with case-by-case exceptions depending on the teaching needs of the College, keeping in line with the Council on Social Work Education (CSWE) accreditation standards. Significant post-masters practice experience within their respective discipline area (minimum of five years upon initial hire) and significant prior teaching experience will be required. For candidates accruing significant years of practice experience while earning their degree, the record is reviewed to determine if there exists a commensurate level of practice experience. Professional licensure, credentialing, or certification in one or more areas of practice is desirable but not required.

B. Clinical-Track Faculty Appointment Procedures

The Dean and Associate Dean for Academic Affairs (or their designees) will organize the recruitment and search process. A national search, like that conducted for tenure-track faculty, will be initiated to identify candidates for the clinical-track faculty positions.

Clinical-track faculty members will be offered 9-month contracts. Per provisions established by the Administrative Code, their contracts will contain clear language that there is to be no presumption of contract renewal (despite performance and progress) and that terms of the contract will be regularly reviewed and renegotiated. If the clinical-track offer involves senior rank (clinical associate professor or clinical professor), eligible faculty members vote on the appropriateness of the proposed rank. This process is like that for tenure-track with the understanding that the process pertains to reappointment and promotion and is unrelated to tenure status.

Per rule 3335-7-07 - Term of Appointment as specified in the Administrative Code, contracts for clinical-track faculty members may be for a period of three to eight years. The initial probationary contract for all clinical-track faculty members will be for a period of five years. Second and subsequent contracts for clinical assistant and clinical-track associate professors will be for a period of at least three years and no more than five

years. Second and subsequent contracts for clinical-track professors will be for a period of at least three years and no more than eight years.

The initial contract is probationary, and a clinical-track faculty member will be informed by the end of each probationary year as to whether they will be reappointed for the following year. By the end of the second-to-final year of the probationary contract, the clinical-track faculty member will be informed as to whether a new contract will be extended at the conclusion of the probationary contract period. In addition, the terms of a contract may be renegotiated at the time of reappointment. If a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended.

Appointment to the rank of clinical assistant professor is always probationary. A faculty member may ask to be considered for non-mandatory promotion (e.g., to associate or full clinical faculty professor) review at any time; however, the college reappointment and promotion committee of eligible faculty may decline to put forth a faculty member for formal non-mandatory review if the candidate's accomplishments are judged not to warrant such review.

The titles of clinical-track faculty in the College of Social Work will include Assistant, Associate and Professor.

Clinical Assistant Professor.

The criteria for appointment to Clinical Assistant Professor are: (1) an earned MSW or PhD degree from a CSWE-accredited institution, or equivalent educational background in a discipline relevant to the position for which they are recruited, (2) significant previous instructional experience with positive evaluations of instruction, (3) extensive practice experience (minimum of five years), and (4) demonstration of a strong potential to attain reappointment and advance through the clinical-track faculty ranks. Evidence of ability to contribute to the social work programs and provide excellent curricular support is highly desirable.

Clinical Associate Professor.

The criteria for appointment to Clinical Associate Professor are that the candidate: (1) meets all criteria for appointment to Clinical Assistant Professor and (2) meets, at a minimum, the college teaching and service criteria for promotion of tenure-track faculty to the associate professor rank. The eligible voting faculty for initial appointment at the rank

of clinical associate professor consists of all tenured and non-probationary clinical-track faculty members of associate professor or higher rank.

Clinical Professor.

The criteria for appointment to Clinical Professor are that the candidate: (1) meets all criteria for appointment to Clinical Associate Professor and (2) meets, at a minimum, the college teaching and service criteria for promotion of tenure-track faculty to the professor rank. In addition, Clinical Professors demonstrate teaching and curriculum development leadership and will have gained recognition for their work. They will be required to demonstrate pedagogical leadership and national visibility within a particular area of teaching. Such can be demonstrated by developing and/or testing teaching modalities, learning tools, or by integrating scholarship and teaching. Successful candidates will be able to demonstrate that they have generated evidence-based teaching content or approaches. Once successfully promoted, clinical professors will receive contracts that could span up to eight years but no less than three. The eligible voting faculty for initial appointment at the rank of clinical professor consists of all tenured and non-probationary clinical-track faculty members of professor rank.

V. Activities and Responsibilities of Clinical-Track Faculty

The anticipated activities and responsibilities of clinical-track faculty generally include three primary areas: 1) course and curriculum development and delivery; 2) advising and service in the unit; and 3) participation in unit governance, as established by the College.

A. Course and Curriculum Development and Delivery

Clinical-track faculty's principle responsible is curriculum development and teaching. This will make up 80% of their workload. Instructional excellence is expected of clinical-track faculty members as they will expend significant effort in instructional and curricular activities, such as: developing new courses; working on curriculum and reaffirmation/accreditation teams; serving as a faculty leader for distance learning or other numerous-section courses. Additionally, a clinical-track faculty member may choose to pursue the scholarship of pedagogy, collaborative practice research, and/or development of new practice techniques as part of assigned workload. They also may elect to serve as instructors or mentors in the College's continuing education programming.

B. Advising and Service in the Unit

The remaining 20% of clinical-faculty workload will be comprised of student advising (career/profession) and committee work and service including community engagement service. Clinical-track faculty will be expected to participate as faculty on committees that provide oversight for assigned courses and other curriculum related committees.

Strong college service is expected of clinical-track faculty members. Such efforts can include working on curriculum and reaffirmation/accreditation teams; student admissions, student awards, student review, and other academic program committees; colleague mentoring; conducting instructor evaluations; engaging in other service related to the college and program mission, goals, and objectives. Clinical-track faculty are also expected to support the college's professional and community outreach and engagement activities.

Advising expectations for Clinical-Track Faculty include engaging in student advising as assigned.

Clinical-Track Faculty Roles on Masters and Doctoral Student Committees. Per the Graduate School, Graduate Faculty Status includes two categories: CM and CP. CM faculty are approved to:

- Advise (chair) master's students in the program where they hold CM status.
- Serve as a member on any master's committee; and
- Serve as a member on doctoral student committees with the approval of the student's graduate program.

The policy concerning Graduate Faculty status allows clinical-track faculty to hold CM status. When appropriate, the college will nominate clinical-track faculty to receive CM status. The CSW's nomination will be for the purpose of the clinical-track faculty member being able to serve on a masters or doctoral committee (candidacy and/or dissertation). To serve in such capacity, the clinical-track faculty must hold an earned doctorate (or the equivalent) to serve.

CP faculty are approved to:

- Advise (chair) doctoral students in the program where they have CP status.
- Serve as a member on any master's or doctoral committee; and

- Serve as graduate faculty representative on exams outside their program.

Per the Graduate School Handbook (SECTION 12.4), only tenure-track (50% appointment or greater) and research faculty (with appropriate HR position code) are eligible to hold CP status, regardless of a clinical-track faculty member's highest degree earned. Therefore, clinical-track faculty will not be nominated to receive CP status, thus may not serve as a doctoral committee chair (candidacy or dissertation).

The CSW will consider the possibility of a clinical-track faculty member serving as a member on a doctoral student committee when their expertise matches the student's area of study. A doctoral committee (candidacy or dissertation) shall have no more than one clinical-track faculty member. All requests to include clinical-track faculty on masters and doctoral committees must be reviewed and approved by the Graduate Studies Chair, and the Ph.D. Program Director in the case of candidacy and dissertation committees.

C. Participation in Unit Governance

Clinical-track and tenure-track faculty will be curricular peers but not peers on tenure-track faculty personnel matters. However, clinical-track faculty will participate and vote in curriculum matters as well as college procedural matters, excluding curriculum or procedural matters that impact tenure-track faculty personnel issues.

Clinical-track faculty will review one another's personnel applications (e.g., applications for employment, applications for promotion) and serve as requested in colleague mentoring capacities. Further Clinical-track faculty will be permitted to vote on matters such as and including the appointment of additional clinical faculty, and on the promotion and retention of clinical faculty. Clinical-track faculty will be eligible to serve on all college committees apart from the tenure-track faculty promotion and tenure committee, College Investigative, and Salary Appeal Committees. They may, at the dean's discretion and as approved by CAC, serve on recruitment/hiring committees for either tenure-track or clinical-track positions. Clinical-track faculty will attend faculty meetings and other decision groups or convenings that take place at the College.

VI. Differentiation of Responsibilities of Clinical-Track Faculty

Scholarship and research activities will not be included in clinical-track faculty regular workload and performance expectations but may be negotiated with the Dean. It is expected that clinical-track faculty will prioritize teaching, curriculum participation, and student advising/support.

Clinical-track faculty will primarily teach courses across the entire curriculum given the practice-based nature of most classes. Clinical-track faculty are eligible to teach core and elective courses at the BSSW and MSW levels of the College. Nonetheless, as with any faculty member, clinical-track faculty will teach courses that best serve the College's needs. As noted above, the primary responsibilities for clinical faculty are expected to be in supervision and teaching; their teaching load would be 80% of their overall clinical-track faculty workload.

Likewise, there will be no requirement that clinical-track faculty perform research to achieve Assistant, Associate and Full Professor status nor will there be any requirement that they seek a higher rank.

Additionally, clinical-track faculty are eligible for "M" status in the graduate school, and thus can advise master's theses and serve on dissertation committees. Nonetheless, as previously noted, dissertation committees can only be chaired by tenure-track faculty with "P" status. Finally, as specified above, clinical-track faculty members will not have participated in any way or vote on appointments, promotions, tenure, or investigations of regular tenure-track faculty.

If a clinical-track faculty member express interest in collaborating with tenure-track faculty members on research projects (particularly but not exclusively regarding the scholarship of pedagogy) or in college-sponsored community engagement and outreach efforts, they will not be prohibited from doing such. The clinical-track faculty member will need to negotiate with the Dean how they intend to manage the outreach and research activities in the context of their other assigned duties.

VII. Oversight and Evaluation

A. Annual Review of Clinical-Track Faculty

Performance evaluations for clinical-track faculty are conducted by the dean based on assessment of accomplishments in the context of their specific position description as articulated in the letter of offer and modified in subsequent annual review letters and/or other appropriate written documents.

Oversight of the activities of clinical faculty will be performed by the Dean. Annual evaluations of clinical faculty will also be performed by the Dean including input from the Associate Dean of Academic Affairs. Such evaluations will take place at the same time as those for tenure-track faculty. The evaluation will be communicated in writing to the

clinical-track faculty member, together with an invitation to discuss the evaluation in person as is done with tenure-track faculty.

The initial contract is probationary, and clinical-track faculty will be informed by the end of each probationary year as to whether they will be reappointed for the following year. By the end of the second-to-final year of the probationary contract, the clinical-track faculty will be informed as to whether a new contract will be extended at the conclusion of the probationary contract period. In addition, the terms of a contract may be renegotiated at the time of reappointment. If a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended.

Like the tenure-track faculty annual review process, clinical-track faculty will submit an instructional portfolio to summarize and highlight their annual instructional accomplishments and curricular contributions. Information concerning student accomplishments, new courses developed or significantly revised, service as a faculty leader for distance learning courses, and other teaching/instruction-related accomplishments and contributions should be included in the portfolio.

Additionally, clinical-track faculty will include a summary statement of their service activities, including but not limited to mentoring of other instructors/faculty members, research or scholarship concerning instruction/curriculum/pedagogy, work on Educational Policy Committee or other instructional/curriculum service to the college's programs, and other relevant contributions to the college mission, goals, and objectives.

B. Promotion Reviews

Core expectations for promotion in rank for clinical-track faculty build upon the accomplishment of lesser rank. There will be five specified teaching domains (A. Teaching in the Explicit Curriculum, B. Continuing Development as an Educator, C. Engagement in the Implicit Curriculum, D. Program and Curriculum Contributions, and E. Contributions to Education in the Profession of Social Work or Related Disciplines) as well as a Service domain for each ranking.

The first domain (Teaching in the Explicit Curriculum). Refers to the clinical-faculty members demonstration of a consistent record of excellence in executing teaching assignments (i.e., teaching in the context of assigned courses and field liaison assignments). The second domain (Continued Professional Development as an Educator) pertains to the high priority the College places on teaching, and because the profession of social work is dynamic, it is incumbent on all clinical-track faculty members

to engage in continuous development efforts related to their teaching and the relevance of the content that they teach. An individual's efforts at continued development in this arena are an important component of the evaluation process. The third domain (Engagement in the Implicit Curriculum) refers to clinical-faculty members employing an array of activities that contribute to learning outside of the formal, structured curriculum—especially in a professional college education. The fourth domain (Program and Curriculum Contributions) pertain to teaching excellence that includes participation in and meaningful contributions to one or more of the programs delivered through the College of Social Work (BSSW, MSW, field, and interdisciplinary minors, majors, certificates, or programs). Finally, the fifth domain (Contributions to Education in the Profession of Social Work or Related Disciplines) refers to social work educators, faculty members that may engage in activities that enhance the delivery of social work education beyond the boundaries of the College of Social Work at The Ohio State University.

Promotion also includes a review of a clinical-faculty member's service. Based on the College's Mission, service is broadly defined to include providing administrative service to the college or university, professional service to a faculty member's discipline, and disciplinary expertise to public or private communities beyond the university. The College of Social Work defines three general domains of service: (a) contributing to the operations and mission of the college or university; (b) outreach and engagement with community-based partners in the local, regional, national, or global communities; and (c) contributions to the profession or discipline. Membership on committees or other service groups is not in itself evidence of a contribution. The test of service effectiveness is evidence of productivity, creativity, leadership, and/or impact.

C. Transfers from Tenure-Track Faculty, Clinical-Track Faculty, and Research Appointments

Tenure-track faculty may transfer to a clinical-track or research appointment if appropriate circumstances exist. By university policy, tenure is relinquished upon transfer (<http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf>; see also Faculty Rule 3335-7-09), and transfers must be approved by the college dean, and the executive vice president and provost.

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

Transfers from a clinical-track faculty appointment and from a research appointment to the tenure-track are not permitted per Faculty Rule 3335-7-10. Clinical-track faculty members and research faculty members may apply for tenure-track positions at any time

during their employment and compete in regular national searches for such positions. However, by university rule, a person holding a clinical-track faculty appointment will not receive preferential treatment in competing for such positions; having served in a clinical-track faculty appointment will not advantage or disadvantage a person who wishes to apply for a tenure-track position.

A tenure-track faculty member placed on a terminal contract after an unsuccessful attempt to earn tenure has the right to apply and compete for a posted clinical-track faculty position. However, the clinical-track faculty position search will follow college-established guidelines for a national search and selection process.

D. Periodic Review of the Clinical Faculty Track

At five-year intervals, the dean will undertake an evaluation of impact, both positive and negative, of the clinical faculty track. Both objective data (numbers and percentages of Clinical and tenure-track faculty in the College) and perceptual data (questionnaires and/or College discussions) regarding the perceived benefits and costs of having clinical faculty will be obtained. Input will be sought from faculty, graduate and undergraduate students, and our community partners. If the input from such an evaluation suggests an overall negative impact, the College may choose not to make further clinical faculty appointments. Also, per the OSU Academic Organization and Curriculum Handbook, reports will be submitted to CAA annually.

VIII. Resource Availability and Impact

The College of Social Work has sufficient General Funds earnings to pay the added cost of clinical faculty.

Generally, the CSW financial forecast is healthy. Credit hour growth over the past few years has generated significant increases in General Funds revenue – from \$10.4M in FY2017 to \$19.6M for FY22. The college's cash balance is also healthy, with over \$13M on hand at the end of FY21, with expected cash growth in FY22.

The primary factor for the college's good financial standing is the success of the academic program in recruiting and retaining students at both the undergraduate and graduate level, which has driven the growth in credit hours. In particular, the online master's program has grown from 17 students in 2016 to over 500 students in Autumn 2021. CSW has accommodated this growth largely by increasing the workload of lecturers (associated faculty), both part time and full time, to teach sections of classes and oversee field education. For fiscal stability, it is important to ensure the availability of high-quality

instruction to meet student expectations and maintain the enrollment and credit hour levels we have attained. Hiring clinical faculty should increase quality, secure quality instruction, and reduce the risk of not being able to fill teaching slots.

IX. Examples of Courses to be Offered by Clinical-Track Faculty

The College of Social Work provides a robust number of courses that apply theory to practice and development of professional skills in service to the field placement experiences. Such classes are offered at the baccalaureate and graduate professional levels and include both core (required) and elective courses. Clinical-track faculty are eligible to teach any of these courses. A non-exhaustive list of examples of potential courses from both the BSSW and MSW programs that clinical-track faculty might teach are listed below.

BSSW:

SOCWORK 1120 Introduction to Social Welfare

SOCWORK 3502 Practice with Individuals

SOCWORK 4501 Generalist Practice with Families

SOCWORK 4503 Generalist Practice with Larger Systems

SOCWORK 5030 Global Social Work Perspectives on Poverty & Inequality

MSW:

SOCWORK 6202 Diversity & Cultural Competence

SOCWORK 6302 Organizational & Community Systems

SOCWORK 7401 Social Work Evaluation I

SOCWORK 7510 Strengths-Based Clinical Social Work with Individual Adults (Micro course)

SOCWORK 7621 Integrative Seminar II on Mental Health & Substance Abuse (emphasis on Substance Abuse)

**APPROVAL TO CHANGE THE NAME OF THE
DEPARTMENT OF NEAR EASTERN LANGUAGES AND CULTURES**

**TO THE DEPARTMENT OF
NEAR EASTERN AND SOUTH ASIAN LANGUAGES AND CULTURES**

Synopsis: Approval to change the name of the Department of Near Eastern Languages and Cultures to the Department of Near Eastern and South Asian Languages and Cultures is proposed.

WHEREAS South Asia represents one-fifth of the world's population, the South Asian diaspora in the United State warrants study and academic representation, and the department is the home for South Asian Studies, including the South Asian Studies minor and Hindi language courses; and

WHEREAS a departmental home for South Asian studies will contribute to the university's commitment to diversity, equity and inclusion, enhance ongoing efforts by the Multicultural Center's APIDA (Asian, Pacific Islander and Desi American) student initiatives, and contribute to the Office of International Affairs' efforts to facilitate academic collaboration between the university and the South Asian region; and

WHEREAS the change will bring the department more in line with comparable departments, increase the visibility of research and teaching of South Asian Studies and Near East Studies, improve the visibility to students, increase enrollments, enhance fundraising opportunities, and further the missions of both the department and the university; and

WHEREAS the proposal will not require any programmatic change, there will be no impact on core faculty, students or staff, and no administrative changes are anticipated, and the proposal has the full support of the department and of the College of Arts and Sciences; and

WHEREAS the proposal was reviewed and approved by a subcommittee, and then the Council on Academic Affairs at its meeting on February 2, 2022; and

WHEREAS the University Senate approved this proposal on March 24, 2022:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to change the name of the Department of Near Eastern Languages and Cultures to the Department of Near Eastern and South Asian Languages and Cultures.



To: Randy Smith, Vice Provost for Academic Programs

From: Scott Levi, Interim Chair, Department of Near Eastern Languages and Cultures; Professor and Chair, Department of History

Re: Request to Change Name of Department of Near Eastern Languages and Cultures (NELC)

Date: November 8, 2021

Dear Randy,

The Department of Near Eastern Languages and Cultures (NELC) is requesting to change its name to **Department of Near Eastern and South Asian Languages and Cultures (NESA)**. Please see below for our rationale in requesting this change.

Thank you for your consideration.

Sincerely,

Scott Levi
Interim Chair, Department of Near Eastern Languages and Cultures
Professor and Chair, Department of History



Proposal: Change the name of Department of Near Eastern Languages and Cultures (NELC) to Department of Near Eastern and South Asian Languages and Cultures (NESA).

1. Rationale

Changing NELC to NESA is both logical and desirable insofar as the department has for years served as the academic home to South Asian studies. NELC already houses the South Asia Studies Minor and Hindi language. A name change to NESA aligns with the department's mission. We aim to advance this part of our mission for a number of reasons. South Asia represents a major part of the world and one-fifth of the world's population lives in South Asia. Additionally, the South Asian diaspora in the United States warrants study and academic representation.

Beyond increasing the visibility of research and teaching on South Asia at OSU, a departmental home for South Asian Studies would contribute to the University's mission to be "the nation's premier leader and model for diversity, equity and inclusion in higher education and broader society" [[Office of Diversity and Inclusion](#)]. Curriculum and programming in South Asian studies would enhance ongoing efforts by the [Multicultural Center's APIDA](#) (Asian, Pacific Islander, and Desi American) student initiatives, which engage in "social, cultural and educational programming" to support the "vibrant and diverse Asian, Pacific Islander, Desi American, Asian international and Middle Eastern and North African communities at Ohio State." Enhanced visibility in South Asian Studies would also contribute to the Office of International Affairs, and especially the [Global Gateway in India's](#) efforts to facilitate academic collaboration between OSU and the South Asian region. Adding South Asia explicitly to NELC and OSU will open important avenues for outreach and development work.

We anticipate that changing NELC's name to NESA will bring the department more in-line with comparable departments at other universities, improve the department's visibility to students, increase enrollments, increase the visibility of research and teaching of South Asia Studies and Near East Studies, increase fundraising opportunities, and further the missions of both the department and OSU.

Finally, we note that the department considered taking the name Middle Eastern and South Asian Languages and Cultures (MESA instead of NESA). The faculty discussed this issue and decided to retain Near East in the department's name. The reason is that, within the field, Middle Eastern Studies departments exhibit a tendency to focus on contemporary politics and social science fields whereas Near Eastern departments tend to exhibit more historical depth and a stronger attachment to humanities fields. As a whole, the department feels that Near East better characterizes the strengths and mission of our department.

2. Commonly used names in top academic departments

Harvard University: Department of Near Eastern Languages and Civilizations
Yale University: Department of Near Eastern Languages and Civilizations
University of Chicago: Department of Near Eastern Languages and Civilizations
Princeton University: Department of Near Eastern Studies



Columbia University: Department of Middle Eastern, South Asian and African Studies

University of Virginia: Department of Middle Eastern and South Asian Languages and Cultures

University of Minnesota: Department of Asian and Middle Eastern Studies

Rutgers University: Department of African, Middle Eastern, and South Asian Languages and Cultures

Emory University: Department of Middle Eastern and South Asian Studies

3. Programmatic changes

The proposed name change will not require any programmatic changes, although we do anticipate developing an interdisciplinary South Asian Studies major.

4. Impact of the department's name change on students, faculty, and staff in the current department

The core NELC faculty will not be impacted by this change. Neither will our current staff or students.

5. Impact that the department's name change would have on students, faculty, and staff beyond the unit

The current South Asia Studies Initiative (SASI) faculty who span over seven different departments will become affiliated faculty, a move that is already under consideration for faculty in all ASC units that align with the department. We will encourage these faculty members to cross-list courses with NESAs, which will support a new interdisciplinary South Asian Studies major to the benefit of our students.

6. Administrative changes

We anticipate no administrative changes to the department.

7. Status

Positive unanimous vote (November 1, 2021) among the on-duty faculty (8 in favor, 0 opposed, 0 abstentions).

8. Fiscal impact

Negligible. The Department will need to purchase new stationary and change other physical branding within Hagerty Hall.

APPROVAL OF THE 2022-2024 COMPLETION PLAN

Synopsis: Approval of the 2022-2024 Completion Plan is proposed.

WHEREAS Ohio Revised Code 3345.81 requires the Board of Trustees of each Ohio institution of higher education every two years to adopt a strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS The Ohio State University Board of Trustees approved the 2020-2022 completion plan on August 27, 2020; and

WHEREAS the university has updated the completion plan through 2024:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the 2022-2024 Completion Plan.



THE OHIO STATE UNIVERSITY

**Completion Plan
Updated May 2022**

*Provided to the Chancellor of the Ohio Department of Higher Education
in accordance with Ohio Revised Code 3345.81*

**Prepared by the Student Success Research Lab
SSRL@osu.edu**

The Ohio State University Completion Plan
Updated May 2022

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EXECUTIVE SUMMARY

The Ohio State University is a comprehensive public university founded in 1870. It consists of a selective-admission campus in Columbus; four open-access regional campuses in Marion, Newark, Lima and Mansfield; and a research campus in Wooster , which houses the Agricultural Technical Institute. *U.S. News & World Report* has ranked Ohio State as one of the nation’s top public institutions for more than a decade.

Over the past seven years, the university has made substantial investments in strategies designed to further improve its already-strong retention and graduation rates, including: dramatically expanding the provision of need-based financial aid; creating at-scale data-driven supports for first-year students; implementing at-scale enrichment opportunities for second-year students; building a data-driven “coordinated care” model of advising; coordinating, highlighting, and scaling teaching improvement efforts across the university; focusing more strongly on the success of identified groups of traditionally underserved students, including those from underrepresented racial/ethnic groups as well as first-generation, Pell-eligible, campus-change, and community college transfer students; and creating infrastructures to promote evidence-based practices for student success. During the COVID-19 pandemic, the university strengthened and extended these efforts in order to retain students as they struggled with multiple challenges at home and school. As a result, in autumn 2021 the Columbus campus showed very strong rates of retention and graduation (94.0% first-year retention rates and 88.0% six-year graduation rates).

This report first provides an **Overview** of the university’s mission and profile, barriers to persistence and completion faced by the student population we serve, progress toward our goals since the 2020 Completion Plan, and our updated completion goals for 2022 – 2024. The report then lays out the university’s **Current and Ongoing Completion Strategies and Activities**, including new strategies launched since August 2020. Next the report summarizes **Planned Strategies**, which include major initiatives planned for launch in 2022-23. Finally, the report describes how the university is responding to the state’s **Workforce Development Priorities**.

UNIVERSITY MISSION AND PROFILE

Mission

Ohio State is a comprehensive public university founded in 1870. Its largest campus, 1,693 acres, is in Columbus, with regional campuses in Marion, Newark, Lima and Mansfield. It also has a research campus in Wooster — home to the Agricultural Technical Institute (ATI)¹ — for a total of 16,147 acres. As the state's leading university focused on teaching and research, Ohio State combines a responsibility for the advancement and dissemination of knowledge with a land-grant heritage of public service. It offers an extensive range of academic programs in the liberal arts, sciences, and the professions, and provides accessible, high quality, undergraduate, graduate and professional education for academically qualified students who can benefit from a scholarly environment in which research inspires and informs teaching.

Ohio State celebrates and learns from diversity and values individual differences. Academic freedom is defended within a community of civility, tolerance and mutual respect. In the area of teaching and learning, the goal is to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.

Profile

The university's total autumn 2021 enrollment² included 67,772 undergraduate, graduate, and professional students, with 61,677 on the Columbus campus. Across campuses, the student body was a balanced mix of male and female (51.9% female); 74.4% were residents of Ohio and 8.3% were international students; 63.4% were (non-international) white/non-Hispanic; 25.1% were (non-international) students from traditionally underrepresented racial/ethnic groups, including 7.7% who identified as African American/Black, 5.4% Hispanic, 7.7% Asian, and 4.1% who identified as multi-racial. The student body included 639 students who were active duty military or veterans, with an additional 397 in the Reserve Officers' Training Corps (ROTC).

Among Columbus campus students in autumn 2021, 47,106 were undergraduates, and their average age was 21 (with 94% under age 25). Most new students entering the Columbus campus were new first-year students (or "NFYS") with no prior college experience outside of high school dual enrollment (8,350 students). These students' average ACT score was 28.6, with 94% in the top quartile of their graduating class and 64% in the top 10%. Most (79%) arrived with accepted credit: 62% arrived with test credit (such as Advanced Placement, International Baccalaureate, College Level Examination Program, or language proficiency), and 44% arrived with dual enrollment

¹ ATI is the associate-degree-granting unit of The Ohio State University College of Food, Agricultural and Environmental Sciences.

² All data from 2021 Enrollment Services reports; see Appendix for details.

credit. Overall, 29% of NFYS earned 30 or more college credits while still in high school. In addition to NFYS, the Columbus campus also welcomed 2,070 new transfer students from other two- and four-year colleges, as well as 1,286 “campus-change” students who moved from Ohio State regional campuses to the Columbus campus.

Ohio State’s regional campus profile differs from that of the Columbus campus. The four regional campuses and ATI have an open enrollment policy and serve many students who prefer to start their college experience at a smaller university campus. Several degrees can be completed on the regional campuses (including both associate and bachelor’s degrees), but most bachelor’s degrees require students to change to the Columbus campus to complete advanced coursework. Ohio residents who apply but are not admitted to the Columbus campus have the option to start at a regional campus and are eligible to change to Columbus after the successful completion of 30 credit hours (one year of full-time study). In autumn 2021, Ohio State’s regional campus enrollment was 6,083, of which 2,574 were new first-year students. Regional campus students were more likely than Columbus students to be non-traditional: 17.4% were part time; 84.2% were 18 to 24 years old; and the majority commuted to campus. Regional NFYS students were also more likely to be Pell-eligible³ (31.2%, compared to 17.6% on the Columbus campus). The average ACT score for NFYS regional students was 22.1, and 42.8% needed remediation in math or English or both (compared to 3.1% on the Columbus campus).⁴

For the 2020-21 academic year, Ohio State awarded 17,807 degrees, including 1,067 associate degrees at the regional campuses, 11,919 bachelor’s degrees, 2,828 master’s degrees, 900 doctoral degrees and 823 advanced professional degrees. The average time to a bachelor’s degree was 4.13 years.

Ohio State has earned national recognition for the quality of its programs and teaching. *U.S. News & World Report* has ranked Ohio State as one of the nation’s top public institutions for more than a decade; in 2022, Ohio State was ranked 17th among public universities nationwide, and was recognized in the Best Undergraduate Teaching, Most Innovative Schools, Best Colleges for Veterans, and First-Year Experiences categories.

³ Students eligible for Pell Grants meet federal guidelines for low and moderate incomes. Pell eligibility is used to measure financial need in student populations.

⁴ Although the Columbus campus has been deemed remediation-free by the Ohio Department of Higher Education (ODHE), acting according to Section 3345- 061(H) of the Ohio Revised Code, the Columbus campus still has students who are in need of extra support through remedial intervention, particularly in math and English composition. Of the 8,350 NFYS entering Columbus in Autumn 2021, 262 students were recommended for remedial courses through the university placement exams administered during orientation (252 of whom were referred for remediation in math, 3 in English, and 7 in both subjects).

BARRIERS TO PERSISTENCE AND COMPLETION

The autumn 2021 report showed high rates of retention and graduation for Columbus NFYS students, with first-year retention at 94.0% and 88.0% graduating in six years with a bachelor's degree. Success rates were lower on the regional campuses (collectively, excluding ATI); first-year retention was 70.8% and the six-year graduation rate was 44.7%.

Students with lower rates of retention and graduation have typically come from one or more of the following underserved populations: Pell-eligible, first-generation, traditionally underrepresented racial/ethnic group, or transfer/campus-change. Male students also experience extended time-to-degree compared to female students. The most recent success metrics for these students are included below.

For Pell-eligible Columbus NFYS, first-year retention was 92.2% and six-year graduation was 81.5%; for Pell-eligible regional campus NFYS, the respective rates were 67.8% and 32.5%. For first-generation Columbus NFYS, first-year retention was 89.5% and six-year graduation was 80.8%; for first-generation regional campus NFYS, the respective rates were 64.3% and 36.1%. For Columbus NFYS who identify with a traditionally underrepresented racial/ethnic group, first-year retention was 91.4% and six-year graduation was 80.6%.

Success rates for transfer and campus-change students are calculated based on student "rank" (credit accrual at the point of entry into the Columbus campus). For example, students who transfer with fewer than 30 credits are Rank 1, and those who transfer with more than 90 credits are Rank 4. Transfer and campus-change students typically enter Columbus at Rank 2 or 3, and the pattern of outcomes among Rank 2 transfer students are representative of the broader group. According to autumn 2021 reports, among Rank 2 transfer students, 73.5% graduated within four years and 76.1% graduated within six years. These rates were similar to those of regional campus students who changed to Columbus within their first two years; they had a six-year graduation rate of 76.3%.

Although male students were retained at a similar rate to female students, they had lower four-year graduation rates, which may be due to extended time-to-degree. Among Columbus NFYS, autumn 2021 reports showed one-year retention rates of 94.2% for men and 93.8% for women. A wide gender gap appeared at four-year graduation, with a 64.4% four-year graduation rate for men and a 76.8% rate for women; however, the gap narrowed at six-year graduation, with an 85.5% six-year graduation rate for men and a 90.5% rate for women. The four-year graduation rate for males may be influenced by the higher proportion of males in engineering, a degree that tends to take longer to complete because of its accreditation requirements.

PROGRESS TOWARD GOALS FROM 2020-2022 COMPLETION PLAN

When setting its goals for the 2020 Completion Plan, the university focused on maintaining student retention and completion rates in the face of critical challenges posed by the COVID-19 pandemic. Below, progress for each 2020 goal is provided.

- **Goal 1:** Maintain NFYS Columbus retention at 2019–20 levels.

Progress: NFYS Columbus first-year retention was 94.1% in 2019 (i.e., students who entered in autumn 2018 and returned in autumn 2019). It remained relatively stable across the next two years, at 93.9% in 2020 (i.e., students who entered in autumn 2019, weathered the transition to emergency remote learning in spring 2020, and returned in autumn 2020), and at 94.0% in 2021 (i.e., students who began during the pandemic in autumn 2020).

- **Goal 2:** Maintain NFYS Columbus four-year and six-year graduation rates at 2019-20 levels.

Progress: The four-year graduation rate on Columbus campus was 67.0% in 2019, and improved across the course of the pandemic to 68.7% in 2020 and 70.8% in 2021. Similarly, six-year graduation rates improved from 85.8% in 2019 to 87.0% in 2020 and 88.0% in 2021.

- **Goal 3:** Maintain 2019-20 levels of completion and retention for traditionally underserved populations, including first-generation, Pell-eligible, transfer/campus-change, and African-American/Black students.

Progress: As the table on the following page shows, retention rates for traditionally underserved populations remained relatively stable from 2019 to 2021, while completion rates increased.

- **Goal 4:** Continue to enhance and build college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

Progress: Ohio State is strengthening existing strategies and has launched new strategies related to this goal, as detailed later in the report.

Retention and Graduation Rates - Columbus Campus*

	2019	2021
All NFYS		
First Year Retention	94.1%	94.0%
Four-Year Graduation	67.0%	70.8%
Six-Year Graduation	85.8%	88.0%
NFYS First-Generation		
First Year Retention	91.4%	89.5%
Four-Year Graduation	59.9%	61.0%
Six-Year Graduation	79.8%	80.8%
NFYS Pell-Eligible		
First Year Retention	91.5%	92.2%
Four-Year Graduation	58.1%	61.8%
Six-Year Graduation	78.3%	81.5%
NFYS African American/Black		
First Year Retention	93.0%	92.7%
Four-Year Graduation	49.5%	57.3%
Six-Year Graduation	73.8%	79.2%
Transfer Rank 2		
First Year Retention	86.8%	88.3%
Four-Year Graduation	70.9%	73.5%
Six-Year Graduation	76.4%	76.1%

* First year retention rates are based on 2018 and 2020 entrants. Four-year graduation rates are based on 2015 and 2017 entrants. Six-year graduation rates are based on 2013 and 2015 entrants.

UPDATED COMPLETION GOALS

The following goals are based upon the university's Strategic Enrollment Plan for 2022 – 2024.

Goal 1: Increase NFYS Columbus first-year retention rates to 95%

Goal 2: Increase NFYS Columbus four-year graduation rates to 71% and six-year graduation rates to 90%

Goal 3: Improve retention and graduation rates for the university's regional campuses, as well as for traditionally underserved populations on the Columbus campus, including first-generation, Pell-eligible, transfer/campus-change, and African-American/Black students.

Goal 4: Continue to enhance and build college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

CURRENT AND ONGOING COMPLETION STRATEGIES AND ACTIVITIES

The university's completion strategies are implemented in partnership among Strategic Enrollment Management, the Office of Undergraduate Education, the Office of Student Life, the Office of Diversity and Inclusion (ODI), the Drake Institute for Teaching and Learning, the Office of Technology and Digital Innovation (OTDI), University Libraries, and the university's academic colleges and campuses. Below, the university's ongoing completion activities are organized by function, with most representing a collaboration across multiple units. Such collaborations are coordinated through key strategic initiatives and infrastructures (such as the rollout of the new framework for General Education, discussed later in this report).

Undergraduate Admissions

Undergraduate Admissions provides robust outreach to historically underrepresented students of color, first-generation, and limited-income students through proactive outreach, partnerships and individual engagement. Working closely with community based organizations, such as I Know I Can, the Cincinnati Youth Collaborative, College Now Greater Cleveland, KIPP Columbus, Strive for College, and Chicago Scholars, admissions staff work with high school counselors throughout the state, especially in urban and rural areas, to educate counselors on the Ohio State admissions process. Ohio State's unique Buckeye Student Leadership Academy helps to prepare selected rising seniors from underrepresented backgrounds in Ohio for the application process, free to participants. Student telecounselors, faculty, and staff conduct outreach through phone call and email campaigns to build individual relationships with prospective students.

After admission, Undergraduate Admissions provides travel grants for targeted admitted students to help defray the cost of coming to campus for admitted student programs. Specialized programming to help build community for underrepresented students takes place at off-campus programs in Cincinnati and Cleveland, as well as during admitted student visits on campus.

Need-Based Financial Aid

Over the past several years Ohio State has significantly expanded its portfolio of institutional need-based aid in order to remove financial barriers to student success and completion. In 2015, Ohio State launched the President's Affordability Grant Program to provide new need-based aid to low- and middle-income students on the Columbus campus; the program was expanded to the regional campuses in 2016–17. In autumn 2018, the university launched the Buckeye Opportunity Program on the Columbus

campus, which supports students from Ohio who qualify for a Federal Pell Grant; each recipient receives enough student financial aid to cover the full cost of undergraduate tuition and mandatory fees. The program was expanded to the regional campuses in spring 2019. The university plans to further expand financial aid under the forthcoming Scarlet & Gray Advantage program (described in more detail later in the report).

Orientation and First Year Experience

A comprehensive orientation for NFYS, transfer students and special populations (for example, veterans) is important for students (and families) so they can begin to focus on college and start the transition to life as an Ohio State student. In addition to managing logistical tasks such as placement testing, course scheduling and financial aid consultation, Ohio State's student orientation sessions contribute to first-year retention by ensuring that students:

- Learn about resources and expectations both inside and outside of the classroom.
- Engage with their Peer Leader, who provides support during orientation and throughout the first year.
- Meet one-on-one with academic advisors to learn about academic areas of study.

After arriving at Ohio State, all new first-year students participate in university First Year Experience (FYE) programs designed to help students become acclimated to campus, connect with resources and the university community, and to start to think of Ohio State as their second home. On the Columbus campus, every new first-year student is assigned a specific Peer Leader, an upper-class student who leads the new student's two-day summer orientation, maintains connections with that student through the entirety of the first year, and helps provide or coordinate more intensive or sustained support for students who need it most.

Across all campuses, every new first-year student enrolls in the **University Survey course**, a one-credit hour course taught by academic advisors in their own major or college, in which students are encouraged to set goals, complete two- and four-year curricular plans, and delineate courses that must be taken sequentially to complete the degree on time. The course is designed as an extended introduction to the university. It covers majors and colleges, how to schedule classes, intentional degree planning, how to conduct other Ohio State business, and using resources such as the library system and other academic and personal services. As part of Survey course requirements, students attend **First Year Success Series** sessions, which reinforce content provided in the survey course and focus on helping students overcome common challenges during the transition to college.

Through a data-informed approach and network of referrals from Peer Leaders, advisors, and others who work closely with students, first-year students may also be invited to participate in programs such as **Buckeyes First**, **Buckeye START**, or **SpringForward**. Buckeyes First offers a network of support for students who are the first in their family to attend college, including an online summer program, an in-person post-orientation session, and organized social mixers. Buckeye START sessions help students recognize and normalize the transition to college, connect them to campus resources that can most appropriately support their success, and foster peer connections among other new students and with FYE Peer Leaders. SpringForward works with students who fall into academic difficulty during their first year. Participants enroll in an academic skill and self-efficacy building course, and engage in academic coaching and advising. For students who benefit from extended support, there is an option to continue components of the program through the summer and into the second year as part of a close-knit community.

Learning Communities

All first- and second-year Columbus NFYS are required to live on campus unless they are granted a waiver. This residential requirement allows the university to integrate a variety of supportive programming across the first two years of the student experience. For interested students, Ohio State's residential Learning Communities offer an integrated and holistic approach to student support and/or enhanced experience. Students in a particular Learning Community live together on a residence hall floor with common major, career, and/or personal interests. Through partnerships with a variety of academic departments, faculty and staff, students have exclusive access to activities that tie directly into their academic success at Ohio State. Each Learning Community is unique in the goals and events offered, but all have:

- A direct connection to the classroom experience.
- Intentional events and opportunities for participants.
- Dedicated staff members to ensure the success of the students within the community.

Ohio State has a wide variety of learning communities, including 17 programs coordinated with Student Life⁵ and 16 affiliated with the university Honors and Scholars Center.⁶

⁵ Examples include: Engineering House, Exploration, First Year Collegian, Future Health Professionals, Global Business, and Nursing and Wellness Innovations.

⁶ Examples include: Arts, Biological Sciences, Sport and Wellness, Environment and

Diversity and Inclusion

Ohio State's Office of Diversity and Inclusion (ODI) supports the recruitment, retention and success of students, faculty and staff who enhance the diversity of The Ohio State University. ODI oversees a wide range of access, scholarship, mentoring and retention programs. ODI has long provided generous scholarships that have need-based requirements, like the Young Scholars Program scholarship, as well as merit-based programs like the Morrill Scholars Program. ODI offers several different early arrival programs for admitted students from targeted populations, including the Bell National Resource Center Early Arrival program (focused on supporting students who identify as African-American men), the NSF LSAMP three-week bridge program (for underrepresented minority students in STEM), the Morrill Scholars Early Arrival program, the Latinx Early Arrival Program, and the Young Scholars Early Arrival Program. To assist with student pathway decisions, many ODI programs include success coaching where students meet one-on-one with staff to do education and career planning. ODI's Scholarship and Supplemental Academic Services encourages the growth, success and excellence of ODI scholars by providing targeted scholarship, financial aid and academic services.

ODI supports non-traditional student-parents through the ACCESS program and CCAMPIS childcare grants. In autumn 2019, ODI launched the Dr. James L. Moore III Scholars Program, which supports students transferring from Columbus State Community College (CSCC) to Ohio State. The Women's Place also serves as the administrative home for the Critical Difference Scholarship Program, which provides grants to students who have disrupted their education due to unforeseen circumstances; most of the students receiving this grant are over the age of 25, but it also serves other non-traditional student populations including veterans and parents.

Campus-Change and Transfer

In 2018-19 the university kicked off an initiative to improve campus-change and transfer processes. Since that time, university advisors have created a more consistent and streamlined process for campus-change approval; the Dr. James L. Moore III Scholars Program was launched to provide wrap-around support for selected CSCC transfers; the Dennis Learning Center implemented targeted outreach to help incoming transfer and campus change students develop strong study skills to help them succeed at Ohio State; the university's central advising office launched a partnership with Social Work in which graduate student social work interns engage in proactive outreach and support to

Natural Resources, Green Engineering, Humanitarian Engineering, International Affairs, Health Sciences, and Innovation, Creativity and Entrepreneurship.

campus-change and transfer students; and the Registrar's office worked with partners in academic units to update the university's Transfer Credit Policy and streamline departmental credit evaluation into a more centralized system. In addition, centralized staff positions are now charged with coordinating transition supports for campus-change and transfer students. These staff serve as a key point of contact for change/transfer students; coordinate the orientation and welcome programs for these students; connect students to appropriate resources; collaborate with academic units and regional campuses to develop programming and resources for change/transfer students; and assist transfer students with issues or concerns regarding evaluation of transfer credit. The university is also an active partner in the statewide Ohio Guaranteed Transfer Pathways initiative and is partnering with Columbus State Community College to further strengthen transfer pathways in high-demand Health and IT areas.

Second Year Engagement

Ohio State's Second-year Transformational Experience Program (STEP) is integrated into the experience of second-year residential students on the Columbus campus as well as second-year students on the regional campuses, with 2,354 students participating during the 2021-2022 academic year. STEP faculty mentors are assigned up to 18 students, whom they meet with regularly throughout the academic year. STEP creates intensive interactions with faculty outside of the classroom, combined with a living experience that integrates academic achievement, self-awareness, and the development of life and leadership skills. The program offers individual development modules with applications for career growth and global citizenry, and mandates completion of a financial wellness component.

During the spring semester, each student works closely with his or her STEP faculty member to create a written proposal for a STEP Signature Project, which falls into one of six categories: undergraduate research, education abroad, service learning and community service, leadership, internships, or creative and artistic endeavors. Students who complete all STEP requirements are eligible to receive a fellowship of up to \$2,000 to use towards a STEP Signature Project they might otherwise not be able to do. STEP is designed to focus on students' success and development and allows them the opportunity to participate in activities that are pointed to their individual interests and academic needs. Through their interaction with faculty, students can develop tools for life and build essential network connections.

Advising Community

Ohio State's academic advisors are embedded within each academic college or regional campus, supported by a central advising office which provides frameworks,

training and tools for the advising community. Among other tools, the central Advising office manages OnCourse, a student success platform that integrates predictive analytics to support advising. Advisors use OnCourse to schedule appointments, document meetings, add notes in the student record or reach out to students regarding progress, special events and other opportunities. Students can easily self-schedule appointments in OnCourse; 94% of undergraduates had an advising appointment in OnCourse during 2020-2021, for a total of over 110,000 advising appointments. The platform seamlessly integrates scheduling of remote appointments, which were essential during 2020 and have remained a highly popular option for students through the most recent semester.

Advisors also use OnCourse predictive analytics and reporting to assist with targeted student outreach. In 2020, the OnCourse team piloted a unified progress report mechanism which nudged faculty early in the semester to indicate whether students were achieving at a level consistent with success in the course. Following the success of the pilot, the comprehensive progress report process was expanded to all regional campus students as well as to Columbus campus students in key programs that incorporate wrap-around support. The early alert system allows support staff and advisors to align outreach to students in a “coordinated care” model, and students are encouraged to work with staff and faculty to improve their grades in their courses. In academic year 2021-22, over 14,000 undergraduate students received progress reports from over 2,500 faculty.

In general across the past two years, the OnCourse team has invested heavily in training advisors and support staff to use the system with an eye to retention and graduation. The Ambassadors Program, which trains users on the platform’s robust student outreach, reporting and analytics features, has trained over 50 OnCourse Ambassadors, many of whom have gone on to promote and create projects supporting targeted populations. Four Ambassador projects were highlighted at a national conference this year for their ingenuity and focus on student success. Finally, the Advising office helps coordinate the Complete Ohio State program, which identifies and reaches out to students who have stopped-out within a few credits of on-time graduation, in order to provide tailored advising support, including personalized degree plans and assistance with enrollment and financial aid issues.

Teaching and Learning

The university’s Michael V. Drake Institute for Teaching and Learning works with multiple campus partners to advance at-scale professional learning, evidence-based instructional strategies, and research and policy that elevate the work of all who teach at

Ohio State. Key partners include the Office of Technology and Digital Innovation (OTDI), University Libraries, Undergraduate Education, and the Center for the Study and Teaching of Writing (CSTW). Each partner provides student-facing resources that are integrated into many of the student supports already discussed. For example, University Libraries provides programming related to library resources and information literacy as part of New Student Orientation, University Survey, First Year Success Series, STEP and the Young Scholars Program. Overall, these partners work together with support and coordination from the Drake Institute to strengthen the quality of instruction within and outside physical and virtual classrooms.

This section reviews three key areas of teaching and learning at Ohio State: instructor professional development, textbook affordability and online education. In addition, the Planned Strategies section of the report provides an overview of how teaching and learning will evolve as part of a wholesale re-imagining of the university's General Education experience.

First, in terms of instructor development, the Drake Institute designs, coordinates, delivers and scales teaching improvement efforts across all campuses of the university. To provide a foundation for quality teaching, the institute offers Teaching@OhioState, a five-module online introduction to evidence-based pedagogy. Between 2018 and 2020, all instructors were encouraged to participate in the program, and over 3,529 did so. Each year, newly hired faculty also engage in an in-depth New Faculty Orientation, which included 135 new faculty in August 2020 and 121 in August 2021. Graduate teaching associates also participate in instructional development through the Graduate Teaching Orientation, which included 579 graduate teaching associates in August 2020 and 570 in August 2021. These programs encourage participants to take a customized "health and wellness" approach to professional learning to promote career-long cultivation of expertise and achieve success in teaching and learning. In addition, across 2020-2022, 110 new faculty participated in a formal year-long mentoring program led by 30 senior faculty.

To support instructors as they build on this foundation across time, the Drake Institute offers 19 different Teaching Endorsements: credentials earned by faculty, graduate students and staff who participate in in-depth, extended professional learning experiences in a specific area, such as inclusive teaching, digital humanities, teaching with technology, course design, meaningful inquiry, or teaching ethics and human values. Across the past two years, 218 endorsements were awarded to Ohio State faculty, graduate students and staff. In addition, the Drake Institute's Instructional Redesign program supports and incentivizes instructors in redesigning and assessing instruction in their courses to improve student learning outcomes and enhance the

student experience. As of April 2022, 143 instructors have completed the Instructional Redesign program, and over 300 are currently participating.

Second, the university's textbook affordability initiative (the **Affordable Learning Exchange**, or ALX) continues to create and expand digital resources to offset textbook prices for students. Over the past seven years, ALX has worked with more than 143 faculty across all the university's campuses to replace traditional commercial textbooks with high-quality affordable options, saving students a total of \$14.5 million. In 2018 ALX also launched a pilot of CarmenBooks, a program to provide digital textbooks at approximately 80% off list price. The program expanded in the following year and has now reached more than 1,175 courses and saved students \$16.1 million. ALX has also helped lead the statewide Ohio Open Ed Collaborative; savings to date for the statewide project, as self-reported by partner institutions, total over \$6 million.

Third, the university has continued to grow its high-quality **online offerings**, thus offering flexibility and affordability to students who need it.⁷ In 2021-2022, the university grew its offerings to 57 approved online programs, with many of the newest programs in alignment with the state's workforce development priorities. Ohio State also connected expert faculty with online instructional designers in order to design or redesign 135 courses within those programs for the online context. To ensure quality, these online courses are designed to meet internal standards that not only include Quality Matters standards (a widely used course design rubric geared to continuous improvement in student learning for online offerings), but also captures university policies, scholarship on student success, feedback from Ohio State faculty collaborators and regulatory requirements to ensure quality design for online and hybrid courses. Ohio State's support for online quality consistently results in multiple top rankings in *U.S. News & World Report* for online education.

Learning Support Services

Ohio State offers a suite of learning support services to all students, including the **Dennis Learning Center**, the **Mathematics and Statistics Learning Center** and the **Center for the Study of Teaching and Writing**. As noted earlier in the report, the Office of Diversity and Inclusion provides specialized learning support for students in its programs. In addition, the university offers specialized learning support services for athletes (**SASSO**), military and veteran students (**MVS**), and disabled students (**SLDS**).

⁷ All fully online program students pay in-state tuition and do not pay campus-based associated fees, thus reducing the total cost-to-credential.

The **Dennis Learning Center** was established to provide academic learning services that support Ohio State students from entry through graduation. Services include courses, workshops, individual academic coaching and online learning resources. The center's college-success courses provide elective credit toward students' degrees and are offered on multiple Ohio State campuses. Through group workshops and individual academic coaching, center affiliates work directly with students to develop strategies for effective studying, time management, learning from text, note taking, test taking and self-regulation. They collaborate with Ohio State academic departments, other institutions, and the scholarly community on research and practice that promote postsecondary student success. In addition to offering all services both face-to-face and online, the center provides an online resource with videos and materials related to note taking, test taking, procrastination, motivation and cognitive learning.

The **Mathematics and Statistics Learning Center (MSLC)** is a resource center for students and instructors in mathematics and statistics courses at Ohio State. The center's goal is to create and implement an efficient and effective model of support services for student learning in mathematics and statistics and to provide training and support to tutors and instructors of lower-division mathematics and statistics courses. The center provides trained tutors available to help students with difficulties they are experiencing in class or with homework. In addition, it provides online resources, practice exams and workshops to help a student progress through the challenging quantitative courses, which often are "stumbling block" courses that impact student completion.

The **Center for the Study and Teaching of Writing (CSTW)** is an interdisciplinary support and research unit in Ohio State's College of Arts and Sciences. CSTW was established to aid students, faculty and staff in becoming more effective writers in a variety of contexts and media. Two programs in CSTW, the Writing Center and Writing Across the Curriculum Initiative, provide assistance to writers of all abilities and levels. The Writing Center offers face-to-face and online tutorials to students to assist with writing in progress; the Writing Across the Curriculum program works with instructors to develop and assess writing activities, and to design and develop these activities to meet student and curricular needs. A third program, the Writing Associates, invites faculty to embed an undergraduate tutor into their writing courses to provide additional support for those students. Each of these programs favorably impacts student success, retention and degree completion. Undergraduate and graduate students employed by these programs also gain valuable experience and transferable skills.

The **Student Athlete Support Services Office (SASSO)** serves more than 1,000 student-athletes on 36 NCAA teams, providing Ohio State student-athletes with assistance in academic support including academic counseling, instructional support

services, tutorial services, student-athlete engagement, and many other skill-building services and units. Academic counselors work in conjunction with academic advisors within each college to provide accurate academic information and planning related to a student-athlete's college progress and degree program. SASSO's learning specialists provide academic skill-building and monitoring of student progress, while mentors and professional tutorial support staff offer subject-specific assistance as well as time management, organizational strategies and techniques. SASSO's Student-Athlete Engagement unit provides student-athletes opportunities to engage in experiential learning, high-impact practices, community service, student leadership initiatives, educational internship opportunities and other programming. Together they help foster growth in decision-making and academic planning, so that they may fulfill their academic, degree completion, and personal and professional development goals.

Ohio State's **Military and Veterans Services (MVS)** provides full-spectrum assistance for all military-connected students. The office focuses on building trust and guiding these students through the transition to higher education, academic success, and graduation. The office provides VA education benefit navigation; military, veteran and ROTC orientations; focused academic advising, counseling and tutoring; peer mentoring; tailored support services; and faculty/staff education on military student issues. The office also provides long-term continuity for the Tri-Service ROTC Departments and collaborates with the Office of Government Affairs on local, state or federal legislation and policies concerning this cohort. Other Ohio State resources include a housing option for student veterans; 14 military-connected student organizations; and comprehensive services that assist the Buckeye Military Family in securing internships and post-graduation employment. Since the office's inception, Military and Veterans Services has consistently been rated one of the nation's top programs for veterans in higher education.

Student Life Disability Services (SLDS) partners with students, faculty and staff to design accessible and inclusive instruction and environments, and to provide academic and co-curricular accommodations and services. The office recognizes that "disability" is a broad term that includes, but is not limited to, mental health conditions, chronic health conditions, temporary injuries, physical/learning disabilities and ADHD. For example, for the past two years the office has coordinated with colleges and units across the university to issue accommodations related to the COVID-19 pandemic. Students register with SLDS to be approved for accommodations that students can then request from faculty and university units. All materials pertaining to a student's disability are confidential. Students work with an access specialist to discuss academic barriers to success and accommodations. Students notify their instructors about accommodations only if they want to use them in that instructor's course. SLDS provides services for

more than 5,500 students, including accommodations, accessible media, assistive technology, Braille, captioning, live transcription, exam services and career resources. The office serves undergraduate, graduate, professional, Program 60 and College Credit Plus students. SLDS also provides consultation services and disability awareness training to the campus community, including workshops on inclusive instruction and disability access for university instructors, staff and students. SLDS collaborates with the Americans with Disabilities Act (ADA) Coordinator's office within the Office of Institutional Equity in order to ensure legal and policy compliance, and collaborates with a College 2 Careers vocational rehabilitation counselor from the state agency Opportunities for Ohioans with Disabilities (OOD), who works with students to provide career resources and advising support for students seeking internships and employment.

Student Wellness Services

The university provides a comprehensive array of services to support student wellness, which in turn promotes academic success and persistence, including the **Student Wellness Center**, the **Counseling and Consultation Service** and the university's **Wellness app**.

The Student Life **Student Wellness Center (SWC)** serves as a resource for information on various wellness topics, provides online and in-person programs and services to individuals and groups, and contributes to the development of a more healthy and supportive campus community. All services are provided free to currently enrolled Ohio State students. Examples of activities in the SWC that contribute to retention and completion include: alcohol, tobacco and other drug prevention services; the Collegiate Recovery Community; financial education; nutrition education; and safer sex initiatives. The SWC also provides overall wellness coaching, which takes a positive approach to personal development, focusing on strengths and enhancing capacities for resilience and self-acceptance while promoting happiness, health and success. Each of SWC's services engages in educational outreach to students and includes options for one-on-one coaching and group education. Wellness Ambassadors are a key component of SWC's outreach strategy. These are undergraduate student volunteers who commit three hours per week to developing and implementing wellness programs. As Wellness Ambassadors, students have the opportunity to specialize in one of the following topic areas: alcohol education, nutrition, safer sex, other drugs, stress, sleep and career wellness.

For students in need of mental health services, the Student Life **Counseling and Consultation Service (CCS)** provides individual counseling, group counseling,

psychological testing, crisis debriefing, psychoeducation, consultation and other services to students to promote personal well-being and academic success. Their culturally diverse professional staff of licensed psychologists, social workers, counselors and psychiatrists can help students with stress management, anxiety, depression and many other mental health issues that could otherwise derail student success.

To help connect students to wellness services from any location, in 2020 the university rolled out its free **Wellness app**, which connects students to help in a crisis, and provides tools and support avenues to help navigate stress management, relationships, anxiety, depression, alcoholism and more. During the development process with Apple in 2019, Ohio State students were involved in the design from start to finish, and their user experiences were incorporated to ensure that student needs were met, from design to ease of use to quality of content. By April 2022, the Wellness app had more than 35,000 unique users with more than 450,000 screen views.

Promoting Evidence-Based Practice

The university's ongoing improvements in student success, persistence and graduation are rooted in evidence-based practice. In order to learn more from other institutions about effective practices, implement those practices at Ohio State and contribute new research on these practices to the field, the university is engaged in several research initiatives and external partnerships.

First, to engage research faculty in the conversation around and research on student success, generate new evidence about student success and incubate related practice on campus, the university maintains two faculty research grant programs. The Drake Institute's **Research and Implementation Grant** program provides grants of up to \$7,500 to support classroom-based research, in which faculty either: (1) implement and assess research-based instructional methods and materials for undergraduate students, or (2) conduct new research on student learning or instructional best practices. The **Student Academic Success Research** grant program provides seed funding (\$10,000 to \$25,000) to support research that focuses on improving, expanding or revising student success programs and services, with a special emphasis on historically underrepresented racial and ethnic groups and other underserved student groups (for example, low-income, first-generation, regional campus or community college transfer students).

Second, in 2014 Ohio State joined with 10 other large public universities to found the **University Innovation Alliance (UIA)**, which works to accelerate and coordinate efforts across universities, in order to improve the educational attainment and economic prospects of students who have traditionally struggled to complete their degrees, particularly limited-income students, first generation students and students of color. UIA

members have developed new models for scaling innovations from one campus to others, breaking down barriers that often prevent good ideas from being implemented more broadly. Founding UIA members officially exceeded the original goal of 68,000 additional degrees, set at the White House College Opportunity Summit in 2014. As of autumn 2021, UIA institutions have produced over 97,000 additional degrees above baseline projections and are on track to double their 68,000 degree goal by 2025. Ohio State's membership in UIA has helped launch several of the student success strategies discussed throughout this report, including the use of predictive analytics within OnCourse and the FGEN college-to-career program.

Third, in 2016 Ohio State was a founding member of the **American Talent Initiative**, a collaborative effort to enroll and graduate an additional 50,000 highly talented, limited-income students at top colleges and universities across the United States by 2025. The initiative is a partnership between Bloomberg Philanthropies, the Aspen Institute, Ithaka S+R, and a diverse array of public and private member institutions working to enhance access and support, share innovative best practices, and contribute to research that will help expand opportunity. Ohio State's membership in the initiative has helped increase the graduation rates of the university's Pell-eligible students by focusing attention and strategic planning around the success of this population, including the rollouts of the President's Affordability Grant and Buckeye Opportunity Program.

PLANNED STRATEGIES

The previous section discussed the university's ongoing completion strategies and activities. This section provides an overview of two major initiatives planned for launch in 2022–23: a redesign of the General Education experience, and a pilot of the Scarlet and Gray Advantage program.

General Education Redesign

In Spring 2019, all of the university's undergraduate-serving colleges approved a plan to dramatically revise the undergraduate General Education (GE) curriculum. The GE redesign plan was developed by a team of faculty, staff and students from across the university. It was approved by the Board of Trustees in summer 2019 and goes into effect for all incoming students in autumn 2022. The university will offer support and flexibility for students who enter in the 2022 – 2023 as transfer students, or who have otherwise completed a substantial portion of the prior GE's coursework, by allowing them to complete their Ohio State degree under that "legacy" GE.

To help smooth the pathway for students who change majors while at the university, and to provide a common foundation for success for all students, the redesigned GE will provide a set of curricular requirements that are congruent with the statewide Ohio Transfer 36 initiative and incorporate Higher Learning Commission recommendations regarding explicit and assessable program goals. Under the new GE, students will gain awareness of the major academic disciplines and approaches through the Foundations component (for example, Social and Behavioral Sciences, Mathematical and Quantitative Reasoning). The seven universal categories within Foundations integrate these disciplinary approaches in the context of topical Themes (for example, Sustainability). The Theme topics are broad and interdisciplinary; they respond to questions and concerns reflecting the 21st century context, and inform these issues from historical, current, and futuristic approaches. A major goal of the Themes is to provide students with the opportunity to examine a complex topic through multiple perspectives and disciplinary lenses. A pair of Bookend seminars support students in navigating and understanding their experiences in the Foundations and Themes.

Highlights of the new GE include an ePortfolio requirement embedded within the Bookends, which will showcase academic and co-curricular achievements; advanced writing, data analysis, and technology relevant to the discipline embedded within the major ("Embedded Literacies"); and intentional integration of high-impact practices such as study abroad and undergraduate research. High-impact practices are made accessible by being part of the GE and are incentivized by allowing students to satisfy

each Theme requirement through a single 4-credit “Integrative Practice” course rather than through a pair of 3-credit courses. Integrative Practice courses are designed to meet specific pedagogical goals and integrate one of the following additional modes of learning: integrative team teaching, community-based learning, study away, engagement in active research or creative practice, or instruction in a world language other than English.

Scarlet & Gray Advantage Pilot Program

Ohio State recognizes that student debt presents a significant burden for young people, greatly limiting their life prospects. The newly developed Scarlet & Gray Advantage program will create pathways for students to graduate debt-free in four-years, through a partnership that involves family contributions, financial, academic and extracurricular support.

Ohio State will bring Scarlet & Gray Advantage to scale over the next decade by focusing on making an Ohio State education affordable. The Scarlet & Gray Advantage program will provide “wraparound” services needed to achieve educational attainment without accumulating massive debt. Students in the Scarlet & Gray Advantage program will have access to:

- Knowledge and information regarding finances
- Coaching and mentoring regarding finances, education and careers
- Paid summer work experiences (internships, co-ops, research experiences)
- A financial package that covers the cost of tuition, room and board, books, travel, and day-to-day living expenses

For the 2022–2023 school year, Ohio State will start the program with a small pilot of first-year, full-time students from across Ohio State’s campuses. This pilot cohort will enable the university to plan the program, study outcomes and iteratively improve the program as it expands to more students.

Pilot program students will join a non-residential learning community, which will provide robust education and support through a structured curriculum focused on financial education and literacy, accessing student employment and internship opportunities, and navigating university resources. Scarlet & Gray Advantage students will also commit to completing the FAFSA, applying for university scholarships, and participating in a combination of programs such as campus employment, coaching and mentoring, and summer internships. In addition, coaching will be used for students as need arises to help identify alternatives to seeking loans. If there is a gap between a student’s financial package (including expected family contribution) and the estimated cost of attendance, a last-dollar financial award will be added to the student’s package, alleviating the need for federal or private loans. The expected family contribution will be assessed using the

FAFSA (or an equivalent mechanism) and will guide the amount that the student and family will contribute.

To achieve the goals of Scarlet & Gray Advantage, Ohio State processes and systems will require optimization to create a positive student experience as they navigate programs for financial aid, financial literacy, academic advising, internships and on-campus work.

WORKFORCE DEVELOPMENT PRIORITIES

According to Ohio State's 2020-2021 Graduation Survey, 65% of last year's graduating seniors planned to move to a job either full- or part-time, 1.5% planned for military or volunteer service, and 28% planned to go to graduate school. Of those who reported they were employed, 80% said their job was related to their chosen major (and/or minor) and 66% reported they would be employed in the state of Ohio.

The 2020-21 Graduation Survey was fielded in late April 2021 as students continued to experience uncertainty from the COVID-19 pandemic. Students still believed the university had prepared them very well or generally well for the job market (72%). However, 53% reported that their job situation (including job searches, job offers or internship plans) had changed due to the COVID-19 pandemic, and 21% said their graduate or professional school plans had changed due to the pandemic. Among those who reported that their job situation had changed, 37% said they had to restart or alter a job search, 18% lost a previously-held job, and 11% had lost a job offer.⁸ Among those who reported that their graduate/professional school plans had changed, 51% said they were postponing attendance and 23% had to restart or alter their school search.⁹ As the State of Ohio recovers from the economic fallout of the COVID-19 crisis, the university will continue to build and strengthen the workforce development strategies discussed below.

Below, this report first describes the **Choose Ohio First** and **Ohio Means Science** programs, which aim to attract students into academic programs associated with high-demand fields and support their success in those majors; next, it describes the university's creation, expansion and strengthening of academic programs and curricula that build high-demand skills and career opportunities (including the new **BS in Engineering Technology**, the university's growing list of **Certificate Programs**, and the **Center for Design and Manufacturing Excellence**); next, it describes **Student Career Resources**, which connects students to internships and jobs; next, it describes Ohio State's participation and leadership in regional and statewide partnerships to

⁸ Students could select multiple options from a list of 9.

⁹ Students could select multiple options from a list of 7.

further strengthen state and local employment and economic health, the **Ohio Means Internships and Co-Ops** and the **Central Ohio Compact**; and finally, it describes the university's infrastructure for incubating entrepreneurship, industry innovation and economic growth through its **Office of Innovation and Economic Development**.

Ohio State Choose Ohio First Scholarship Programs

Led and funded by the Ohio Department of Higher Education, the Choose Ohio First Scholarship Program is part of Ohio's strategic effort to bolster the state in the global marketplace of Science, Technology, Engineering, Mathematics and Medicine (STEMM). Choose Ohio First scholarship opportunities at Ohio State are offered through various departments, programs and campuses. Eligible students currently include those majoring in Biology, Biochemistry, Chemistry, Computer and Information Science, Computer Science and Engineering, Data Analytics, Engineering Technology, Molecular Biology, Mathematics, Nursing, Pharmacy, and Statistics. State-identified economic needs drive Ohio State's Choose Ohio First program, and the university's programming reinforces this alignment through internships with local employers and engagement with those employers in student mentoring activities. The program builds a strong sense of community for Choose Ohio First scholars in their first year to support them academically, professionally and socially through activities such as mentoring, tutoring and outreach, and to strengthen their connection with faculty, staff and other students. This foundation supports them as they progress into their academic experience and disciplines to their sophomore and junior years, when scholars are encouraged to take service and communication roles along with focusing on their professional careers through research and internship experiences. During their senior year, scholars participate in leadership programs to share current and previous experiences with other students about their co-curricular and extracurricular activities and at the same time develop networking with potential recruiters from further education college degrees (e.g., graduate school, medical school) and full-time employers.

Ohio Means Science (OHMS) Scholars Program

Made possible by a Scholarships in STEM award from the National Science Foundation (awarded December 2021), the newly initiated OHMS Scholars Program will help meet Ohio's need for well-educated scientists, mathematicians, engineers, and technicians by supporting the retention and graduation of high-achieving, low-income students with demonstrated financial need who start their higher education journey at The Ohio State University at Newark. The OHMS Scholars Program will welcome its initial cohort in autumn 2022, provide scholarships of up to \$10,000/year for two years to three cohorts of 15 first-year students, and include STEM enrichment activities and support services. Program activities and services will include: a short immersive retreat at an active research station to launch the new cohort each August; an academic year learning

community with weekly meetings and extra- and co-curricular opportunities in diverse STEM fields; and optional summer internships providing professional and career experience and connections in the summer after each year in the program. The program was designed by adapting evidence-based practices and strategies from more traditional college and university settings to the environment of a smaller regional campus. Crucial outcomes include successful transition from the first to the second year, successful transition between Ohio State Newark and the Columbus campus, and eventual degree completion. More broadly, OHMS will provide a better understanding of the campus-transition experience for regional students in STEM majors and lead to the adoption of successful program components by other Ohio State regional campuses to further reduce attrition of campus-change students.

Bachelor of Science in Engineering Technology

In autumn 2020, Ohio State launched a new four-year Bachelor of Science in Engineering Technology (BSET) degree program. The BSET program was developed in response to the growing needs of Ohio manufacturers for highly skilled, broadly trained manufacturing engineering graduates who will excel in leadership roles. This groundbreaking interdisciplinary program incorporates recommendations and direct involvement from regional industries to develop the skills required to produce a diverse and prepared workforce. A collaborative approach between higher education and industry allowed Ohio State to create a program designed to emphasize project-based coursework, hands-on skills and technological know-how in mechanical and electrical processes, industrial robotics and project and change management. The BSET program is offered at three of the Ohio State regional campuses – Mansfield, Marion and Lima – with the Newark campus offering the program beginning in 2023. The new degree program seeks to provide access to an engineering-based degree that was previously unavailable to traditionally underserved and underrepresented students. Enrollment numbers for autumn 2021 totaled 61 students across three campuses.

Academic Certificates at Ohio State

The Ohio State University offers a variety of academic certificate programs that allow students to pursue specific topics in order to supplement their current degree program, gain knowledge in a chosen field of employment, earn credit or continuing education units (CEUs) for workforce development, prepare for exams for professional certification, or to acquire professional licensure. Certificate programs may be offered as credit or non-credit, and may be stand-alone (they do not require a student to be enrolled in an undergraduate or graduate degree program in order to complete the certificate) or embedded (they require a student to be enrolled in an undergraduate or

graduate degree program to complete the certificate). Over the past two years, the university has worked to identify, develop and approve certificate programs in a variety of high-demand skill areas.

Ohio State's for-credit certificates include the following categories:

- Post-secondary Undergraduate Academic Certificate programs (category 1a or 1b). Intended for post-high school students seeking to earn a credential in a select topic area. These programs are either stand-alone (1a) or embedded in an undergraduate degree program (1b).
- Post-baccalaureate Undergraduate Academic Certificate programs (category 2). Intended for post-bachelor's degree students seeking to earn a credential in a select topic area to supplement their undergraduate degree program. These are stand-alone programs.
- Graduate Academic Certificate programs (category 3a or 3b). Intended for post-baccalaureate students seeking to earn a graduate credential in a select topic area. These programs are either stand-alone (3a) or embedded in a graduate degree program (3b).
- Professional Certification programs (category 5b). Intended for individuals seeking to meet requirements and/or eligibility for licensure or certification in a specific technical or professional area. These are stand-alone programs.

As of April 2022, the university offers 96 for-credit certificates, of which 33% are post-secondary undergraduate academic certificates, 4% are post-baccalaureate undergraduate academic certificates, and 63% are graduate academic certificates. The majority (85%) are stand-alone programs.

The university's non-credit certificates include the following categories:

- Workforce Development programs (category 4). Intended for individuals seeking to earn a workforce development Certificate of Completion in a specific area. These are stand-alone programs.
- Technician/Professional Certification programs (category 5a). Intended for individuals seeking to meet requirements and/or eligibility for licensure or certification in a specific technical or professional area. These are stand-alone programs.

Center for Design and Manufacturing Excellence

Established in 2014 and launched in late 2015, the Center for Design and Manufacturing Excellence (CDME) operates within the College of Engineering and the Office of Research. CDME was established to provide the manufacturing industry access to the resources of the university by establishing an applied engineering

collaborative working space staffed by industry-experienced leadership and support staff. Since its launch, CDME has partnered with more than 150 companies and has completed over 520 applied engineering projects. Projects are executed in a 37,600 square-foot ITAR compliant manufacturing facility on The Ohio State University's West Campus. CDME's facilities and equipment support rapid prototyping capabilities for electrical and mechanical systems, including integrated power systems, electronic controllers, systems, packaging, circuit board design, board fabrication, stamping, injection molding, casting, additive manufacturing, milling, welding and other relevant manufacturing capabilities. CDME also has the latest digital mechanical and electrical design and simulation software packages to seamlessly hand off designs to prototyping and manufacturing teams.

At CDME, student employees work on real customer projects in an industrial environment that matches their experience after graduation: They program robotic systems, develop medical devices, leverage 3D printing techniques, and more. Students are mentored by staff with industry experience, work approximately 15 hours per week, and are paid an hourly wage. Accordingly, they accrue significantly more experience than typical interns or co-op participants: a CDME student worker can have as much as 4,000 hours of experience before being permanently hired. More than 200 undergraduate students have participated in CDME's student employee program to date, representing a diverse selection of academic concentrations, including not only engineering majors, but also majors such as marketing, accounting or data analytics.

Student Career Resources

Ohio State uses a comprehensive, decentralized career services model in that each of its colleges and campuses provides a career services office for its students. These efforts are supported and coordinated through Student Life's **Buckeye Careers**, a university-wide initiative designed to help all students explore their career path and develop professional skills through personalized career coaching, internship planning and creating connections and networks to elevate their post-college career success. Buckeye Careers connects students with employers for internships and co-op positions and helps hiring organizations craft rewarding internship experiences for students.

Buckeye Careers provides two key online tools for students: Buckeye OnPACE and Handshake. **Buckeye OnPACE** is a series of self-guided online career modules covering topics such as choosing a major or career, applying to graduate school, and preparing for entry into the workforce. These modules assist students in learning more about themselves. **Handshake** is a unified career management and job posting system for all Ohio State students, including regional campus, graduate and professional

students. Handshake uses an algorithm to help students find jobs specific to their skills and interests. Students can explore job opportunities across the nation and world, and read reviews of other students' experiences on internships, co-ops and jobs to help decide if an opportunity is a good fit. Handshake grows with students throughout their time at Ohio State: they can use Handshake to find a job on campus during their first year, explore internships and co-ops as they gain more experience in their major, and find their first job after graduation.

For students in need of career-focused coaching and education, Buckeye Careers provides career exploration, job search preparation (including customized attention to resumes, vitas, job search letters and interviewing skills), and other forms of career coaching and support (for example, listening and helping with personal concerns that relate to career decisions, or helping students plan for graduate or professional school). Services are provided through individual appointments, walk ins/drop ins, programming/workshops, targeted outreach programs to particular groups (for example, first-generation, international, transfer or ethnically diverse students). Buckeye Careers also launched **Career Week** in 2021, which includes the university-wide Fall Career and Internship Fair. Career Week consist of a variety of programs, workshops and networking events to help students in their own personal career development journey, with focus on career wellness, identity, inclusion and advocacy, career exploration and connections and skill preparation.

Buckeye Careers also leads the university's **First Generation Envisioning Network** (FGEN) college-to-career program. FGEN grew from a pilot program conducted in partnership with the University Innovation Alliance, which aimed to reimagine how graduates communicate marketable job skills; capture best practices for building and maintaining strategic university-employer partnerships; and enhance campus career services to meet the unique needs of first-generation students, students of color, and students from low socio-economic backgrounds. The six-week pilot program was launched in a virtual format in summer 2020 and included a series of online and virtual workshops and webinars that introduced students to a variety of career exploration and development topics and resources, as well as financial wellness and peer networking activities. Students also interacted with employers from a range of fields and industries. Based on the success of the pilot, the program was expanded to a virtual eight-week experience in summer 2021, and plans are underway for the 2022 program.

Lastly, the **Student Employment Experience** (SEE) program was moved into Buckeye Careers in 2021. SEE was developed to recognize that everything a student does on campus should be intentional and focused on learning – and that includes employment. All 4,800 student employees in Student Life participate in SEE and the program

continues to expand to other departments across Ohio State. SEE is a three-pronged model where students engage in an employment position on campus and learn job-specific skills. They also have access to paid professional development opportunities throughout the semester. Supervisors of student employees are trained to conduct guided reflections with students on how their work is connected to their academics and future careers. Students who are in SEE are 2.5 times more likely to report their supervisor helped them make connections between their work and their classes than non-SEE students.

Ohio Means Internships and Co-ops JobReady Program

Since 2012, Ohio State has held a leading role with the state's Ohio Means Internships and Co-ops (OMIC) program, including the original OMIC (2012-14), OMIC 2 (2014-16), OMIC 2.5 (2015-18), OMIC 3 (2016-19), and OMIC 4, with funding from the Ohio Department of Higher Education. Under the original OMIC, Ohio State collaborated with Columbus State Community College and North Central State College to attract 54 Ohio employers in energy, automotive, food processing and financial services, creating approximately 150 new, meaningful internships/co-ops for students. Under subsequent iterations of OMIC, Ohio State continued to ensure the relevance and sustainability of past efforts; widen its academic, industry, and technology partnerships; and expand the number and types of internships and co-ops for key JobsOhio areas, including in-demand manufacturing technologies. As with OMIC 2.5 and 3, the Central Ohio OMIC 4 internships and co-ops program focuses directly on JobsOhio priorities in advanced manufacturing, including aviation/aerospace, automotive, logistics, information technology and transportation industries.

The institutions participating in OMIC 4 agreed to contribute to a fourth hub, the Institute for Materials Research Innovation Lab Externship Program, known as Innovate-O-Thons, at Ohio State. The Materials Innovation Lab expanded an externship pilot to engage more community college and undergraduate students in real-world challenges provided by regional industry partners. Students gained real-world, experiential learning experiences through weekend and weeklong externships and became more experienced in interdisciplinary collaborations and innovation methods while receiving professional mentoring from industry.

Overall, 75 students have been placed in co-ops and internships under the OMIC 4 grant; 10 of those students participated in the Innovate-O-Thon before the program was discontinued due to COVID-19 restrictions. The total number of business partners engaged in OMIC 4 co-ops and internships is 38 employers (two from the Innovate-O-

Thon). The company cost share from student salaries and direct costs total more than \$357K.

Central Ohio Compact

Ohio State participates, along with other regional postsecondary institutions, in the Central Ohio Compact. The Compact is a partnership comprised of school districts, adult career-technical centers, colleges and universities, and area business and civic leaders “who are united in their support for developing the region’s enormous talent pool into a globally competitive workforce – one that will position Central Ohio for future growth and prosperity.” The Compact partners are working together on issues related to public policy and affordability of higher education, community awareness and communications, and workforce alignment and employment placement strategies. (Ohio State also is involved in the Higher Education Compact of Greater Cleveland, which has similar goals for that region of the state.)

Office of Innovation and Economic Development

Ohio State’s Office of Innovation and Economic Development helps the university make the right connections with businesses and organizations by forming mutually beneficial relationships that positively impact society by advancing innovation, developing talent and driving economic success. The office works closely with inventors, companies, entrepreneurs, investors and other organizations by connecting the right people and resources to fill gaps and solve complex problems.

Through corporate business development, the office facilitates mutually beneficial relationships to help advance the objectives of both the university and businesses. Though each relationship is unique, there are five key avenues for engagement:

- Access to talent, including students, staff and faculty
- Opportunities for sponsored research partnerships
- Licensing university intellectual property
- Opportunities for philanthropic support
- Access to continuing education

The office helps advance the university’s research to impact lives by translating Ohio State innovations into business opportunities in the global marketplace through technology commercialization, including engaging faculty and staff to help evaluate, protect and ultimately find the right market for intellectual property—through licensing or creating a start-up company.

The office collaborates with economic development partners such as Columbus 2020 and JobsOhio to grow the economy by helping local companies expand, bringing new companies to the state and helping businesses increase their value and create new jobs. The office also houses the Tim and Kathleen Keenan Center for Entrepreneurship, which works to grow and foster a culture of entrepreneurship for the Ohio State community through the creation and support of new ventures and the education and encouragement of their founders. The Keenan Center provides a campus-wide hub for collaboration and engagement with early-stage capital, startup talent and robust programming resources to maximize opportunities for social and economic impact. Through active engagement in the region's economic development, the Office of Innovation and Economic Development helps to create a growing and thriving economy that drives more opportunities to the university's faculty, staff and students.

Appendix: University Undergraduate Student Profiles

Data are for undergraduate students as of Autumn 2021 fifteen-day count. NR – Not reported. Average ACT is only relevant for NFYS. Remedial Education Needs includes students who scored a six on the English placement test or S or T on the Math placement test.

Columbus Campus

Autumn 2021

Student Demographic	Entering		Returning		Transfer		Total
	#	% of Total	#	% of Total	#	% of Total	#
Total	8350	18.2	35561	77.3	2070	4.5	45981
Enrolled Part Time	25	0.8	2882	93.7	170	5.5	3077
Not Degree/Certificate	--	--	--	--	--	--	1125
Financial Need – Pell-Eligible	1471	16.4	7000	78.0	508	5.7	8979
Remedial Education Needs	262	10.5	2112	84.3	131	5.2	2505
Female	4505	19.7	17397	76.0	982	4.3	22884
Male	3845	16.6	18164	78.6	1088	4.7	23097
Age 18-24	7683	18.0	33143	77.7	1815	4.3	42641
Age 25 and Older	6	0.2	2403	90.4	250	9.4	2659
Ohio Resident	5773	16.6	27344	78.7	1607	4.6	34724
High School-to-College Factors							
Average High School GPA	NR		NR		NR		
Average ACT or SAT	28.6		--		--		
Race / Ethnicity							
<i>Hispanic</i>	458	19.2	1815	76.1	111	4.7	2384
<i>American Indian / Alaskan</i>	4	13.3	24	80.0	2	6.7	30
<i>Asian</i>	835	21.4	2939	75.4	122	3.1	3896
<i>African American /Black</i>	516	14.7	2804	79.9	188	5.4	3508
<i>Native Hawaiian or Other Pacific Islander</i>	7	28.0	16	64.0	2	8.0	25
<i>Two or More Races</i>	376	18.9	1505	75.6	109	5.5	1990
<i>White</i>	5174	17.4	23239	78.3	1285	4.3	29698
<i>International</i>	693	22.2	2219	71.2	203	6.5	3115
<i>Unknown</i>	287	21.5	1000	74.9	48	3.6	1335

Regional Campuses (excluding ATI Wooster)

Autumn 2021

Student Demographic	Entering		Returning		Transfer		Total
	#	% of Total	#	% of Total	#	% of Total	#
Total	2367	45.7	2574	49.7	239	4.6	5180
Enrolled Part Time	85	13.3	504	79.1	48	7.5	637
Not Degree/Certificate							413
Financial Need – Pell-Eligible	749	44.3	862	51.0	79	4.7	1690
Remedial Education Needs	730	42.8	931	54.6	45	2.6	1706
Female	1107	41.5	1425	53.4	137	5.1	2669
Male	1260	50.2	1149	45.8	102	4.1	2511
Age 18-24	2208	47.7	2230	48.2	192	4.1	4630
Age 25 and Older	12	3.0	341	85.3	47	11.8	400
Ohio Resident	2358	45.8	2559	49.7	235	4.6	5152
Average High School GPA		NR		NR		NR	
Average ACT or SAT		22.1		--		--	
<i>Hispanic</i>	116	45.1	132	51.4	9	3.5	257
<i>American Indian / Alaskan</i>	2	40.0	3	60.0	0	0.0	5
<i>Asian</i>	145	58.9	93	37.8	8	3.3	246
<i>African American /Black</i>	361	51.4	316	45.0	25	3.6	702
<i>Native Hawaiian or Other Pacific Islander</i>	2	50.0	2	50.0	0	0.0	4
<i>Two or More Races</i>	126	49.6	110	43.3	18	7.1	254
<i>White</i>	1546	43.2	1862	52.1	169	4.7	3577
<i>International</i>	6	54.5	5	45.5	0	0.0	11
<i>Unknown</i>	63	50.8	51	41.1	10	8.1	124

Agricultural Technical Institute (ATI) – Wooster Campus

Autumn 2021

Student Demographic	Entering		Returning		Transfer		Total
	#	% of Total	#	% of Total	#	% of Total	#
Total	207	45.1	233	50.8	19	4.1	459
Enrolled Part Time	6	12.5	39	81.3	3	6.3	48
Not Degree/Certificate							31
Financial Need – Pell-Eligible	55	47.8	54	47.0	6	5.2	115
Remedial Education Needs	87	42.4	114	55.6	4	2.0	205
Female	123	47.9	126	49.0	8	3.1	257
Male	84	41.6	107	53.0	11	5.4	202
Age 18-24	200	46.1	219	50.5	15	3.5	434
Age 25 and Older	2	10.5	13	68.4	4	21.1	19
Ohio Resident	204	45.1	229	50.7	19	4.2	452
High School-to-College Factors							
Average High School GPA		NR		NR		NR	
Average ACT or SAT		20.6		--		--	
Race / Ethnicity							
<i>Hispanic</i>	6	54.5	4	36.4	1	9.1	11
<i>American Indian / Alaskan</i>	1	100.0	0	0.0	0	0.0	1
<i>Asian</i>	0	0.0	0	0.0	0	0.0	0
<i>African American /Black</i>	2	50.0	1	25.0	1	25.0	4
<i>Native Hawaiian or Other Pacific Islander</i>	0	0.0	0	0.0	0	0.0	0
<i>Two or More Races</i>	6	42.9	8	57.1	0	0.0	14
<i>White</i>	188	44.8	216	51.4	16	3.8	420
<i>International</i>	0	0.0	0	0.0	0	0.0	0
<i>Unknown</i>	4	44.4	4	44.4	1	11.1	9

AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY

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

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

WHEREAS the proposed changes to rules 3335-3-23, 3335-3-26.1, 3335-3-29, 3335-3-29.1, 3335-5-33, 3335-5-37, 3335-5-47.1, 3335-5-48.11, 3335-5-48.18 and 3335-17-01, as well as the rescission of rule 3335-3-26.2, in the *Rules of the University Faculty* were approved by the University Senate on February 24, 2022; and

WHEREAS the proposed changes to rules 3335-3-1 through 3335-3-7, 3335-3-23, and 3335-3-25 through 3335-3-37 in the *Rules of the University Faculty* were approved by the University Senate on March 24, 2022; and

WHEREAS the proposed changes to rule 3335-5-48 in the *Rules of the University Faculty* were approved by the University Senate on April 21, 2022:

NOW THEREFORE

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

**The Ohio State University Board of Trustees
Academic Affairs & Student Life Committee
May 18, 2022**

Topic:

Amendments to the *Rules of the University Faculty*

Context:

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

1. **3335-5-37 and 3335-5-41.7: Clarify membership of the University Senate and its steering committee**
 - a. With this rule change, the President becomes a voting member of the Steering Committee of the University Senate, replacing the Senior Vice President for Business and Finance. This change also clarifies membership and terms of service for the Steering Committee, clarifies membership of the University Senate, and removes references to the Steering Committee being an organizing committee of the Senate.
2. **3335-3, 3335-5 and 3335-17: Remove Executive Dean title from the rules**
 - a. This change, supported by the Office of Academic Affairs, removes Executive Dean titles from the rules and, in clarifying governance responsibilities, recognizes the central roles that regional campuses and the College of Arts and Sciences play at the university.
3. **3335-3: Clarify language and update names**
 - a. This rule change makes corrections to outdated names of university offices, committees, and administrator titles and also clarifies language.
4. **3335-5-48: Split the current Council on Distance Education, Libraries and Information Technology (DELIT) committee into two committees: a Library Committee (3335-5-48.2) and a Committee on Academic Technology (3335-5-48.3)**
 - a. This reorganization of DELIT into two committees would allow more in-depth consideration of important topics related to academic technology programs, policies and infrastructure.

3335-5-37 and 3335-5-41.7: Clarify membership of the University Senate and its steering committee

3335-5-37 Membership.

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

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

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

Any change in the number of members representing ~~one of three primary categories~~ administration, faculty, staff or students shall necessitate an adjustment in the total membership in order to maintain to the nearest percentage the ratio of these numbers.

(B) Non-voting members: Unless they are already voting members of senate, holders of the positions listed below shall be non-voting members of the senate. Non-voting members are senate members not entitled to vote on the floor of the senate, but may otherwise ~~to~~ participate in all senate deliberations. They, shall include the chair and chair-elect of faculty council ~~(if not a member of the senate)~~, senate committee chairs ~~(if not members of the senate)~~, the president of the alumni association, the secretary and the recording secretary of the university senate, the president and vice-president of the undergraduate student government, the president and vice-president of the council of graduate students, ~~and~~ the president and vice-president of the inter-professional council, and the chair and chair-elect of the university staff advisory committee.

(Board approval dates: 7/7/1972, 6/14/1974, 7/9/1976, 7/22/1977, 7/20/1979, 2/3/1984, 2/7/1986, 2/1/1991, 4/7/1995, 5/3/1996, 8/1/1997, 12/4/1998, 4/6/1999, 7/7/2000, 5/6/2005, 5/14/2010, 6/5/2015, 5/31/2019)

3335-5-47.1 Steering committee.

(A) Membership.

The steering committee shall consist of eighteen members.

(1) Fifteen voting members.

(a) Six faculty members elected by faculty council as specified in the faculty council bylaws. Elected faculty members shall serve two-year terms and are eligible for immediate reelection or reappointment to a second term. Following that they are ineligible for reelection or reappointment until one full year has elapsed.

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

(c) Four student representatives.

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

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

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

(iv) An undergraduate student who is a member of the university senate and who is appointed by the vice president of the undergraduate student government. The student shall serve a one-year term and are eligible for reappointment.

(d) Three administrators.

(i) The president of the university

(ii) The executive vice president and provost.

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

(iii) A dean appointed by the president, who shall serve a two-year term and is eligible for immediate reelection or reappointment to a second term. Following that they are ineligible for reelection or reappointment until one full year has elapsed.

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

(2) Three nonvoting members.

(a) The secretary of the university senate.

(b) The chair-elect of faculty council.

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

(3) All members shall be current university senators during the first year of their term but may continue to serve after their senate term concludes.

(B) Duties and responsibilities.

(1) Be the senate's committee on committees: the steering committee shall have the power to call, by vote of nine of its members, a special meeting of the senate, and shall have such

power and duties as the senate may delegate to it during periods when the senate is not in session. It may create subcommittees and may delegate to them any of its powers, functions, and duties.

(2) Review the structure, operation, and effectiveness of the senate and its committees. It shall receive suggestions, review proposed rule changes, and initiate recommendations for change in the structure and operation of the senate, including structure, duties, and responsibilities of senate committees, without, however, in any way restricting the senate's authority to alter its operations by other means. The steering committee may also review other proposed rule changes prior to presentation to the senate.

(3) Serve as a channel of communication between the senate and the president and the board of trustees. Members shall be an advisory group available to both the president and the board of trustees for advice and counsel on any matter relating to the operation and development of the university. ~~After consulting with the president, t~~he members of the steering committee may request and obtain a meeting with the board of trustees.

(4) Meet at least once every year with the chair of each standing committee that does not report to senate through faculty council.

(C) Organization.

(1) For the period of time beginning with the election of steering committee members in spring semester and ending with the start of the autumn semester, the steering committee shall include its newly elected members as non-voting members.

(2) The committee shall annually elect a chair from its faculty membership.

(3) As an ~~organizing~~ standing committee of the senate, ~~this committee~~it is also governed by the provisions of rules 3335-5-46 and 3335-5-47 of the Administrative Code.

(Board approval dates: 5/1/1986, 7/11/1986, 2/5/1988, 4/7/1989, 11/2/1990, 11/4/1994, 5/3/1996, 4/4/1997, 12/4/1998, 6/7/2005, 5/14/2010, 6/7/2013, 6/5/2015, 5/31/2019)

3335-3, 3335-5 and 3335-17: Remove Executive Dean title from the rules

3335-3-23 Council of deans.

(A) The executive vice president and provost, the deans of the colleges, ~~the executive dean of the college of arts and sciences~~, the senior vice president for business and finance, the vice president for research, the dean of the graduate school, the deans and directors of the regional campuses, the dean for undergraduate education, and the dean of libraries shall comprise the council of deans of the university. The executive vice president and provost shall be chair of the council.

3335-3-26.1 Establishment of regional campuses.

(B) The four regional campuses shall be administered separately by their respective deans and directors. ~~However, matters of common concern to the regional campuses shall be coordinated through a coordinating council of regional campus deans and directors. The executive dean for regional campuses, created in rule 3335-3-26.2 of the Administrative Code, shall serve as chair of the council.~~

~~3335-3-26.2 Executive dean for regional campuses.~~

~~(A) There shall be an executive dean for regional campuses. The executive dean shall be appointed from among the four regional campus deans and directors by the executive vice president and provost in consultation with the president to serve a two-year term and shall be eligible for reappointment.~~

~~(B) The executive dean for regional campuses shall report to the executive vice president and provost.~~

~~(C) The executive dean for regional campuses shall serve as chair of the coordinating council of regional campus deans and directors (see rule 3335-3-26.1 of the Administrative Code).~~

~~(D) The executive dean for regional campuses shall also be responsible for such other matters pertinent to the regional campus which may be designated by the executive vice president and provost.~~

3335-3-29 Deans of the colleges.

(A) There shall be a dean of each college ~~and an executive dean of the college of arts and sciences~~ who shall be a member of its faculty and the administrative head of the college. Each dean ~~and the executive dean~~ shall be appointed and reappointed by the board of trustees upon nomination of the president. Before making this nomination or recommendation for reappointment, the president shall confer with members of the faculty of the college for which the dean or executive dean is to be appointed and shall give substantial weight to faculty recommendations in reaching a decision. The president shall also consider the recommendations of the chairs of the departments and the directors of the schools in that college.

(B) The major responsibility of the dean of each college ~~and the executive dean of the college of arts and sciences~~ shall be that of providing active leadership in the promotion, direction and support of educational and research activities of the university, in the maintenance of a high level of morale among the faculty, and in the encouragement of the spirit of learning among the students. In addition the dean ~~or the executive dean~~ shall have general administrative responsibility for the program of the college, subject to the approval of the president and the board of trustees. These administrative responsibilities shall include the duty:

...

(C) The dean ~~and executive dean of the college of arts and sciences~~ is hereby given authority requisite to carrying out the responsibilities of his or her their position. The dean ~~and the executive dean~~ may delegate any of ~~his or her~~ their responsibility and authority to another member of the faculty of the college. The dean ~~and executive dean~~ shall be a voting member of the faculty of each department.

(D) The usual method of communication between the dean ~~and executive dean of the college of arts and sciences~~ and the president or the board of trustees shall be through the appropriate staff member, then to the president and through the president to the board of trustees.

(Board approval dates: 4/4/1997, 2/6/1998, 12/4/1998, 9/1/1999, 12/2/2005, 2/11/2011, 11/9/2012)

3335-3-29.1 Dean and director of a regional campus.

...

~~10. Consult with the executive dean for regional campuses on matters of common concern to the regional campuses.~~

3335-5-33 Membership.

There shall be a graduate council constituted as follows:

(B) Faculty members: twelve members of the graduate faculty shall be appointed for terms of three years by the vice provost for graduate studies and dean of the graduate school in consultation with ~~the executive~~ deans and senate faculty leadership (the chair and vice-chair of faculty council, the chair of the senate steering committee, and the university senate secretary). Three of the twelve shall be members of the university senate. Graduate faculty members should have experience as a graduate studies committee chair, department chair, or other significant involvement in graduate education. Nine of the twelve graduate faculty members shall be nominated by ~~the council of deans executive deans~~ from lists solicited from the faculty of their respective colleges, ~~in the following manner: three by the executive dean of the colleges of the arts and sciences; three by the executive deans of the health sciences; three by the executive deans of the professional colleges.~~ Three of the twelve graduate faculty members shall be appointed by the vice provost for graduate studies and dean of the graduate school.

(C) Alternate faculty members. Each faculty member of the graduate council is expected to attend its meetings regularly. Alternate representatives shall be identified by ~~each executive~~ the ~~council of deans~~ and approved by the vice provost for graduate studies and dean of the graduate school. Alternates shall have the general powers and privileges as of the member represented. Service as an alternate does not make the alternate ineligible for membership in the council the following year.

3335-5-48.11 Fiscal committee.

(3) Three staff members. The term of service is three years.

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

- (b) One staff member appointed by the president.
- (4) Eight administrators.
 - (a) Two central administration officials appointed by the president. These members are non-voting.
 - ~~(b)~~ The dean of arts and sciences
 - ~~(b)c~~ A regional campus dean, selected by the council of deans.
 - ~~(d)~~ The Four-Two executive deans selected by the ~~provost~~council of deans.
 - ~~(ee)~~ The executive vice president and provost, or designee. This member is non-voting.
 - ~~(df)~~ The senior vice president and chief financial officer, or designee. This member is non-voting.

3335-5-48.18(A)(4) Graduate associate compensation and benefits committee.

- (4) One department, school, center or college-level staff member with extensive fiscal and budgetary experience and expertise, selected by the executive council of deans ~~in consultation with the senior fiscal officers~~, non-voting.

BYLAWS OF THE UNIVERSITY SENATE

3335-17-01 Administration members.

The twenty-four members from the administration shall consist of the university president, the executive vice president and provost, the senior vice president for business and finance, the senior vice president for research, the senior vice president of student life, the deans of the fifteen colleges, ~~the executive~~ one dean ~~for from~~ the regional campuses for a two-year term as selected by the council of deans, the dean of the graduate school, the dean for undergraduate education and the dean of libraries.

Senate revision dates: 4/14/2005, 4/18/2019, 11/14/2019

(Board approval dates: 5/7/2004, 5/6/2005, 2/11/2011, 5/31/2019, 11/21/2019)

3335-3: Clarify language and update names

3335-3-1 President.

(A) The president shall be the chief executive officer of the Ohio State University subject to the control of the board of trustees (BOT). Duties, authority and rights are as specified in the BOT bylaws 3335-1-03(A).

(B) Any responsibility of the president may be delegated to any other member of the faculty or staff of the university, subject to any BOT limitations. The president will retain final authority and responsibility for administration of the university. Delegation of major areas shall be in writing to the BOT before implementation as specified in BOT bylaw 3335-1-03[~~EF~~].

(C) The president shall designate a president's planning cabinet. The cabinet shall provide advice and counsel to the president, to discuss, deliberate and serve as the primary decision-making body on major university policies, information sharing, and other roles as the president shall determine, as specified in BOT bylaw 3335-1-03[~~FG~~].

(D) Principal administrative officials shall include the members of the president's cabinet, the deans of the colleges and the dean and directors of regional campuses and their designated staffs, the dean of the university libraries, chairs of academic departments, directors of schools and academic centers, and such other administrative officials as determined by the president, as specified in BOT bylaw 3335-1-03[~~GH~~].

(Board approval dates: 6/3/2020)

3335-3-2 Executive vice president and provost.

(A) The executive vice president and provost shall be the chief operating officer of the university. Under the direction of the president, the executive vice president and provost is responsible for oversight of all academic programs, instructional affairs and faculty affairs of the university. Duties, authority and rights are as specified in BOT bylaw 3335-1-03(B).

(B) Any responsibility of the executive vice president and provost may be delegated to any other member of the faculty or staff of the university, subject to any university limitations. The executive vice president and provost will retain final authority and responsibility for operations of the university. Delegation of major areas shall be in writing to the president before implementation.

(C) The executive vice president and provost shall designate a senior management council. The council shall provide advice to the provost, discuss, deliberate and serve as the primary decision-making body on academic or university policies and other roles as the provost shall determine. The provost shall chair a council of deans as ~~prescribed~~ in rule 3335-3-2~~23~~.

(Board approval dates: 6/3/2020)

3335-3-3 Senior vice president for business and finance.

The senior vice president (~~SVP~~) for business and finance shall be the chief financial officer of the university. Under the direction of the president, the senior vice president for business and finance is responsible for the administration of the university's business, financial and administrative operations. Duties, authority and rights are as specified in BOT bylaw 3335-1-03(C).

(Board approval dates: 6/3/2020)

3335-3-4 Vice President.

An individual holding a vice president title shall report to the president, or to the executive vice president and provost, and shall be selected in accordance with BOT procedures.

(Board approval dates: 6/3/2020)

3335-3-5 Vice Provost.

An individual holding a vice provost title shall report to the executive vice president and provost and shall be selected in accordance with university procedures.

(Board approval dates: 6/3/2020)

3335-3-6 Executive Vice President and Chancellor.

The chancellor shall be the chief executive officer of the Wexner Medical Center and shall be appointed by the Wexner Medical Center Board of Trustees. Duties, authority and rights are as specified in the bylaws of the medical staff.

(Board approval dates: 7/12/1991, 2/4/1993, 4/4/1997, 6/18/2010, 6/3/2020)

3335-3-7 ~~V~~Senior vice president and director of athletics.

(A) The senior vice president and director of athletics shall be appointed by and responsible to the president. The athletic council (see rule 3335-5-48.5) shall also be consulted in the appointment of the athletic director.

(B) Under policies established by the athletic council, the senior vice president and director of athletics shall administer the intercollegiate athletics program subject to the direction of the president or their designee.

(C) The athletic physical plant shall be under the concurrent jurisdiction of the department of athletics and the office of ~~physical facilities~~facilities operation and development. Athletic physical plant employees shall be under the jurisdiction of the department of athletics, which in consultation with the office of physical facilities shall be responsible for all normal maintenance and repairs. Major remodeling, renovation, construction and other capital improvements shall be undertaken only with the prior approval of, and under the direction of, the office of ~~physical facilities~~facilities operation and development.

(Board approval dates: 12/4/1998, 3/5/2003, 7/11/2008, 4/8/2016, 6/3/2020)

3335-3-23 Council of deans.

(
A) The executive vice president and provost, the deans of the colleges, the senior vice president for business and finance, the vice president for research, the dean of the graduate school, the deans and directors of the regional campuses, the dean ~~for~~of undergraduate education, and the dean of libraries shall comprise the council of deans of the university. The executive vice president and provost shall be chair of the council.

(B) The council of deans shall meet on the call of the chair. The council of deans shall serve as an advisory council to the president.

(Board approval dates: 10/5/1973, 2/2/1979, 4/3/1981, 7/9/1982, 3/2/1984, 12/5/1986, 11/2/1990, 5/3/1996, 4/4/1997, 12/4/1998, 10/1/1999, 5/7/2004, 6/7/2005, 2/1/2006, 2/11/2011, 11/21/2019, 6/3/2020)

3335-3-25 Organization of the university.

(A) For the purpose of administering the various programs of the university, there shall be established educational and administrative units within the university. All units of the university shall be established, altered, or abolished only ~~on vote of~~ by the board of trustees.

(B) Procedures for recommending the establishment, alteration and abolition of educational units shall be promulgated by the university faculty or the university senate and approved by the board of trustees (see rules 3335-3-37 and 3335-5-48.1 of the Administrative Code). Procedures recommending the establishment, alteration and abolition of administrative units shall be promulgated by the president and approved by the board of trustees.

(C) The basic organization of the educational units of the university shall be as established in paragraph (B) of rule 3335-1-05 of the Administrative Code.

(Board approval dates: 8/1/1997, 6/1/2001, 6/7/2005)

3335-3-26 Establishment of colleges and graduate school.

For educational administration, the university shall be organized into a graduate school and fifteen colleges, as established in ~~paragraph (B)(3)~~ of rule 3335-1-05 (B)(3) of the Administrative Code.

(Board approval dates: 8/1/1997, 5/4/2001, 6/29/2001, 6/7/2005, 7/7/2006, 7/11/2008, 2/11/2011, 4/8/2016)

3335-3-26.1 Establishment of regional campuses.

(A) There shall be four regional campuses of the university, as established in paragraph (B)(5) of rule 3335-1-05 of the Administrative Code.

(B) The four regional campuses shall be administered separately by their respective deans and directors.

(Board approval dates: 2/1/1980, 12/5/1986, 5/3/1996, 6/7/2005, 4/8/2016)

3335-3-27 Organization of the graduate school.

The graduate school shall consist of those components established in ~~paragraph (B)(4) of~~ rule 3335-1-05 (B)(4) of the Administrative Code.

(Board approval dates: 6/7/2005, 4/8/2016)

3335-3-28 Dean of libraries.

(A) The dean of libraries shall be appointed by the board of trustees upon nomination of the president. Before making this nomination, the president shall confer with the executive vice president and provost who, in turn, shall confer with representatives of the faculty of the university libraries and with the ~~council on distance education, libraries and information technology~~ library committee.

(B) The dean of libraries shall have the responsibility and authority for administering the university libraries under the jurisdiction of that office and the university archives. In the discharge of library duties, the dean shall be guided by the policies established by the ~~council on distance education, libraries and information technology~~ library committee (see rule 3335-5-48.2X of the Administrative Code). The dean shall report to the president through the executive vice president and provost.

(C) Without limiting the generality of the foregoing, the dean shall evaluate continuously the administrative and operating practices of the university libraries under the jurisdiction of that office and the university archives, and lead in the study of methods in improving them; recommend appointments, promotions, and dismissals under the rules of the university; and prepare for the approval of the executive vice president and provost's annual recommendations for the budgets for personnel and for archives and library materials.

(Board approval dates: 4/4/1997, 12/4/1998, 6/7/2005, 11/21/2019)

3335-3-29 Deans of the colleges.

(A) There shall be a dean of each college shall be a member of its faculty and the administrative head of the college. Each dean shall be appointed and reappointed by the board of trustees upon nomination of the president. Before making this nomination or recommendation for reappointment, the president shall confer with members of the faculty of the college for which the dean or executive dean is to be appointed and shall give substantial weight to faculty recommendations in reaching a decision. The president shall also consider the recommendations of the chairs of the departments and the directors of the schools in that college.

(B) The major responsibility of the dean of each college shall be that of providing active leadership in the promotion, direction and support of educational and research activities of the university, in the maintenance of a high level of morale among the faculty, and in the encouragement of the spirit of learning among the students. In addition, the dean shall have general administrative responsibility for the program of the college, subject to the approval of the president and the board of trustees. These administrative responsibilities shall include the duties to:

(1) ~~To p~~Preside at meetings of the college faculty and to appoint all college committees unless their membership has been designated by faculty rule or by the college faculty.

(2) ~~To a~~Approve courses of study for students in ~~his or her~~their college, to warn students who are delinquent in their studies and to recommend appropriate student disciplinary action to the appropriate university disciplinary body or official.

(3) ~~To p~~Present candidates for degrees to the president on behalf of the college faculty and to serve as a member of the council of deans (see rule 3335-3-223 of the Administrative Code).

(4) ~~After consultation with the chairs of the departments and the directors of the schools within the college to m~~Make recommendations to the executive vice president and provost concerning the college budget, and concerning the appointments to and promotions within the staff and the membership of the college faculty, after consultation with the chairs of the departments and the directors of the schools within the college.

(5) ~~To r~~Review in consultation with the faculty the college's pattern of administration (POA). The POA shall be consistent with the principles of faculty governance and the responsibilities of the dean. At the beginning of each five-year term, in consultation with the faculty, the dean shall either reaffirm or revise the existing POA. The existing POA shall be the starting point for the review of the POA and shall remain in effect until the process is complete. Any revisions to the existing POA shall be accomplished

first with broad faculty input, obtained in a manner consistent with the college's established practices and procedures, and, second, with faculty approval, also consistent with the college's practices and procedures. If faculty approval is not achieved, the dean shall explain the rationale in writing for the departure in order to enhance communication and facilitate understanding.

The POA will be submitted to the executive vice president and provost for approval. After approval, the POA shall be made available to all members of the faculty, be posted on the college web site, and be distributed to each department and the college office.

For purposes of defining minimum content the following shall be included in the POA:

- (a) Introductory Statement
- (b) College Mission
- (c) Types of faculty appointments and their respective governance rights
- (d) Organization of College Services and Staff
- (e) Overview of College Administration
- (f) Description of college faculty governance structure, including at least a College Investigation and Sanctioning Committee (Faculty Rule 3335-04-~~(E)~~) and a Salary Appeals Committee
- (g) Policies governing faculty responsibilities and teaching assignments
- (h) Policies governing allocation of college resources
- (i) Grievance procedures
- (j) A statement recognizing in principle the presumption favoring faculty rule on those matters in which faculty have primary responsibility, including: curriculum, subject matter and methods of instruction, research, faculty status (appointment, promotion and tenure of faculty), and those aspects of student life which relate to the educational process. (Source: AAUP Statement on Government of Colleges and Universities)

(C) The dean is hereby given authority requisite to carrying out the responsibilities of his or her position. The dean and the executive dean may delegate any of his or her responsibility and authority to another member of the faculty of the college. The dean and executive dean shall be a voting member of the faculty of each department.

(D) The usual method of communication between the dean and the president or the board of trustees shall be through the office of academic affairs~~appropriate staff member~~, then to the president and through the president to the board of trustees.

(Board approval dates: 4/4/1997, 2/6/1998, 12/4/1998, 9/1/1999, 12/2/2005, 2/11/2011, 11/9/2012)

3335-3-29.1 Dean and director of a regional campus.

(A) There shall be a dean and director of each regional campus who shall be a member of its faculty and the administrative head of the regional campus. The dean and director shall be appointed by the

board of trustees upon nomination of the executive vice president and provost in consultation with the president. Before making this nomination, the executive vice president and provost or designee shall confer with the regional campus faculty and; the department or school in which the faculty appointment would be made, and shall consider the recommendations of the deans of the colleges with regular faculty assigned to that campus.

(B) The major responsibility of each regional campus dean and director shall be that of providing active leadership in the promotion, direction, and support of educational activities and research opportunities, in the maintenance of a high level of morale among the faculty, and in the encouragement of the spirit of learning among the students. In addition, the dean and director shall have administrative responsibility for the program of the regional campus subject to the approval of the executive vice president and provost or designee, the president, and the board of trustees. These administrative responsibilities shall include the duties to:

~~(1) To p~~Preside at meetings of the faculty executive committee ~~and to~~

~~(1)(2) a~~Appoint members to regional campus committees unless the method of selection is determined by the Administrative Code or by the regional campus faculty.

~~(2)(3) To d~~Develop in consultation with the faculty a pattern of administration for the regional campus following the principles set forth in paragraph (C)(2) of rule 3335-3-35 of the Administrative Code.

~~(3)(4) To c~~Communicate to the regional campus community the educational programs, standards, and policies of the campus and the university.

~~(4)(5) To e~~Establish the extent and variety of course offerings on the regional campus in consultation with the executive vice president and provost or designee, the appropriate college deans, department chairs or school directors, and the faculty of the regional campus.

~~(5)(6) To c~~Consult with the appropriate college dean and department chair or school director and to jointly offer employment to prospective faculty members assigned to the campus.

~~(6)(7) To a~~Assist the appropriate college deans, department chairs, and school directors in the annual review of all faculty assigned to the regional campus. This assistance shall include a written evaluation of the faculty member's teaching, research, and service activities ~~on at~~ and for the regional campus. The regional campus dean and director shall be consulted when a regional campus faculty member is being considered for promotion and tenure and may suggest such candidates to the appropriate chairs and directors.

~~(7)(8) To p~~Prepare and administer the regional campus budget in consultation with the regional campus faculty budget committee; to consult with the appropriate chair or director regarding faculty salary recommendations; to be responsible for the management, maintenance, and security of the physical plant and capital equipment of the regional campus.

~~(8)(9) To m~~Maintain liaison with community councils and agencies and to garner support of regional campus programs and activities.

~~(9)(10) To d~~Develop, promote, and maintain educational, cultural, and service programs with approval of the appropriate university bodies and administrative officials. The dean and director shall review all such programs periodically.

(Board approval dates: 2/1/1980, 7/8/1983, 3/2/1984, 10/4/1985, 6/11/1986, 12/5/1986, 11/2/1990, 5/3/1996, 4/4/1997, 12/4/1998, 6/7/2005)

3335-3-30.1 Dean ~~for~~of undergraduate education.

(A) There shall be a dean of undergraduate education who shall be a member of the faculty charged with overseeing and implementing policies related to undergraduate academic programming. The major responsibility of the dean ~~for~~of undergraduate education shall be that of providing active leadership in the promotion, direction, and support of undergraduate educational activities of the university, and in the encouragement of the spirit of learning among the students. The dean ~~for~~of undergraduate education shall be appointed and reappointed by the board of trustees upon nomination by the executive vice president and provost in consultation with the president.

(B) The dean of undergraduate education shall serve as a member of the council of deans, and in general, be responsible for the progress of the educational policies and the well-being of undergraduate programs at the university. The dean shall report to the executive vice president and provost upon the condition and progress of the undergraduate education whenever called upon to do so.

(C) The dean of undergraduate education shall work with colleges to propose and implement policies of the faculty with respect to the development of programming for; challenging academic experiences for undergraduate students; the curricula and requirements for baccalaureate programs and the development of new and useful undergraduate programs; general education requirements, including the retention and ongoing development of curricula assigned specifically for the general education of all undergraduate students; a general university honors program; and other academic programs that are necessary and supportive of undergraduate studies.

(D) The dean of undergraduate education shall be responsible for the coordination of university advising and curricular counseling. Specifically, the dean of undergraduate education shall keep colleges informed of all changes in curricular requirements and other matters pertaining to academic advising, and in this manner assist in achieving consistency of advising across the university.

(E) The dean of undergraduate education shall be consulted by the deans of the colleges on matters relating to university-wide aspects in undergraduate instruction.

(F) With the approval of the faculty, or its designated representative body and the deans of the colleges, the dean of undergraduate education may appoint committees from the faculty to work with ~~him or her~~them in the implementation of those policy areas as outlined in paragraphs (C) and (D) of this rule.

(G) The dean is hereby granted all authority necessary to carry out the responsibilities of the dean of undergraduate education.

(H) The dean of undergraduate education shall also be responsible for such other matters pertinent to undergraduate education that may be designated by the executive vice president and provost.

(Board approval dates: 12/5/1986, 11/2/1990, 6/3/1994, 5/3/1996, 4/4/1997, 12/4/1998, 6/22/2012)

3335-3-31 Dean of the graduate school.

(A) There shall be a dean of the graduate school who shall be the administrative head of the graduate school. The dean shall be appointed by the board of trustees upon nomination of the president. Before making a nomination, the president shall confer with the research and graduate council.

(B) The dean of the graduate school shall have the same general responsibilities and authorities that pertain to the deans of the ~~several~~ colleges. The dean shall also preside at the meetings of the research and graduate council and of its executive committee, make recommendations to the council concerning all such matters as are of primary importance in the development of the graduate work of the university, and make recommendations to the executive vice president and provost concerning the budget of the graduate school to provide for the proper maintenance of the school and to assist in the development of graduate work and research programs.

The dean of the graduate school shall present candidates for graduate degrees to the president, serve as a member of the council of deans, and in general, be responsible for the progress of the educational policies and well-being of the school. The dean shall report to the appropriate member of the president's planning cabinet upon the condition and progress of the graduate school whenever called upon to do so.

(C) ~~Since the department or school is the unit of university organization for instruction and research in a definite field of learning, the~~ departments or schools offering graduate work shall confer with the dean of the graduate school in all matters related to graduate work. In all matters pertaining to teaching load and adjustment of personnel, the dean of the graduate school shall consult with the dean of the appropriate college.

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(D) The dean ~~is hereby granted~~ has all authority necessary to carry out the responsibilities of the dean of the graduate school.

(E) The dean shall appoint all graduate school committees unless their membership has been designated by these faculty rules, the research and graduate council, or the graduate faculty.

(F) Any of the responsibility and authority of the dean of the graduate school may be delegated to another member of the graduate faculty.

(G) The usual method of communication between the dean of the graduate school and the president or the board of trustees shall be the same as for the deans of the colleges.

(Board approval dates: 12/4/1998, 6/7/2005, 6/6/2008)

3335-3-32 Associate and assistant deans or directors, coordinators, and other officials.

Each college, the graduate school, and each regional campus may have associate and assistant deans or directors, coordinators, or such administrative officials as are needed to carry out the programs of each unit. These personspositions shall be appointed pursuant to the procedures outlined in rule 3335-5-02 of the Administrative Code and shall be responsible to the principal administrative official of the educational unit, ~~and~~ They shall also have such responsibilities and authorities as may be delegated to them from time to time by that official.

(Board approval dates: 6/7/2005, 2/01/2013)

3335-3-33 Secretaries.

Each college and the graduate school shall have a secretary who shall be responsible for keeping the records of the college, including the minutes of all college or graduate school faculty meetings. The secretary shall be appointed pursuant to the procedures outlined in rule 3335-5-02 of the Administrative Code and shall have such additional responsibilities and authorities as may be delegated to ~~him or her~~ them from time to time by the dean. An associate or assistant dean or other college or graduate school officer may also be designated as the secretary of the college or of the graduate school (see paragraph (D)(5) of rule 3335-3-34 of the Administrative Code, for secretary of a school).

(Board approval dates: 3/3/1978, 12/1/1995, 6/29/2001)

3335-3-34 Schools, departments, divisions, and sections; defined and located.

(A) The units of a college organization for instruction, research, and service are the school, department, and division.

~~(B) Each of these units should normally meet the following qualitative requirements: (A particular unit may not meet all the criteria, but the formation of a unit that does not meet all of the criteria should only be approved when circumstances dictate that approval is important to the academic development of the university.)~~

(1) A recognized, discrete area of academic concern not already included within the mission of another school, department or division;

(2) A proposed or existing academic program at both undergraduate and graduate or graduate professional levels;

(3) A source of faculty members prepared to offer academic work in the subject concerned;

(4) An academic subject that offers research and/or public service opportunities in addition to formal classroom teaching and has the potentiality for developing recognition by other scholarly groups;

(5) An academic field that has developed or is in the process of developing a student clientele either for the purpose of major programs or as an important "service" discipline to other major programs;

(6) The ability to assume primary fiscal responsibility.

~~(B) A particular unit may not meet all the aforementioned criteria, but the formation of a unit that does not meet all of the criteria should only be approved when circumstances dictate that approval is important to the academic development of the university.~~

(C) Schools and departments shall have a minimum of ten tenure-track faculty positions spread through at least one of each of the three academic ranks of assistant professor to professor, unless persuasive academic reasons demonstrate the need for exceptions.

(D) A school is differentiated from a department as follows:

(1) The undergraduate or graduate work offered by a school may lead to "tagged" degrees.

(2) Recipients of "tagged" degrees shall be recommended for such degrees by the faculty of the appropriate school.

(3) A school, with the exception of the graduate school, may be organized into departments, divisions, or sections.

(4) A school, with the exception of the graduate school, shall be responsible to a college for administrative purposes. Curricular proposals developed by the school shall be transmitted to the council on academic affairs for review and action after approval by the college dean or designee.

(5) A school may establish its own admission and retention policies and requirements within the framework of university policies and may retain student personnel records for those students enrolled in degree programs under the control of the school. To facilitate the conduct of these activities, a school shall appoint a secretary, with the responsibilities outlined for a secretary of a college (see rule 3335-3-33 of the Administrative Code).

(E) A "division" is an academic unit established within a college or a school to provide for a developing need in a circumscribed subject. The head of such a unit shall be known as the chair of a division, shall have academic responsibility, and may be assigned fiscal responsibility by the respective dean of the college or director of the school. This unit shall be responsible for instruction, service, and research in a specific academic concern. Such units may be established in any field in which a new department is not feasible, but in which there is a possibility that growth in the subject may eventually lead to the status of a department. However, the determination to establish such a unit need not be based solely on the presumption that such a unit will attain this status. The status of these units shall be reviewed periodically by the council on academic affairs.

(F) A "section" is an informal unit within a school, department, division, or academic center ~~which~~ that is established to expedite the administration of a given academic subject. The function of a section shall be to assist the parent unit in the administration of the subject and to provide an organizational structure for relationships s with professional organizations or other individuals with similar interests. The faculty member in charge shall be known as the section head. The head of the section is appointed by the administrator of the parent unit and has responsibilities delegated by the administrator of the parent unit. The formation of a section must be reported to the council on academic affairs.

~~(G) Schools, departments, and divisions shall be located with respect to colleges as shown in the current catalog of "The Ohio State University Bulletin – Course Offerings."~~

~~(H)~~(G) The establishment or abolition of schools, departments, and divisions shall require approval by the council on academic affairs, the university senate, and the board of trustees (see rule 3335-3-37 of the Administrative Code).

(Board approval dates: 4/2/1971, 3/2/1984, 5/3/1996, 6/1/2001, 6/22/2012, 2/2/2018)

3335-3-35 Chairs of departments, directors of schools.

(A) The chair of each department and the director of each school shall be the administrative head, respectively, of the department or school. The department chair and the director of a school perform a dual function. In addition to being the administrative head of the department or school, the chair or director represents the faculty of the department or school in dealing with the dean or others in the university administration. Upon the nomination of the president or ~~his or her~~their designee, the board of trustees shall appoint each chair and director for a term of four years subject to the annual review provisions of the office of academic affairs. A chair or director shall be eligible for reappointment. In

selecting a chair or director, the president or ~~his or her~~their designee shall confer with the dean of the college involved. The dean, in turn, will consult with the faculty of the department or school on all campuses, as well as other appropriate university officials. The president or ~~his or her~~their designee shall give substantial weight to faculty recommendations in reaching a decision regarding a nomination or recommendation for reappointment. Department chairs and directors of schools report to the deans of their colleges.

(B) The president or ~~his or her~~their designee may remove a chair or director during a four-year term after consultation with the voting faculty and dean of the unit involved. The views of the faculty shall be given substantial weight in arriving at any decision to remove a chair or director from office.

(C) The duties of the chair of a department or the director of a school shall be as follows:

(1) To have general administrative responsibility for its program, subject to the approval of the dean of the college.

(2) To develop, in consultation with the faculty, a pattern of administration. This pattern of administration shall be made available to all present and prospective members of the faculty of the department or school, and a copy shall be deposited in the office of the dean of the college and in the office of the executive vice president and provost.

For purposes of defining minimum content, the following shall be included in the pattern of administration:

(a) A statement requiring the chair to provide a schedule of all regular faculty meetings (see rule 3335-5-18 of the Administrative Code) to all faculty members before the start of each semester, summer term, or session.

(b) A statement requiring the chair to maintain minutes of all faculty meetings and to maintain records of all other actions covered by the pattern of administration.

(c) A statement that the chair will consult with the faculty ~~as a whole~~on all policy matters, and that such consideration will, whenever practicable, be undertaken at a meeting of the faculty as a whole.

(d) A statement recognizing in principle the presumption favoring majority faculty rule on all matters covered by the pattern of administration. This statement shall further provide that whenever majority faculty rule is not followed, the department or faculty chair, or school director, or dean and director of a regional campus, whichever is the case, shall explain the reasons for the departure to enhance communication and to facilitate understanding within the department. Where possible, this statement of reasons shall be provided before the departure occurs. This explanation shall outline the decision of the majority of the faculty, the decision of the department or faculty chair, or school director, or dean and director of the regional campus, whichever is the case, and the reasons the decisions differ. The explanation shall be communicated to the faculty in writing, where possible, or at a faculty meeting, with an opportunity provided for faculty to comment.

(e) A statement affirming that the faculty shall be consulted in the initiation and in the review and selection of new faculty members for appointment.

(f) A statement explaining how faculty duties and responsibilities in instruction, scholarship, and service are to be assigned and distributed equitably.

(3) To prepare, after consultation with the faculty and in accordance with the pattern of departmental administration, a statement setting forth the criteria and procedures according to which recommendations are made concerning appointments and/or dismissals, salary adjustments, promotions in rank, and matters affecting the reappointment and tenure of the faculty. This statement shall be made available to all present and prospective members of the department or school, and a copy shall be deposited in the office of the dean of the college and in the office of ~~the executive vice president and provost~~ academic affairs. At the beginning of each four-year term of the chair of a department or the director of a school, the members of the department or school, the office of the dean of the college, and the office of ~~the executive vice president and provost~~ academic affairs shall receive either a revision or reaffirmation of the original statement.

(4) To operate the business of the department or school with efficiency and ~~dispatch~~ timeliness.

~~(5) To plan with the members of the faculty and the dean of the college a progressive program.~~

~~(6)~~(5) To plan with the members of the faculty and the dean of the college evaluate continuously the regular evaluation of the instructional and administrative processes and lead in the study of improving them methods for their improvement, and to develop a plan for ensuring that students progress toward timely program completion.

~~(7)~~(6) To evaluate faculty members periodically in accordance with criteria approved by the board of trustees and subject to instructions from the executive vice president and provost, and also according to such supplemental criteria as may be set up by the department or school.

~~(8)~~(7) To inform faculty members when they receive their annual review of their right to review their primary personnel file maintained by their tenure initiating unit and to place in that file a response to any evaluation, comment or other material contained in the file.

~~(9)~~(8) To recommend to the dean of the college, after consultation with the faculty in accordance with paragraph (C)(3) of this rule, appointments, promotions, dismissals, and matters affecting the reappointment and tenure of members of the department or school faculty.

~~(10)~~(9) To encourage research and educational investigations.

(10) To see that all faculty, regardless of their assigned location, are offered the departmental privileges and responsibilities appropriate to their rank ~~;~~ and in general ~~t~~

(11) I to lead in maintaining a high level of morale among faculty.

(12) To see that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.

(13) To prepare (after consultation with ~~the professors, associate professors, and assistant professors with tenure~~ faculty) annual budget recommendations for ~~the~~ consideration of ~~by~~ the dean of the college.

(14) To promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty.

(Board approval dates: 3/10/1966, 5/6/1977, 2/1/1980, 4/1/1983, 6/11/1986, 10/2/1987, 11/2/1990, 3/12/1993, 5/3/1996, 4/4/1997, 2/6/1998, 12/4/1998, 9/1/1999, 6/7/2005, 5/14/2010, 6/6/2014, 4/8/2016)

3335-3-36 Centers and institutes.

(A) Definition of an academic center (institute).

An academic center is a non-degree granting educational unit of the university engaged in research; instruction; or clinical, outreach, or related service. An academic center is defined by its mission and scope, not its title, and may be described as a center, institute, laboratory, or similar term. Use of "center" or "institute" in the names of proposed units of the university shall be limited to academic centers, unless otherwise approved by the council on academic affairs. ~~See paragraph (C) of rule 3335-3-56 of the Administrative Code, for definition of non-academic centers.~~ Academic centers are of two broad types: university centers and college centers.

University centers typically will have a substantial research/scholarship component to their mission, but also may be involved in instruction, and/or related service. Their internal funding (initial and continuing) is drawn fully, or in large part, from central university funds (*i.e.* office of the president, office of academic affairs, office of research). The leadership of the center will report to one or more of those offices.

College centers typically will have some mix, with variable emphases, of research/scholarship, instruction, service, clinical or outreach missions. Internal funding (initial and continuing) is drawn fully, or in large part, from one college or a small set of colleges. The leadership of the center will report to one dean or a small set of deans.

(B) Establishment, reporting, and oversight.

(1) Establishment of university centers

Proposals for university centers will be developed following the "guidelines for the establishment and review of academic centers" and submitted to the office of academic affairs for action.

The chair of the council on academic affairs (CAA), the ~~executive vice president and~~ provost's designee to that council, and the chair of the university research committee (URC) will review the proposal to ensure adherence to the guidelines and determine if it includes a substantial research component.

If so, a "centers subcommittee" of the council, supplemented with membership from URC, will review the proposal and bring a recommendation for action to CAA. If a substantial research component does not exist, the special subcommittee of the council (without URC involvement) will review the proposal and bring a recommendation for action to CAA.

If approved by CAA, the proposal will be sent to the university senate for final approval. That action will be communicated to the board of trustees.

(2) Establishment of college centers.

Each college will have a template for the establishment and review of centers that will be included in the college pattern of administration. Copies of college templates also will be maintained in the office of academic affairs (OAA). Proposals will be developed with adherence to the template, and submitted to the dean(s) of the college(s).

No review/action by CAA is required. The dean(s) will inform the OAA of the establishment of such a center. OAA will inform CAA, resulting in official institutional notification.

The office of academic affairs shall maintain a register of all academic centers and appropriate records concerning each one.

(3) Curricula and faculty affiliation.

Although neither university nor college centers may establish independent course offerings and degree programs, they may participate in cooperative programs involving course offerings and degree programs within existing academic units. With the approval of the council on academic affairs, the faculty of a school or college may delegate to an academic center the authority to offer courses or degree programs established under the auspices of that school or college. Proposals for any such courses or programs must be forwarded to the office of academic affairs with the signature approval of the appropriate school or college which must retain ultimate authority and responsibility for the courses or degree programs.

University faculty and staff may affiliate with the academic center under procedures approved by its oversight committee. Academic centers shall not serve as tenure initiating units.

(4) Administration.

An academic center shall be administered by a director who shall be appointed by and report to the dean, relevant vice president(s) or deans of the pertinent college(s).

(5) Oversight.

Each university and college center shall have an oversight committee, at least two-thirds of whose members are regular-tenure track faculty from the academic units involved in the center. The director shall consult regularly with the oversight committee.

The director of each academic center shall develop in conjunction with the oversight committee a pattern of administration for the center.

(6) Review process

All university centers will be reviewed two years after initial establishment and at four-year intervals thereafter. The centers subcommittee of CAA will conduct the review following the "guidelines for the establishment and review of centers" and bring a recommendation for action to CAA. The range of actions include: continuation, conditional continuation with a follow-up in less than four years, and termination.

All college centers will be monitored through annual reports to the college dean(s). Should significant change to a center occur, or a decision be made to abolish a center, notification of that decision will be made to the office of academic affairs and through it to CAA.

(7) Previously established centers.

All existing academic centers established outside of this rule shall be reviewed under the requirements of this rule. Those not in compliance with the rule shall be allowed one additional year to make appropriate adjustments to allow for their continuation.

Note: the request of any established center seeking to move from one type to another must be reviewed and approved by CAA.

(C) Conditional use of the term “center.”

Start-up centers are permitted. Following submission of a formal request by a vice president or dean and expedited review and approval by CAA, the term “center” may be used related to external or central funding possibilities. That action will be communicated directly to the board of trustees. Should funding not be secured within one year, the unit must request from CAA an extension of the use of the term. Once funding is secured, the appropriate process for establishment of a university or college center must be initiated within one year.

(Board approval dates: 9/8/1961, 6/4/1993, 8/1/1997, 12/4/1998, 6/7/2005, 6/6/2008, 2/01/2013)

3335-3-37 Alteration or abolition of units.

(A) Definitions.

(1) The term unit refers to departments, schools and colleges.

(2) For purposes of this rule, the term alteration shall refer to the consolidation or reconfiguration of units. Consolidation shall refer to the combining of two or more units, with little or no additional change. Reconfiguration shall refer to the breaking apart of existing units and their academic programs and recombining the faculty and programs into new units.

(3) For the purposes of this rule, the term abolition shall refer to the complete elimination of a unit and the academic programs it provided.

(4) Alteration or abolition described herein may be initiated without a declaration of financial exigency.

(B) Procedure for alteration or abolition of departments and schools.

(1) A proposal to alter or abolish a unit/department or school may be initiated by any of the following:

(a) The dean of the college administratively responsible for the unit/department(s) or school(s) for which alteration or abolition is proposed,

(b) The executive vice president and provost,

(c) The council on academic affairs, or

(d) Faculty from the affected unit(s).

(2) A proposal for alteration or abolition of a ~~unit~~department or school must include an analysis with the following elements. It shall be the responsibility of the party making the proposal to provide this analysis.

(a) A rationale for alteration or abolition of the ~~unit~~ department(s) or school(s) which includes a history of the formation, activities and evaluation of the performance of the unit.

(b) An enumeration of all faculty affected by the alteration or abolition of the ~~unit~~ department(s) or school(s).

(c) A person-by-person analysis of the proposed reassignment or other accommodation of the faculty identified in paragraph (B)(2)(b) of this rule, including a statement of the impact on promotion and tenure. No tenured faculty member shall be involuntarily terminated as a result of this process. However, faculty may be transferred to another unit in accordance with paragraph (C)(2) of rule 3335-6-06 of the Administrative Code, ~~and with regard to the~~also considering the teaching, research, and service expertise of the individual.

(d) An analysis of the academic courses now taught by the ~~unit~~ department(s) or school(s) and provisions for their reassignment to other ~~units~~departments or schools, if relevant.

(e) An analysis of the students affected by the proposal, including majors, non-majors, professional and graduate students.

(f) Specific proposals regarding support for currently enrolled students until degree completion.

(g) An analysis of the budgetary consequences to all relevant ~~units~~ department(s) or school(s) ~~resulting from as a consequence of~~ the proposal.

(h) An analysis of the services lost to the rest of the university as a consequence of the proposal.

(i) An analysis of impact on constituencies external to the university, including alumni.

(j) An analysis of the impact on governance at all relevant levels as a consequence of the proposal.

(k) An analysis of the impact upon diversity.

(l) An analysis of the impact on the academic freedom and responsibility of all affected faculty.

(3) The proposal must be discussed with affected faculty, students, and staff, who may provide written and verbal feedback. The proposal may be modified by the proposal's initiator in response to feedback. Following a thorough consultative process with affected faculty, students, staff, and others as appropriate, the college faculty shall vote on the proposal. The proposal, along with the numerical vote of the college faculty, shall then be forwarded to the council on academic affairs.

(4) The proposal will be judged by the assessment parameters developed by the council on academic affairs and published in its guidelines. The council on academic affairs will review the proposal and will also evaluate the consultation process. It will then return the proposal to the initiator for additional work if the proposal or the consultation has been judged inadequate, or approve the proposal and send it to the university senate for consideration, or disapprove the proposal, which ends the process.

(5) If the council on academic affairs approves the proposal, a memorandum of understanding will be developed and signed by all relevant parties.

(6) The university senate shall vote on the proposal. If it approves the proposal, the recommendation shall be forwarded to the president. A negative vote ends the process.

(7) The president shall review the proposal. If in favor, the president will forward it to the board of trustees. If the board of trustees approves the proposal, then the executive vice president and provost will appoint an oversight committee to monitor the implementation of the process. The chair of faculty council or designee, the secretary of the university senate, one member of the committee on academic freedom and responsibility, and three members of faculty council shall be appointed to the oversight committee. The purpose of ~~which the oversight committee~~ is to safeguard the interests of affected faculty, students, and staff. Through the chair of faculty council, the oversight committee will periodically report to the university senate, review and assess outcomes, suggest changes where targets are not being met, and assure that the memorandum of understanding is upheld. The oversight committee will present a final report to the senate.

(C) Procedure for alteration or abolition of colleges.

(1) The council on academic affairs, the executive vice president and provost, the dean, or faculty from the affected unit may initiate a proposal to alter or abolish a college.

(2) A proposal for alteration and abolition of a college must include an analysis ~~with of~~ all of the elements outlined in paragraph (B)(2) of this rule. It shall be the responsibility of the party making the proposal to provide this analysis.

(3) The council on academic affairs shall appoint an ad hoc committee to evaluate the proposal. The ad hoc committee shall have a majority comprised of tenure-track faculty. The charge to the ad hoc committee and the composition of that committee must be agreed upon by the council on academic affairs, the executive committee of faculty council, and the executive vice president and provost.

~~(4)~~ The ad hoc committee shall evaluate the proposal, which ~~will~~ shall include extensive consultation with affected faculty, students, and staff, and relevant parties external to the university, as described in (B)(3) of this rule.

~~(5)~~ (4) The recommendation of the ad hoc committee will be forwarded to the council on academic affairs and the executive vice president and provost.

~~(6)~~ (5) Prior to accepting or rejecting the ad hoc committee's recommendation, the council on academic affairs will consult with faculty council and the executive vice president and provost. The faculty council response, including its vote, and a letter of recommendation from the executive vice president and provost shall be considered by the council on academic affairs. The council on academic affairs will then either terminate the process or forward its positive recommendation to the university senate.

~~(7)~~(6) If the council on academic affairs approves the proposal, a memorandum of understanding will be developed and signed by all relevant parties.

~~(8)~~(7) The university senate shall vote on the proposal. If it approves the proposal, the recommendation shall be forwarded to the president. A negative vote ends the process.

~~(9)~~(8) The president shall review the proposal. If in favor, the president shall forward it to the board of trustees. If the board of trustees approves the proposal, then the executive vice president and provost will appoint an oversight committee to monitor the implementation of the process. The chair of faculty council or designee; the secretary of the university senate; one member of the committee on academic freedom and responsibility; and three members of faculty council shall be appointed to the oversight committee. The purpose of the oversight committee ~~which~~ is to safeguard the interests of affected faculty, students, and staff. Through the chair of faculty council, the oversight committee will periodically report to the university senate, review and assess outcomes, suggest changes where targets are not being met, and assure that the memorandum of understanding is upheld. The oversight committee will present a final report to the senate within one year of implementation.

(Board approval dates: 6/1/2001, 6/4/2004, 5/14/2010, 6/6/2014)

3335-5-48: Split the current Council on Distance Education, Libraries and Information Technology (DELIT) committee into two committees

DELETED TEXT:

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

~~A. Membership.~~

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

- ~~1. Eight faculty.~~
- ~~2. Three students.
 - ~~a. One graduate student.~~
 - ~~b. One professional student.~~
 - ~~c. One undergraduate student.~~~~
- ~~3. Four administrators (or their designees).
 - ~~a. The dean of the graduate school.~~
 - ~~b. The dean of university libraries.~~
 - ~~c. The chief information officer.~~
 - ~~d. The associate vice president for distance education.~~~~
- ~~4. One staff member, appointed by the university staff advisory committee.~~

~~B. Duties and responsibilities.~~

- ~~1. Formulate policies governing the delivery of distance education and educational and research activities and services of libraries and information technology.~~
- ~~2. Assist in the interpretation of distance education, library, and information technology services to the university community.~~
- ~~3. Assist in the presentation of major distance education, library and information technology needs to the university administration.~~
- ~~4. Advise the appropriate administrative office on the appointment of the associate vice president for distance education, the dean of university libraries, and the chief information officer.~~

~~C. Organization.~~

- ~~1. The chair shall be elected from among the voting members of the council.~~
- ~~2. Reports by this council to the president, other than those made through the senate, shall be made through the executive vice president and provost.~~
- ~~3. As a standing committee of the senate, this council is also governed by the provisions of rules 3335-5-46 and 3335-5-48 of the Administrative Code.~~

NEW TEXT:

3335-5-48.2 Library Committee

(A) Membership. The library committee shall consist of thirteen members.

- (1) Six faculty.
 - (2) Three students.
 - (a) One graduate student.
 - (b) One professional student.
 - (c) One undergraduate student.
 - (3) Three administrators.
 - (a) The dean of university libraries.
 - (b) Chief information officer (or their designees)
 - (c) The vice president for research (or their designees).
 - (4) One staff member, appointed by the dean of the university libraries in consultation with the university staff advisory committee.

(B) Duties and responsibilities.

- (1) Advise the dean of university libraries in the planning and implementation of programs and policies supporting the educational, research, and service activities of libraries and related units.
- (2) Articulate the library's mission, goals, and needs to the university administration.
- (3) Assist the dean of university libraries in the assessment, improvement, and promotion of library and information services that support the university community.
- (4) Advise the dean of university libraries on agreements with publishers and information vendors that are in the best interest of the university community.
- (5) Advise the appropriate administrative office on the appointment of the dean of university libraries.

(C) Organization.

- (1) The chair shall be elected from among the voting members of the committee.
- (2) As a standing committee of the senate, this committee is governed by the provisions of rules 3335-5-46 of the Administrative Code.

3335-5-48.3 Committee on Academic Technology

(A) Membership. The committee on academic technology shall consist of eighteen members.

- (1) Eight faculty
- (2) Three students
 - (a) One graduate student
 - (b) One professional student
 - (c) One undergraduate student
- (3) Four administrators (or their designees)
 - (a) The chief information officer
 - (b) The vice president for research
 - (c) The executive vice president for research, innovation and knowledge
 - (d) The chief digital learning officer
- (4) Three staff members. Two staff members shall be appointed by the university staff advisory committee, and one by the chief information officer.

(B) Duties and Responsibilities

- (1) Advise the chief information officer in the planning and implementation of academic technology programs and policies, including those pertaining to education, research and service activities.
- (2) Assist the university administration in the identification, review, and improvement of academic technology infrastructure.
- (3) Advocate for academic technology infrastructure that is inclusive, affordable, accessible, and user-friendly for faculty, students, and staff.
- (4) Advise the appropriate administrative office on the appointment of the chief information officer and the chief digital learning officer.

(C) Organization

- (1) The chair shall be elected from among the voting members of the committee.

(2) As a standing committee of the senate, this committee is governed by the provisions of rules 3335-5-46 of the Administrative Code.

(Board approval dates: 5/1/1986, 2/5/1988, 11/2/1990, 2/4/1993, 11/4/1994, 5/3/1996, 4/4/1997, 12/4/1998, 7/12/2002, 6/7/2005, 9/9/2011, 4/4/2014, 5/31/2019, 11/21/2019)

FACULTY PERSONNEL ACTIONS

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the February 10, 2022, meeting of the Board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: IGOR V. ADAMOVICH
Title: Professor (John B. Nordholt Professorship in Mechanical Engineering or Materials Science and Engineering)
College: Engineering
Term: July 1, 2022 through June 30, 2027

Name: AMNA AKBAR
Title: Professor (Charles W. Ebersold and Florence Whitcomb Ebersold Professorship)
College: Moritz College of Law
Term: August 22, 2022 through August 22, 2027

Name: KATRINA BONG
Title: Professor - Clinical (John C. Elam/Vorys Sater Professorship)
College: Moritz College of Law
Term: August 22, 2022 through August 22, 2027

Name: CINNAMON CARLARNE
Title: Professor (Robert J. Lynn Chair in Law)
College: Moritz College of Law
Term: August 15, 2022 through August 15, 2027

Name: RICARDO L. CARRAU
Title: Professor (Lynne Shepard Jones Endowed Professorship in Head and Neck Oncology)
College: Medicine
Term: January 1, 2022 through June 30, 2026

Name: *CHARLENE GILBERT
Title: Professor (Senior Vice Provost for Student Academic Excellence)
Office: Academic Affairs
Term: April 4, 2022 through June 30, 2026

Name: YUCHI HAN
Title: Professor (Chair of Excellence in Cardiovascular Medicine)
College: Medicine
Term: January 1, 2022 through June 30, 2026

Name: DAVID HORN
Title: Professor and Dean
College: Arts and Sciences
Term: July 1, 2022 through June 30, 2027

FACULTY PERSONNEL ACTIONS (cont'd)

Appointments
(cont'd)

Name: *DAVID JENKINS
Title: Professor and Dean
College: Social Work
Term: July 1, 2022 through June 30, 2027

Name: NORMAN W. JONES
Title: Vice Provost and Dean for Undergraduate Education
Office: Academic Affairs
Term: July 1, 2022 through June 30, 2027

Name: ANTHONY P. KING
Title: Associate Professor (Anne K. "Nancy" Jeffrey Endowed Professorship for Mental Health Equity and Resilience)
College: Medicine
Term: June 1, 2022 through June 30, 2026

Name: ASIMINA KIOURTI
Title: Associate Professor (College of Engineering Innovation Scholar)
College: Engineering
Term: July 1, 2022 through June 30, 2027

Name: MRINAL KUMAR
Title: Associate Professor (Elizabeth Martin Tinkham Endowed Professorship in Aeronautical and Astronautical Engineering)
College: Engineering
Term: July 1, 2022 through June 30, 2027

Name: *RICHARD J. MAKADOK
Title: Professor (Chase Chair for Excellence in Corporate Strategy)
College: Fisher College of Business
Term: September 1, 2022 through August 31, 2027

Name: MATTHEW O. OLD
Title: Professor (David E. Schuller, M.D., and Carole Schuller Chair in Otolaryngology)
College: Medicine
Term: July 1, 2022 through June 30, 2026

Name: GEORGIOS PAPACHRISTOU
Title: Professor (Dr. Floyd M. Beman Chair in Gastroenterology)
College: Medicine
Term: May 1, 2022 through June 30, 2026

Name: EFTHIMIOS PARASIDIS
Title: Professor (Chief Justice Thomas J. Moyer Professorship for the Administration of Justice and Rule of Law)
College: Moritz College of Law
Term: August 22, 2022 through August 22, 2027

FACULTY PERSONNEL ACTIONS (cont'd)

Appointments
(cont'd)

Name: ANNE RALPH
Title: Professor - Clinical (Kara J. Trott Endowed Professorship in Law in honor of Prof. Morgan E. Shipman)
College: Moritz College of Law
Term: August 22, 2022 through August 22, 2027

Name: GUY RUB
Title: Professor (Joanne Wharton Murphy/Class of 1965 and 1973 Professorship in Law)
College: Moritz College of Law
Term: August 22, 2022 through August 22, 2027

Name: RIC SIMMONS
Title: Professor (Jacob E. Davis and Jacob E. Davis II Chair in Law)
College: Moritz College of Law
Term: August 15, 2022 through August 15, 2027

Name: WENDY G. SMOOTH
Title: Senior Vice Provost for Inclusive Excellence
Office: Academic Affairs
Term: August 1, 2022 through June 30, 2027

Name: *MARY STROMBERGER
Title: Vice Provost and Dean for Graduate Education
Office: Academic Affairs
Term: August 1, 2022 through June 30, 2027

*New Hire

Reappointments

Name: BRIDGET A. CHAPMAN
Title: Assistant Professor - Clinical (Sander and Mechele Flaum Designated Professor in Fluency)
College: Arts and Sciences
Term: September 1, 2020 through August 31, 2025

Name: CURTIS J. DANIELS
Title: Professor - Clinical (Dottie Dohan Shepard Professorship in Cardiovascular Medicine)
College: Medicine
Term: April 1, 2022 through June 30, 2026

Name: RUSSELL H. FAZIO
Title: Professor (Harold E. Burt Chair in Psychology)
College: Arts and Sciences
Term: June 1, 2018 through August 14, 2023

FACULTY PERSONNEL ACTIONS (cont'd)

Reappointments
(cont'd)

Name: PEIXUAN GUO
Title: Professor (Sylvan G. Frank Endowed Chair in Pharmaceutics and Drug Delivery Systems)
College: Pharmacy
Term: January 4, 2021 through June 30, 2026

Name: MICHELLE L. JONES
Title: Professor (D.C. Kiplinger Chair in Floriculture)
College: Food, Agricultural, and Environmental Sciences
Term: February 1, 2022 through January 31, 2027

Name: MICHAEL V. KNOPP
Title: Professor (Novartis Pharmaceuticals Corporation Chair for Clinical Research)
College: Medicine
Term: July 1, 2022 through June 30, 2026

Name: E. DOUGLAS LEWANDOWSKI
Title: Professor (Jack M. George Chair)
College: Medicine
Term: July 1, 2022 through June 30, 2026

Name: KARIN M. MUSIER-FORSYTH
Title: Professor (Ohio Eminent Scholar in Biological Macromolecular Structure)
College: Arts and Sciences
Term: June 1, 2022 through May 31, 2027

Name: W. JERRY MYSIW
Title: Professor (Dr. Ernest W. Johnson Chair)
College: Medicine
Term: July 1, 2022 through June 30, 2023

Name: BENJAMIN K. POULOSE
Title: Professor (Robert M. Zollinger Chair of Surgery)
College: Medicine
Term: August 1, 2022 through June 30, 2026

Name: BRAD H. ROVIN
Title: Professor (Dr. Lee A. Hebert Endowed Professorship in Nephrology)
College: Medicine
Term: July 1, 2022 through June 30, 2026

Name: ABHAY R. SATOSKAR
Title: Professor (University Pathology Services Anatomic Pathology Professorship)
College: Medicine
Term: July 1, 2022 through June 30, 2026

FACULTY PERSONNEL ACTIONS (cont'd)

Reappointments
(cont'd)

Name: SHARON TUCKER
Title: Professor (Grayce M. Sills Endowed Professorship in Psychiatric-Mental Health
Nursing)
College: Nursing
Term: January 1, 2022 through December 31, 2026

Appointments/Reappointments of Chairpersons

JONI E. ACUFF, Chair, Department of Arts Administration, Education and Policy, effective July 1, 2022 through June 30, 2026

*CHARLES O. ANDERSON, Chair, Department of Dance, effective June 1, 2022 through June 30, 2026

ANGELA BRINTLINGER, Chair, Department of Slavic and East European Languages and Cultures, effective July 1, 2022 through June 30, 2026

AMY R. DARRAGH, Interim Director and Interim Associate Dean, School of Health and Rehabilitation Sciences, effective July 1, 2022 through June 30, 2023, or until a new Interim Director and Interim Associate Dean is named and in place, whichever occurs first

DENNIS R. DURBIN, Interim Chair, Department of Pediatrics, effective March 1, 2022 through May 31, 2022

MARK FULLERTON, Interim Chair, Department of Classics, effective July 1, 2022 through June 30, 2023

KELLY GARRETT, Director, School of Communication, effective July 1, 2022 through June 30, 2025

STEPHEN M. GAVAZZI, Director, Center for Human Resource Research, effective May 16, 2022 through August 14, 2026

**SAMIR GHADIALI, Chair, Department of Biomedical Engineering, effective June 1, 2022 through May 31, 2026

JOHN GRINSTEAD, Chair, Department of Spanish and Portuguese, effective July 1, 2022 through June 30, 2026

SARAH-GRACE HELLER, Chair, Department of French and Italian, effective July 1, 2022 through June 30, 2026

ROBERT C. HOLUB, Interim Chair, Department of Germanic Languages and Literatures, effective July 1, 2022 through June 30, 2023

*MICHAEL G. IBRAHIM, Director, School of Music, effective July 1, 2022 through June 30, 2026

CATHERINE D. KRAWCZESKI, Chair, Department of Pediatrics, effective June 1, 2022 through May 31, 2026

MORGAN LIU, Chair, Department of Near Eastern Languages and Cultures, effective July 1, 2022 through June 30, 2027

**WHITNEY R. LUKE, Interim Chair, Department of Physical Medicine and Rehabilitation, effective July 1, 2022 through June 30, 2023, or until a new Chair is named and in place, whichever occurs first

**SHALINA NAIR, Interim Chair, Department of Family and Community Medicine, effective July 1, 2022 through June 30, 2023, or until a new Chair is named and in place, whichever occurs first

DOROTHY NOYES, Director, Mershon Center for International Security Studies, effective July 1, 2022 through June 30, 2026

**HARALD E. F. VAESSIN, Chair, Department of Molecular Genetics, effective June 1, 2022 through June 30, 2024

KARL P. WHITTINGTON, Chair, Department of History of Art, effective July 1, 2022 through June 30, 2026

*New Hire

**Reappointment

Extensions of Chairpersons

PASHA LYVERS PEFFER, Interim Chair, Department of Animal Sciences, effective July 1, 2022 through June 30, 2023, or until a new Chair is named

Faculty Professional Leaves

DAVID E. ANDERSON, Associate Professor, Department of Mathematics, effective Autumn 2022 and Spring 2023

L. ROBERT BAKER, Associate Professor, Department of Chemistry and Biochemistry, effective Spring 2023

JAMES J. BEATTY, Professor, Department of Physics, effective Autumn 2022 and Spring 2023

MARY ANNE BEECHER, Professor, Department of Design, effective Autumn 2022

MICHAEL BETZ, Associate Professor, Department of Human Sciences, effective Autumn 2022 and Spring 2023

ELIZABETH A. BOND, Associate Professor, Department of History, effective Autumn 2022 and Spring 2023

KENNETH K. BOYER, Professor, Department of Operations and Business Analytics, effective Spring 2023

BEAR F. BRAUMOELLER, Professor, Department of Political Science, effective Autumn 2022

VERA BRUNNER-SUNG, Associate Professor, Department of Theatre, Film, and Media Arts, effective Autumn 2022

ALICIA C. BUNGER, Associate Professor, College of Social Work, effective Autumn 2022 and Spring 2023

BRUNO CABANES, Professor, Department of History, effective Spring 2023

KATHRYN CAMPBELL-KIBLER, Associate Professor, Department of Linguistics, effective Autumn 2022 and Spring 2023

THEODORE CHAO, Associate Professor, Department of Teaching and Learning, effective Autumn 2022 and Spring 2023

LAURENCE COUTELLIER, Associate Professor, Department of Psychology, effective Spring 2023

DAVID C. DEANDREA, Associate Professor, School of Communication, effective Spring 2023

ANA DEL SARTO, Associate Professor, Department of Spanish and Portuguese, effective Autumn 2022

LISA J. DOWNING, Professor, Department of Philosophy, effective Autumn 2022

THEODORA DRAGOSTINOVA, Associate Professor, Department of History, effective Spring 2023

REBECCA B. DUPAIX, Professor, Department of Mechanical and Aerospace Engineering, effective Autumn 2022 and Spring 2023

BRIAN EDMISTON, Professor, Department of Teaching and Learning, effective Spring 2023

RUSSELL H. FAZIO, Professor, Department of Psychology, effective Spring 2023

MARGARET C. FLINN, Associate Professor, Department of French and Italian, effective Autumn 2022 and Spring 2023

DANIEL FRANK, Associate Professor, Department of Near Eastern Languages and Cultures, effective Spring 2023

GERALD S. FRANKEL, Professor, Department of Materials Science and Engineering, effective Spring 2023

KENTARO FUJITA, Professor, Department of Psychology, effective Spring 2023

K.K. GAN, Professor, Department of Physics, effective Autumn 2022 and Spring 2023

MARYAM GHAZISAEIDI, Associate Professor, Department of Materials Science and Engineering, change of FPL from Spring 2021 to Autumn 2021 and Spring 2022

AMOS GILAT, Professor, Department of Mechanical and Aerospace Engineering, effective Autumn 2022

ROGER D. GODDARD, Professor, Department of Educational Studies, effective Spring 2023

SHOSHANAH B.D. GOLDBERG-MILLER, Associate Professor, Department of Arts Administration, Education and Policy, effective Spring 2023

VAN RYAN HADEN, Associate Professor, Agricultural Technical Institute (ATI), effective Autumn 2022 and Spring 2023

REBECCA HAIDT, Professor, Department of Spanish and Portuguese, effective Spring 2023

PAUL J. HEALY, Professor, Department of Economics, effective Autumn 2022

JENNIFER HIGGINBOTHAM, Associate Professor, Department of English, effective Autumn 2022 and Spring 2023

MICHIKO HIKIDA, Associate Professor, Department of Teaching and Learning, effective Spring 2023

CHRISTOPHER M. HIRATA, Professor, Department of Physics, effective Autumn 2022 and Spring 2023

LANIER F. HOLT, Associate Professor, School of Communication, effective Spring 2023

RACHAEL F. HOLT, Professor, Department of Speech and Hearing Science, effective Spring 2023

SHANNON E. JARROTT, Professor, College of Social Work, effective Autumn 2022 and Spring 2023

JUDSON L. JEFFRIES, Professor, Department of African American and African Studies, effective Spring 2023

CREOLA JOHNSON, Professor, Moritz College of Law, effective Spring 2023

JENNIFER A. JOHNSON, Professor, Department of Astronomy, effective Autumn 2022 and Spring 2023

MARAT KHAFIZOV, Associate Professor, Department of Mechanical and Aerospace Engineering, effective Autumn 2022 and Spring 2023

AUBHIK KHAN, Professor, Department of Economics, effective Spring 2023

MATTHEW D. KLEINHENZ, Professor, Department of Horticulture and Crop Science, change of FPL from Spring 2022 to Summer 2022

BJOERN KOEHNLEIN, Associate Professor, Department of Linguistics, effective Autumn 2022

JESUS J. LARA, Professor, Knowlton School of Architecture, effective Autumn 2022 and Spring 2023

ROBERT LEE, Professor, Department of Electrical and Computer Engineering, effective Autumn 2022 and Spring 2023

SHILI LIN, Professor, Department of Statistics, effective Autumn 2022

TZU-JUNG LIN, Associate Professor, Department of Educational Studies, effective Spring 2023

TREVA B. LINDSEY, Associate Professor, Department of Women's, Gender and Sexuality Studies, effective Spring 2023

TREVON D. LOGAN, Professor, Department of Economics, effective Autumn 2022 and Spring 2023

LAURA A. LOPEZ, Associate Professor, Department of Astronomy, effective Autumn 2022 and Spring 2023

STUART A. LUDSIN, Professor, Department of Evolution, Ecology and Organismal Biology, effective Autumn 2022 and Spring 2023

WENZHI LUO, Professor, Department of Mathematics, effective Autumn 2022

SAMIR D. MATHUR, Professor, Department of Physics, effective Autumn 2022

JOY MCCORRISTON, Professor, Department of Anthropology, effective Spring 2023

TRISTRAM MCPHERSON, Professor, Department of Philosophy, effective Autumn 2022 and Spring 2023

DAVID MELAMED, Associate Professor, Department of Sociology, effective Autumn 2022

CARLA K. MILLER, Professor, Department of Human Sciences, effective Spring 2023

KARIN MUSIER-FORSYTH, Professor, Department of Chemistry and Biochemistry, effective Autumn 2022

KOTARO NAKANISHI, Associate Professor, Department of Chemistry and Biochemistry, effective Autumn 2022

MINEHARU NAKAYAMA, Professor, Department of East Asian Languages and Literatures, effective Spring 2023

THOMAS E. NELSON, Professor, Department of Political Science, effective Autumn 2022

CRICHTON OGLE, Professor, Department of Mathematics, effective Spring 2023

ALEX OLISZEWSKI, Associate Professor, Department of Theatre, Film and Media Arts, effective Spring 2023

MARIA PALAZZI, Professor, Department of Design, effective Spring 2023

JANET S. PARROTT, Associate Professor, Department of Theatre, Film and Media Arts, effective Spring 2023

DEHUA PEI, Professor, Department of Chemistry and Biochemistry, effective Autumn 2022

ANNIKA H.G. PETER, Associate Professor, Department of Physics, effective Autumn 2022 and Spring 2023

MARK A. PITT, Professor, Department of Psychology, effective Autumn 2022 and Spring 2023

JESSICA PRINZ, Associate Professor, Department of English, effective Autumn 2022

DANIELLE O. PYUN, Associate Professor, Department of East Asian Languages and Literatures, effective Autumn 2022 and Spring 2023

PAUL REITTER, Professor, Department of Germanic Languages and Literatures, effective Autumn 2022

DANIEL E. ROBERTS, Associate Professor, Department of Dance, effective Autumn 2022 and Spring 2023

FELECIA G. ROSS, Associate Professor, School of Communication, effective Autumn 2022

ABRAHAM S. ROTH, Professor, Department of Philosophy, effective Autumn 2022 and Spring 2023

CURTIS ROTH, Associate Professor, Knowlton School of Architecture, effective Autumn 2022 and Spring 2023

ERIC W. SCHOON, Associate Professor, Department of Sociology, effective Spring 2023

SCOTT A. SCHWENTER, Professor, Department of Spanish and Portuguese, effective Autumn 2022 and Spring 2023

JAMI J. SHAH, Professor, Department of Mechanical and Aerospace Engineering, effective Autumn 2022 and Spring 2023

SOHEIL SOGHRATI, Associate Professor, Department of Mechanical and Aerospace Engineering, effective Autumn 2022

KRZYSZTOF Z. STANEK, Professor, Department of Astronomy, effective Autumn 2022 and Spring 2023

MAURICE E. STEVENS, Professor, Department of Comparative Studies, effective Spring 2023

SALEH A. TANVEER, Professor, Department of Mathematics, effective Autumn 2022 and Spring 2023

MARY E. THOMAS, Associate Professor, Department of Women's, Gender and Sexuality Studies, effective Spring 2023

DANIEL J. THOMPSON, Professor, Department of Mathematics, effective Autumn 2022

JARED THORNE, Associate Professor, Department of Art, effective Autumn 2022 and Spring 2023

BRANDON M. TURNER, Associate Professor, Department of Psychology, effective Autumn 2022 and Spring 2023

LIZ R. VIVAS, Associate Professor, Department of Mathematics, effective Autumn 2022 and Spring 2023

MICHAEL VUOLO, Associate Professor, Department of Sociology, Effective Autumn 2022 and Spring 2023

ZHENG JOYCE WANG, Professor, School of Communication, effective Autumn 2022

ROBYN WARHOL, Professor, Department of English, effective Spring 2023

REPHAEL WENGER, Professor, Department of Computer Science and Engineering, effective Autumn 2022 and Spring 2023

ROXANN WHEELER, Associate Professor, Department of English, effective Autumn 2022 and Spring 2023

JULIET T. WHITE-SMITH, Professor, School of Music, effective Autumn 2022 and Spring 2023

JESSICA O. WINTER, Professor, Department of Chemical and Biomolecular Engineering, effective Autumn 2022

KAREN H. WRUCK, Professor, Department of Finance, effective Spring 2023

WEI ZHANG, Professor, Department of Materials Science and Engineering, change of FPL from Spring 2021 to Autumn 2021

Faculty Professional Leave Cancellations

MIKHAIL BELKIN, Professor, Department of Computer Science and Engineering, cancellation of FPL for Autumn 2020

DEBBIE GUATELLI-STEINBERG, Professor, Department of Anthropology, cancellation of FPL for Autumn 2021

YUNZHANG ZHU, Associate Professor, Department of Statistics, cancellation of FPL for AU21 and Spring 2022

Emeritus Titles

STEVE ALLEN, Department of Anesthesiology, with the title of Professor Emeritus-Practice, effective July 1, 2019

JOHN BARNARD, Department of Pediatrics, with the title of Professor Emeritus, effective March 2, 2022

BRAD R. BERGEFURD, OSU Extension, with the title of Assistant Professor Emeritus, effective June 1, 2022

PATRICIA A. BROSANAN, Department of Teaching and Learning, with the title of Associate Professor Emeritus, effective July 1, 2022

RICHARD S. DENNING, Department of Mechanical and Aerospace Engineering, with the title of Professor Emeritus, effective May 1, 2014

JANE HATHAWAY, Department of History, with the title of Professor Emeritus, effective June 1, 2022

DAVID M. HIX, School of Environment and Natural Resources, with the title of Professor Emeritus, effective May 15, 2022

FRANCES K. HUEBNER, Department of Cancer Biology and Genetics, with the title of Professor Emeritus, effective July 1, 2022

MARY C. JUHAS, Department of Materials Science and Engineering, with the title of Professor Emeritus-Clinical, effective January 1, 2022

DEBORAH S. LARSEN, School of Health and Rehabilitation Sciences, with the title of Professor Emeritus, effective July 1, 2022

BRIAN MCHALE, Department of English, with the title of Professor Emeritus, effective August 15, 2022

SAMUEL A. MEIER, Department of Near Eastern Languages and Cultures, with the title of Professor Emeritus, effective August 16, 2022

ROBERT A. MURDEN, Department of Internal Medicine, with the title of Professor Emeritus-Clinical, effective February 1, 2022

LUCY E. MURPHY, Department of History, with the title of Professor Emeritus, effective June 1, 2022

STEVEN M. NEAL, Department of Animal Sciences, with the title of Professor Emeritus, effective July 1, 2022

GEORGE E. NEWELL, Department of Teaching and Learning, with the title of Professor Emeritus, effective June 1, 2022

THOMAS J. PAPADIMOS, Department of Anesthesiology, with the title of Professor Emeritus-Clinical, effective April 1, 2022

S. TARIQ RIZVI, Department of Mathematics, with the title of Professor Emeritus, effective June 1, 2022

MANISHA H. SHAH, Department of Internal Medicine, with the title of Professor Emeritus, effective June 28, 2022

HERMAN SHEN, Department of Mechanical and Aerospace Engineering, with the title of Professor Emeritus, effective January 1, 2022

DIANNE E. SHOEMAKER, OSU Extension, with the title of Associate Professor Emeritus, effective July 1, 2022

RATNASINGHAM SOORYAKUMAR, Department of Physics, with the title of Professor Emeritus, effective August 23, 2022

JEFF SPRANG, Department of Art, Mansfield Campus, with the title of Associated Faculty Emeritus, effective September 1, 2022

KENNETH J. SUPOWIT, Department of Computer Science and Engineering, with the title of Associate Professor Emeritus, effective June 1, 2022

DAVID H. TERMAN, Department of Mathematics, with the title of Professor Emeritus, effective June 1, 2022

EDWARD E. VALENTINE, JR., Department of Art, with the title of Professor Emeritus, effective June 1, 2022

VERONICA J. VIELAND, Department of Pediatrics, with the title of Professor Emeritus, effective May 3, 2022

DAVID WILLIAMS, Department of Accounting and Management Information Systems, with the title of Associate Professor Emeritus, effective June 1, 2022

DAVID YABLOK, Department of Anesthesiology, with the title of Assistant Professor Emeritus-Clinical, effective April 1, 2022

RAMA K. YEDAVALLI, Department of Mechanical and Aerospace Engineering, with the title of Professor Emeritus, effective January 1, 2022

Promotion, Tenure, and Reappointments

COLLEGE OF THE ARTS AND SCIENCES

DIVISION OF ART AND HUMANITIES

PROMOTION TO PROFESSOR

Acuff, Joni, Arts Administration, Education and Policy, May 18, 2022

Borland, Katherine, Comparative Studies, May 18, 2022

DeWitt, Scott, English, May 18, 2022

Dragostinova, Theodora, History, May 18, 2022

Fredal, James, English, May 18, 2022

Lindsey, Treva, Women's Gender and Sexuality Studies, May 18, 2022

Martinez-Cruz, Paloma, Spanish and Portuguese, May 18, 2022

McCorkle, Warren, English, Marion, May 18, 2022

Parrott, Janet, Theatre, Film and Media Arts, May 18, 2022

Puga, Ana, Theatre, Film and Media Arts, May 18, 2022

Smooth, Wendy, Women's Gender and Sexuality Studies, May 18, 2022

Sreenivas, Mytheli, History, May 18, 2022

PROMOTION TO PROFESSOR WITH TENURE

Anderson, Charles, Department of Dance, June 1, 2022

Gilbert, Charlene, Women's, Gender and Sexuality Studies, April 4, 2022

Ibrahim, Michael, School of Music, July 1, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Brunner-Sung, Vera, Theatre, Film and Media Arts, May 18, 2022

Combs-Schilling, Jonathan, French and Italian, May 18, 2022

Eaglin, Jennifer, History, May 18, 2022

Hoch, Christopher, School of Music, May 18, 2022

Levin, Erica, History of Art, May 18, 2022

McCarthy-Brown, Nyama, Dance, May 18, 2022

Neville, Sarah, English, May 18, 2022

Risinger, Jacob, English, May 18, 2022

Shen, Yvette, Design, May 18, 2022

Swearingen, Kyoung, Design, May 18, 2022

Washuta, Elissa, English, May 18, 2022

Yehudai, Ori, History, May 18, 2022

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

PROMOTION TO PROFESSOR

Badu-Tawiah, Abraham, Chemistry and Biochemistry, May 18, 2022
Baker, L. Robert, Chemistry and Biochemistry, May 18, 2022
Cook, Ann, School of Earth Sciences, May 18, 2022
Dawes, Adriana, Mathematics, May 18, 2022
Gogolyev, Andriy, Mathematics, May 18, 2022
Hamel, Patrice, Molecular Genetics, May 18, 2022
Kurtek, Sebastian, Statistics, May 18, 2022
Kwiek, Jesse, Microbiology, May 18, 2022
Leroy, Adam, Astronomy, May 18, 2022
Miriti, Maria, Evolution, Ecology and Organismal Biology, May 18, 2022
Nagib, David, Chemistry and Biochemistry, May 18, 2022
Nguyen, Hoi, Mathematics, May 18, 2022
Peter, Annika, Physics, May 18, 2022
Schultz, Zachary, Chemistry and Biochemistry, May 18, 2022
Shafaat, Hannah, Chemistry and Biochemistry, May 18, 2022
Turkmen, Asuman, Statistics, Newark, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Anderson, Matthew, Microbiology, May 18, 2022
Burd, Craig, Molecular Genetics, May 18, 2022
Chang, Lo-Bin, Statistics, May 18, 2022
Cueto, Maria, Mathematics, May 18, 2022
Hovick, Stephen, Evolution, Ecology and Organismal Biology, May 18, 2022
Norris, Ryan, Evolution, Ecology and Organismal Biology, Lima, May 18, 2022
Petreaca, Ruben, Molecular Genetics, Marion, May 18, 2022

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

PROMOTION TO PROFESSOR

Azrieli, Yaron, Economics, May 18, 2022
Buelow, Melissa, Psychology, Newark, May 18, 2022
Edwards, Korie, Sociology, May 18, 2022
Hupp, Julie, Psychology, Newark, May 18, 2022
MacGilvray, Eric, Political Science, May 18, 2022
Minozzi, William, Political Science, May 18, 2022
Mitzen, Jennifer, Political Science, May 18, 2022
Rehm, Philipp, Political Science, May 18, 2022
Shaffer, Dennis, Psychology, Mansfield, May 18, 2022
Turner, Brandon, Psychology, May 18, 2022
Zheng, Hui, Sociology, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Coronel, Jason, School of Communication, May 18, 2022
Dixon, Graham, School of Communication, May 18, 2022
Grizzard, Matthew, School of Communication, May 18, 2022
Lundine, Jennifer, Speech and Hearing Science, May 18, 2022
Rehbeck, John, Economics, May 18, 2022
Shulman, Hillary, School of Communication, May 18, 2022
Wood, Thomas, Political Science, May 18, 2022

COLLEGE OF DENTISTRY

PROMOTION TO PROFESSOR

Townsend, Janice, May 18, 2022

**COLLEGE OF DENTISTRY
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

McNamara, Kristin, May 18, 2022, and August 15, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Claman, Daniel, May 18, 2022, and August 15, 2023

Harrington, Christine, May 18, 2022, and August 15, 2023

Mikhail, Sarah, May 18, 2022, and August 15, 2023

Stefanik, Dawne, May 18, 2022, and August 15, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Hammersmith, Kimberly, May 18, 2022

Henderson, Rebecca, May 18, 2022

Kissell, Denise, May 18, 2022

REAPPOINTMENT

Amini, Homa, August 15, 2023

Cortes, Daniel, August 15, 2023

Davidson, Robert, August 15, 2023

Iannucci, Joen, August 15, 2023

Kalmar, John, August 15, 2023

Lowry, Salvatore, August 15, 2023

Peregrina, Alejandro, August 15, 2023

Shah, Shilpa, August 15, 2023

Stone, James, August 15, 2023

Uhlen, Robert, August 15, 2023

Valentin, Sasha, August 15, 2023

Villarroel, Soraya, August 15, 2023

Weiss, Gabriela, August 15, 2023

COLLEGE OF EDUCATION AND HUMAN ECOLOGY

PROMOTION TO PROFESSOR

Ding, Lin, Teaching and Learning, May 18, 2022

Fletcher, Edward, Educational Studies, May 18, 2022

Quaye, Stephen, Educational Studies, May 18, 2022

Sayer, Peter, Teaching and Learning, May 18, 2022

Subedi, Binaya, Teaching and Learning, Newark, May 18, 2022

Yi, Youngjoo, Teaching and Learning, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Zhu, Jiangjiang (Chris), Human Sciences, May 18, 2022

Zyromski, Brett, Educational Studies, May 18, 2022

COLLEGE OF ENGINEERING

PROMOTION TO PROFESSOR

Benatar, Avi, Materials Science and Engineering, May 18, 2022
Cheramie, Kristi, Knowlton School of Architecture, May 18, 2022
Coifman, Benjamin, Civil, Environmental, and Geodetic Engineering, May 18, 2022
Hall, Lisa, Chemical and Biomolecular Engineering, May 18, 2022
Xia, Cathy, Integrated Systems Engineering, May 18, 2022
Zhao, Hongping, Electrical and Computer Engineering, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Ahmad, Rizwan, Biomedical Engineering, May 18, 2022
Chen, Zhenhua, Knowlton School of Architecture, May 18, 2022
Jenkins, Katherine, Knowlton School of Architecture, May 18, 2022
Kajfez, Rachel, Engineering Education, May 18, 2022
Kiourti, Asimina, Electrical and Computer Engineering, May 18, 2022
Lipschitz, Forbes, Knowlton School of Architecture, May 18, 2022
Locke, Jenifer, Materials Science and Engineering, May 18, 2022
May, Andy, Civil, Environmental, and Geodetic Engineering, May 18, 2022
Reece, Jason, Knowlton School of Architecture, May 18, 2022
Reilly, Matthew, Biomedical Engineering, May 18, 2022
Sun, Huan, Computer Science and Engineering, May 18, 2022
Veeraraghavan, Rengasayee, Biomedical Engineering, May 18, 2022
Wang, Lei, Civil, Environmental, and Geodetic Engineering, May 18, 2022
Wang, Yang, Computer Science and Engineering, May 18, 2022

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Ertin, Emre, Electrical and Computer Engineering, May 18, 2022

COLLEGE OF ENGINEERING CLINICAL

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Belloni, Clarissa, Mechanical and Aerospace Engineering, May 18, 2022
Childers, Rachel, Biomedical Engineering, May 18, 2022
Kecskemety, Krista, Engineering Education, May 18, 2022
Ortiz-Rosario, Alexis, Biomedical Engineering, May 18, 2022
Seetharaman, Satyanarayana, Mechanical and Aerospace Engineering, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

El-Monier, Ilham, Chemical and Biomolecular Engineering, May 18, 2022, and August 15, 2023

MAX M. FISHER COLLEGE OF BUSINESS

PROMOTION TO PROFESSOR

Campbell, Benjamin, Management and Human Resources, May 18, 2022
Hu, Jia, Management and Human Resources, May 18, 2022
Jiang, Kaifeng, Management and Human Resources, May 18, 2022
Malkoc, Selin, Marketing and Logistics, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Craig, Nathan, Operations and Business Analytics, May 18, 2022
Li, Hongshuang (Alice), Marketing and Logistics, May 18, 2022

COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES

PROMOTION TO PROFESSOR

Arnold, Glen, Extension, May 18, 2022
Berardo, Alfredo, School of Environment and Natural Resources, May 18, 2022
Cai, Youngyang, Agricultural, Environmental and Development Economics, May 18, 2022
Chen, Joyce, Agricultural, Environmental and Development Economics, May 18, 2022
Chen, Qian, Food, Agricultural and Biological Engineering, May 18, 2022
Cole, Kimberly, Animal Sciences, May 18, 2022
Marrison, David, Extension, May 18, 2022
Piermarini, Peter, Entomology, May 18, 2022
Shah, Ajay, Food, Agricultural and Biological Engineering, May 18, 2022
Tilmon, Kelley, Entomology, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Bevis, Leah, Agricultural, Environmental and Development Economics, May 18, 2022
Chatzakis, Emmanouil, Food Science and Technology, May 18, 2022
Dietsch, Alia, School of Environment and Natural Resources, May 18, 2022
Hawkins, Elizabeth, Extension, May 18, 2022
Kowalczyk, Barbara, Food Science and Technology, May 18, 2022
Nangle, Edward, Agricultural Technical Institute, May 18, 2022
Rumble, Joy, Agricultural Communication, Education, and Leadership, May 18, 2022
Samarakoon, Uttara, Agricultural Technical Institute, May 18, 2022
Sintov, Nicole, School of Environment and Natural Resources, May 18, 2022

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Mehmood, Sayeed, School of Environment and Natural Resources, May 18, 2022

**COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Wenner, Benjamin, Animal Sciences, May 18, 2022, and August 15, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Filson, Caryn, Agricultural Communication, Education, and Leadership, May 18, 2022

REAPPOINTMENT

Klooster, Wendy, Horticulture and Crop Science, August 15, 2023

**COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES
RESEARCH**

REAPPOINTMENT

Helfer, Carin, Food, Agricultural and Biological Engineering, August 15, 2022

**COLLEGE OF LAW
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Settineri, Colleen, May 18, 2022, and August 15, 2023
Wilson, Paige, May 18, 2022, and August 15, 2023

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PROMOTION TO PROFESSOR

Wagner, Caroline, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Vinopal, Katie, May 18, 2022

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR

Abdel-Rahman, Mohamed, Ophthalmology and Visual Sciences, May 18, 2022

Agnew, Amanda, School of Health and Rehabilitation Sciences, May 18, 2022

Elsayed-Awad, Hamdy, Anesthesiology, May 18, 2022

Kapoor, Amit, Pediatrics, May 18, 2022

Kolb, Stephen, Neurology, May 18, 2022

Stanley, Rachel, Pediatrics, May 18, 2022

Wagener, Theodore, Internal Medicine, May 18, 2022

Wang, Qi-En, Radiation Oncology, May 18, 2022

Zhang, Junran, Radiation Oncology, May 18, 2022

Zhao, Jing, Physiology and Cell Biology, May 18, 2022

PROMOTION TO PROFESSOR WITH TENURE

Black, Sylvester, Surgery, May 18, 2022

Elder, James, Neurological Surgery, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Addison, Daniel, Internal Medicine, May 18, 2022

Ballinger, Megan, Internal Medicine, May 18, 2022

Blachly, James, Internal Medicine, May 18, 2022

Di Stasi, Stephanie, School of Health and Rehabilitation Sciences, May 18, 2022

Englert, Joshua, Internal Medicine, May 18, 2022

Gorka, Stephanie, Psychiatry and Behavioral Health, May 18, 2022

Hebert, Courtney, Biomedical Informatics, May 18, 2022

Kang, Yun Seok, School of Health and Rehabilitation Sciences, May 18, 2022

Kyriazis, George, Biological Chemistry and Pharmacology, May 18, 2022

Oakes, Christopher, Internal Medicine, May 18, 2022

Obeng-Gyasi, Samilia, Surgery, May 18, 2022

Quatman-Yates, Catherine, School of Health and Rehabilitation Sciences, May 18, 2022

Rogers, Kerry, Internal Medicine, May 18, 2022

Stover, Daniel, Internal Medicine, May 18, 2022

Tendy, Chiang, Otolaryngology Head and Neck Surgery, May 18, 2022

Walker, Daniel, Family and Community Medicine, May 18, 2022

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Dubey, Purnima, Microbial Infection and Immunity, May 18, 2022

Nagareddy, Prabhakara, Surgery, May 18, 2022

Tillman, Bryan, Surgery, May 18, 2022

**COLLEGE OF MEDICINE
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Ardura, Monica, Pediatrics, May 18, 2022

Bachmann, Daniel, Emergency Medicine, May 18, 2022

Bartman, Thomas, Pediatrics, May 18, 2022

Berlan, Elise, Pediatrics, May 18, 2022
Bonomi, Marcelo, Internal Medicine, May 18, 2022
Boulger, Creagh, Emergency Medicine, May 18, 2022
Butter, Eric, Pediatrics, May 18, 2022
Christian, Beth, Internal Medicine, May 18, 2022
Fernandes, Ashley, Pediatrics, May 18, 2022
Hart, Philip, Internal Medicine, May 18, 2022
Harzman, Alan, Surgery, May 18, 2022
Hoffman, Jeffrey, Pediatrics, May 18, 2022
Jaglowksi, Samantha, Internal Medicine, May 18, 2022
Kasick, David, Psychiatry and Behavioral Health, May 18, 2022
MacDonald, James, Pediatrics, May 18, 2022
Miller, Timothy, Orthopaedics, May 18, 2022
Patel, Anup, Pediatrics, May 18, 2022
Pommering, Thomas, Pediatrics, May 18, 2022
Potter, Carol, Pediatrics, May 18, 2022
Rogers, Barbara, Anesthesiology, May 18, 2022
Senter-Jamieson, Leigha, Internal Medicine, May 18, 2022
Shepherd, Edward, Pediatrics, May 18, 2022
Turner, Katja, Anesthesiology, May 18, 2022

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Awan, Hisham, Orthopaedics, May 18, 2022, and August 15, 2023
Bonny, Andrea, Pediatrics, May 18, 2022, and August 15, 2023
Das, Aneesa, Internal Medicine, May 18, 2022, and August 15, 2023
Hendershot, Andrew, Ophthalmology and Visual Sciences, May 18, 2022, and August 15, 2023
Jain, Shelly, Ophthalmology and Visual Sciences, May 18, 2022, and August 15, 2023
McGwire, Bradford, Internal Medicine, May 18, 2022, and August 15, 2023
Mortazavi, Amir, Internal Medicine, May 18, 2022, and August 15, 2023
Narula, Vimal, Surgery, May 18, 2022, and August 15, 2023
Prasad, Vinay, Pathology, May 18, 2022, and August 15, 2023
Scharschmidt, Tom, Orthopaedics, May 18, 2022, and August 15, 2023
Scrape, Scott, Pathology, May 18, 2022, and August 15, 2023
Shen, Rulong, Pathology, May 18, 2022, and August 15, 2023
Varekojis, Sarah, School of Health and Rehabilitation Sciences, May 18, 2022, and August 15, 2023
Williams, JoAnna, Pathology, May 18, 2022, and August 15, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Amponsah, Akua, Pediatrics, May 18, 2022, and August 15, 2023
Ball, Molly, Pediatrics, May 18, 2022, and August 15, 2023
Baria, Michael, Physical Medicine and Rehabilitation, May 18, 2022, and August 15, 2023
Bavishi, Sheital, Physical Medicine and Rehabilitation, May 18, 2022, and August 15, 2023
Bhatt, Amar, Anesthesiology, May 18, 2022, and August 15, 2023
Coffman, John, Anesthesiology, May 18, 2022, and August 15, 2023
Colace, Susan, Pediatrics, May 18, 2022, and August 15, 2023
Conces, Miriam, Pathology, May 18, 2022, and August 15, 2023
Davila, Victor, Anesthesiology, May 18, 2022, and August 15, 2023
Devarakonda, Srinivas, Internal Medicine, May 18, 2022, and August 15, 2023
Fiorini, Kasey, Anesthesiology, May 18, 2022, and August 15, 2023
Frey, Heather, Obstetrics and Gynecology, May 18, 2022, and August 15, 2023
Goist, Melissa, Obstetrics and Gynecology, May 18, 2022, and August 15, 2023
Hannawi, Yousef, Neurology, May 18, 2022, and August 15, 2023
Hardesty, Douglas, Neurological Surgery, May 18, 2022, and August 15, 2023
Iyer, Manoj, Anesthesiology, May 18, 2022, and August 15, 2023
Jhawar, Sachin, Radiation Oncology, May 18, 2022, and August 15, 2023
Kneuert, Peter, Surgery, May 18, 2022, and August 15, 2023

Kushelev, Michael, Anesthesiology, May 18, 2022, and August 15, 2023
Li-Sauerwine, Simiao, Emergency Medicine, May 18, 2022, and August 15, 2023
Lott Limbach, Abberly, Pathology, May 18, 2022, and August 15, 2023
Lyaker, Michael, Anesthesiology, May 18, 2022, and August 15, 2023
Miller, Michelle, Physical Medicine and Rehabilitation, May 18, 2022, and August 15, 2023
O'Donnell, Benjamin, Internal Medicine, May 18, 2022, and August 15, 2023
Pan, Jeff, Biomedical Informatics, May 18, 2022, and August 15, 2023
Pisano, Stephanie, Ophthalmology and Visual Sciences, May 18, 2022, and August 15, 2023
Powell, Kimerly, Biomedical Informatics, May 18, 2022, and August 15, 2023
Pyle-Eilola, Amy, Pathology, May 18, 2022, and August 15, 2023
Rajneesh, Kiran, Neurology, May 18, 2022, and August 15, 2023
Raval, Raju, Radiation Oncology, May 18, 2022, and August 15, 2023
Ream, Margie, Pediatrics, May 18, 2022, and August 15, 2023
Retzke, Jessica, Pediatrics, May 18, 2022, and August 15, 2023
Roberts, Kristen, School of Health and Rehabilitation Sciences, May 18, 2022, and August 15, 2023
Rosenberg, Nathan, Physical Medicine and Rehabilitation, May 18, 2022, and August 15, 2023
Satyapriya, Sree, Anesthesiology, May 18, 2022, and August 15, 2023
Sivaraman, Vidya, Pediatrics, May 18, 2022, and August 15, 2023
Weaver, Lindy, School of Health and Rehabilitation Sciences, May 18, 2022, and August 15, 2023

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Albert, Dara, Pediatrics, May 18, 2022
Boe, Brian, Pediatrics, May 18, 2022
Brock, Pamela, Internal Medicine, May 18, 2022
Buschur, Elizabeth, Internal Medicine, May 18, 2022
Chiu, Christopher, Internal Medicine, May 18, 2022
Chung, Melissa, Pediatrics, May 18, 2022
Dalton, Ryan, Anesthesiology, May 18, 2022
Day, Shandra, Internal Medicine, May 18, 2022
Diaz Pardo, Dayssy Alexandra, Radiation Oncology, May 18, 2022
Dixon, Phillip, Emergency Medicine, May 18, 2022
Fussner, Lynn, Internal Medicine, May 18, 2022
Gatti-Mays, Margaret, Internal Medicine, May 18, 2022
Gulati, Deepak, Neurology, May 18, 2022
Harfi, Thura, Internal Medicine, May 18, 2022
Heard, Jarrett, Anesthesiology, May 18, 2022
Hellenthal, Rebecca, Pediatrics, May 18, 2022
Henry, Rohan, Pediatrics, May 18, 2022
Iyer, Maya, Pediatrics, May 18, 2022
Jonas, Sarah, Internal Medicine, May 18, 2022
Jordan, Elizabeth, Internal Medicine, May 18, 2022
Kamp, Anna, Pediatrics, May 18, 2022
Kelly, Sean, Internal Medicine, May 18, 2022
Krishna, Nidhi, Radiology, May 18, 2022
Lenobel, Scott, Radiology, May 18, 2022
Leung, Cythia, Emergency Medicine, May 18, 2022
Lindsey, Sommer, Emergency Medicine, May 18, 2022
Liscynesky, Christina, Internal Medicine, May 18, 2022
Lu, Peter, Pediatrics, May 18, 2022
Mason, Janet, Family and Community Medicine, May 18, 2022
McCutcheon, Samar, Psychiatry and Behavioral Health, May 18, 2022
Meara, Alexa, Internal Medicine, May 18, 2022
Mezoff, Ethan, Pediatrics, May 18, 2022
Miller, Eric, Radiation Oncology, May 18, 2022
Nagar, Arpit, Radiology, May 18, 2022
Nandi, Deipanjan, Pediatrics, May 18, 2022

Norris, Megan, Pediatrics, May 18, 2022
Oppenheim-Knudsen, Eunice, Family and Community Medicine, May 18, 2022
Ortiz Cruzado, Ernesto, Psychiatry and Behavioral Health, May 18, 2022
Owen, Dwight, Internal Medicine, May 18, 2022
Paul, Grace, Pediatrics, May 18, 2022
Payne, Jason, Radiology, May 18, 2022
Phelps, Christina, Pediatrics, May 18, 2022
Pindrik, Jonathan, Neurological Surgery, May 18, 2022
Rajpal, Saurabh, Internal Medicine, May 18, 2022
Rangarajan, Hemalatha, Pediatrics, May 18, 2022
Ruda, James, Otolaryngology Head and Neck Surgery, May 18, 2022
Sardesai, Sagar, Internal Medicine, May 18, 2022
Snider, Tyanna, Pediatrics, May 18, 2022
Sopkovich, Jennifer, Internal Medicine, May 18, 2022
Sribnick, Eric, Neurological Surgery, May 18, 2022
Stiver, Corey, Pediatrics, May 18, 2022
Taylor, Clayton, Radiology, May 18, 2022
Tyler, Kelly, Internal Medicine, May 18, 2022
Watson, Joshua, Pediatrics, May 18, 2022
Weymann, Alexander, Pediatrics, May 18, 2022
Williams, Margaret, Internal Medicine, May 18, 2022
Williams, Nicole, Internal Medicine, May 18, 2022
Yee, Jennifer, Emergency Medicine, May 18, 2022
Yin, Ming, Internal Medicine, May 18, 2022

REAPPOINTMENT

Abu-Arja, Rolla, Pediatrics, August 15, 2023
Abushahin, Laith, Internal Medicine, August 15, 2023
Adeli, Mona, Ophthalmology and Visual Sciences, August 15, 2023
Afzal, M. Rizwan, Internal Medicine, August 15, 2023
Agne, Julia, Internal Medicine, August 15, 2023
Akoghlanian, Shoghik, Pediatrics, August 15, 2023
Albrecht, Benjamin, Psychiatry and Behavioral Health, August 15, 2023
Amin, Emily, Internal Medicine, August 15, 2023
Amin, Assad, Neurology, August 15, 2023
Andersson, Irma, Radiology, August 15, 2023
Aranguren, Ines, Internal Medicine, August 15, 2023
Arnold, Mark, Surgery, August 15, 2023
Arredondo, Kristen, Pediatrics, August 15, 2023
Asteriou, Joseph, Internal Medicine, August 15, 2023
Bajwa, Rajinder, Pediatrics, August 15, 2023
Balakrishna, Jaya, Pathology, August 15, 2023
Baliga, Ragavendra, Internal Medicine, August 15, 2023
Bannerman, Tammy, School of Health and Rehabilitation Sciences, August 15, 2023
Barrett, Todd, Internal Medicine, August 15, 2023
Bashir Munshi, Lubna, Internal Medicine, August 15, 2023
Baughcum, Amy, Pediatrics, August 15, 2023
Beck, Kristen, Pediatrics, August 15, 2023
Bennett, Berkeley, Pediatrics, August 15, 2023
Bester, Stefanie, Pediatrics, August 15, 2023
Bhat, Seema, Internal Medicine, August 15, 2023
Bhateja, Priyanka, Internal Medicine, August 15, 2023
Bhunia, Nabanita, Pediatrics, August 15, 2023
Bischof, Jason, Emergency Medicine, August 15, 2023
Bishop, Julie, Orthopaedics, August 15, 2023
Bixel, Kristin, Obstetrics and Gynecology, August 15, 2023

Black, Joshua, Internal Medicine, August 15, 2023
Blackwell, Deborah, Pediatrics, August 15, 2023
Bockenstedt, Jessica, Pediatrics, August 15, 2023
Bonachea, Elizabeth, Pediatrics, August 15, 2023
Boubes, Khaled, Internal Medicine, August 15, 2023
Bouchard, Traci, Pediatrics, August 15, 2023
Bowden, Brian, Pediatrics, August 15, 2023
Bowman, Jessica, Pediatrics, August 15, 2023
Breitborde, Nicholas, Psychiatry and Behavioral Health, August 15, 2023
Brill, Seuli, Internal Medicine, August 15, 2023
Brink, Farah, Pediatrics, August 15, 2023
Brinkman, Vincent, Internal Medicine, August 15, 2023
Brown, Courtney, Pediatrics, August 15, 2023
Buell, Jackie, School of Health and Rehabilitation Sciences, August 15, 2023
Bumma, Naresh, Internal Medicine, August 15, 2023
Byrne, Lindsey, Internal Medicine, August 15, 2023
Cady, Brian, Internal Medicine, August 15, 2023
Caligiuri, Jeanne, Internal Medicine, August 15, 2023
Carruthers, Kirk, Psychiatry and Behavioral Health, August 15, 2023
Castaneda-Vidaurre, Milagro, Pediatrics, August 15, 2023
Chae, Floria, Anesthesiology, August 15, 2023
Chan, Lawrence, Internal Medicine, August 15, 2023
Chan, Yiu-Chung, Psychiatry and Behavioral Health, August 15, 2023
Chandawarkar, Rajiv, Plastic and Reconstructive Surgery, August 15, 2023
Chang, Anita, Psychiatry and Behavioral Health, August 15, 2023
Chaparro, Juan, Pediatrics, August 15, 2023
Chelvakumar, Gayathri, Pediatrics, August 15, 2023
Chetta, Matthew, Plastic and Reconstructive Surgery, August 15, 2023
Chua, Michael, Pediatrics, August 15, 2023
Chun, Linda, Pediatrics, August 15, 2023
Ciciora, Steven, Pediatrics, August 15, 2023
Clark, Aaron, Family and Community Medicine, August 15, 2023
Clutter, Jill, School of Health and Rehabilitation Sciences, August 15, 2023
Coffman, Katharine, Pediatrics, August 15, 2023
Collins, Courtney, Surgery, August 15, 2023
Corcoran, Shawn, Internal Medicine, August 15, 2023
Creary, Susan, Pediatrics, August 15, 2023
Culver, Soluman, Internal Medicine, August 15, 2023
Danch, Magdalena, Internal Medicine, August 15, 2023
Davis, Christopher, Radiology, August 15, 2023
Dedyo, Tanya, Pediatrics, August 15, 2023
Des los Reyes, Emily, Pediatrics, August 15, 2023
Deschene, Lori, Pediatrics, August 15, 2023
deSilva, Brad, Otolaryngology Head and Neck Surgery, August 15, 2023
DeSocio, Pete, Anesthesiology, August 15, 2023
Dienhart, Peter, Anesthesiology, August 15, 2023
DiGiovine, Carmen, School of Health and Rehabilitation Sciences, August 15, 2023
Dishong, Meghan, Pediatrics, August 15, 2023
Dotson, Elizabeth, Pediatrics, August 15, 2023
Drapeau, Annie, Neurological Surgery, August 15, 2023
Dudley, Samuel, Pediatrics, August 15, 2023
Duerr, Robert, Orthopaedics, August 15, 2023
Duerson, Drew, Pediatrics, August 15, 2023
Eby, Meika, Pediatrics, August 15, 2023
El-Shammaa, Emile, Emergency Medicine, August 15, 2023
Emerson, Miha, Emergency Medicine, August 15, 2023

Engel, Kristy, Psychiatry and Behavioral Health, August 15, 2023
Erwin, Elizabeth, Pediatrics, August 15, 2023
Essandoh, Michael, Anesthesiology, August 15, 2023
Evans, Cynthia, Obstetrics and Gynecology, August 15, 2023
Everett, Jess, Emergency Medicine, August 15, 2023
Fageer Osman, Ahmed Abdelaziz, Pediatrics, August 15, 2023
Fanous, Matthew, Physical Medicine and Rehabilitation, August 15, 2023
Farlow, Joelle, Pediatrics, August 15, 2023
Feldkamp, Rachel, Pediatrics, August 15, 2023
Ferrara, Maria, Pediatrics, August 15, 2023
Flanigan, David, Orthopaedics, August 15, 2023
Flowers, Alcinda, Pathology, August 15, 2023
Fortier, Sarah, Internal Medicine, August 15, 2023
Frazier, Warren, Pediatrics, August 15, 2023
Fried, Marty, Internal Medicine, August 15, 2023
Gafford, Ellin, Internal Medicine, August 15, 2023
Gaglani, Aarti, Pediatrics, August 15, 2023
Garthe, Chad, Emergency Medicine, August 15, 2023
Gasior, Alessandra, Surgery, August 15, 2023
Gee, Samantha, Pediatrics, August 15, 2023
Gewirtz, Yaffa, Pediatrics, August 15, 2023
Ghalib, Luma, Internal Medicine, August 15, 2023
Ghattas, Christian, Internal Medicine, August 15, 2023
Gisser, Jonathan, Pediatrics, August 15, 2023
Goist, Kevin, Internal Medicine, August 15, 2023
Gombash Lampe, Sara, Neuroscience, August 15, 2023
Goodman, Lauren, Internal Medicine, August 15, 2023
Gorelik, Leonid, Anesthesiology, August 15, 2023
Gray, Teri, Anesthesiology, August 15, 2023
Greco, Nicholas, Orthopaedics, August 15, 2023
Groner, Jonathan, Surgery, August 15, 2023
Gure, Tanya, Internal Medicine, August 15, 2023
Haas, Edward, Internal Medicine, August 15, 2023
Haas, Garrie, Internal Medicine, August 15, 2023
Haase, Jennifer, Pediatrics, August 15, 2023
Hamel-Lambert, Jane, Pediatrics, August 15, 2023
Hanks, Christopher, Internal Medicine, August 15, 2023
Harasaki, Cara, Pediatrics, August 15, 2023
Harris, Angela, Pediatrics, August 15, 2023
Harvey, Karah, Psychiatry and Behavioral Health, August 15, 2023
Haynes, Ann, Emergency Medicine, August 15, 2023
Hewitt, Geri, Obstetrics and Gynecology, August 15, 2023
Hor, Kan, Pediatrics, August 15, 2023
Hritz, Christopher, Internal Medicine, August 15, 2023
Hundley, Andrew, Obstetrics and Gynecology, August 15, 2023
Hunt, Garrett, Pediatrics, August 15, 2023
Husain, Syed, Surgery, August 15, 2023
Hutchinson, Melissa, Pediatrics, August 15, 2023
Hyman, Julie, Psychiatry and Behavioral Health, August 15, 2023
Jacquemin, Shawn, Pediatrics, August 15, 2023
James, Sinimol, Pediatrics, August 15, 2023
Janis, Jeffrey, Plastic and Reconstructive Surgery, August 15, 2023
Jin, Ning, Internal Medicine, August 15, 2023
Jiner, Kristina, Psychiatry and Behavioral Health, August 15, 2023
Johns, Kevin, Psychiatry and Behavioral Health, August 15, 2023
Johnson, Katrina, Internal Medicine, August 15, 2023

Jonas, Philip, Internal Medicine, August 15, 2023
Jones, Nicholas, Internal Medicine, August 15, 2023
Jones, Angela, Pediatrics, August 15, 2023
Joo, Sujin, Pediatrics, August 15, 2023
Kaeding, Christopher, Orthopaedics, August 15, 2023
Kaide, Colin, Emergency Medicine, August 15, 2023
Kale, Sachin, Internal Medicine, August 15, 2023
Karakay, Tatyana, Pediatrics, August 15, 2023
Kasick, Rena, Pediatrics, August 15, 2023
Keder, Lisa, Obstetrics and Gynecology, August 15, 2023
Kelly, Garrett, Anesthesiology, August 15, 2023
Kelly, John, Pediatrics, August 15, 2023
Kenney, Brian, Surgery, August 15, 2023
Kerlek, Anna, Psychiatry and Behavioral Health, August 15, 2023
Key, Craig, Emergency Medicine, August 15, 2023
Khalid, Omar, Pediatrics, August 15, 2023
Khan, Abdullah, Internal Medicine, August 15, 2023
Khan, Meena, Internal Medicine, August 15, 2023
Khan, Safdar, Orthopaedics, August 15, 2023
Khayat, Mamdouh, Radiology, August 15, 2023
Kim, Brandon, Otolaryngology Head and Neck Surgery, August 15, 2023
King, Mark, Radiology, August 15, 2023
Kneen, Lindsay, Pediatrics, August 15, 2023
Kneile, Jeffrey, Pathology, August 15, 2023
Kobalka, Peter, Pathology, August 15, 2023
Koletar, Susan, Internal Medicine, August 15, 2023
Konda, Bhavana, Internal Medicine, August 15, 2023
Kreger, Cynthia, Internal Medicine, August 15, 2023
Kuennen, Rebecca, Ophthalmology and Visual Sciences, August 15, 2023
Kulkarni, Neil, Pediatrics, August 15, 2023
Kulkarni, Simmi, Pediatrics, August 15, 2023
Kuper, Alicia, Pediatrics, August 15, 2023
Lammers, Jessica, Psychiatry and Behavioral Health, August 15, 2023
Lampert, Brent, Internal Medicine, August 15, 2023
Lather, Jason, Radiology, August 15, 2023
Letson, Megan, Pediatrics, August 15, 2023
Levinson, Benjamin, Pediatrics, August 15, 2023
Lilly, Scott, Internal Medicine, August 15, 2023
Lindsey, Samuel, Anesthesiology, August 15, 2023
Lindsey, Spencer, Otolaryngology Head and Neck Surgery, August 15, 2023
Lockwood, Bethany, Internal Medicine, August 15, 2023
Lucas, Jonathan, Pediatrics, August 15, 2023
Mack, Donald, Family and Community Medicine, August 15, 2023
Madhavan, Sethu, Internal Medicine, August 15, 2023
Manickam, Kandamurugu, Pediatrics, August 15, 2023
Manilchuk, Andrei, Surgery, August 15, 2023
Marar, Unni, Internal Medicine, August 15, 2023
Martens, Marilee, Pediatrics, August 15, 2023
Martin, Laura, Pediatrics, August 15, 2023
Mascarenhas, Sheryl, Internal Medicine, August 15, 2023
Massoud, Mira, Internal Medicine, August 15, 2023
Matcheswalla, Shabbir, Internal Medicine, August 15, 2023
McCutcheon, Matthew, Internal Medicine, August 15, 2023
McGrail, John, Orthopaedics, August 15, 2023
McGrath, Jillian, Emergency Medicine, August 15, 2023
McKiernan, Matthew, Anesthesiology, August 15, 2023

McKinney, Jennifer, Pediatrics, August 15, 2023
McKnight, Lucas, Internal Medicine, August 15, 2023
McMichael, Brian, Physical Medicine and Rehabilitation, August 15, 2023
Meirelles, Cristiane, School of Health and Rehabilitation Sciences, August 15, 2023
Meng, Shumei, Internal Medicine, August 15, 2023
Meyers, Lori, Anesthesiology, August 15, 2023
Miah, Abdul, Internal Medicine, August 15, 2023
Michel, Hilary, Pediatrics, August 15, 2023
Mikhail, Irene, Pediatrics, August 15, 2023
Mills, Belinda, Pediatrics, August 15, 2023
Mims, Alice, Internal Medicine, August 15, 2023
Mohammad, Marwan, Internal Medicine, August 15, 2023
Moore, Steve, Pathology, August 15, 2023
Mori, Mari, Pediatrics, August 15, 2023
Mosser-Goldfarb, Joy, Pediatrics, August 15, 2023
Motiwala, Tasneem, Biomedical Informatics, August 15, 2023
Moungay, Brooke, Emergency Medicine, August 15, 2023
Mrozek, Jenn, Pediatrics, August 15, 2023
Mualla, Hala, Internal Medicine, August 15, 2023
Mulligan, Christy, Internal Medicine, August 15, 2023
Mynatt, Irene, Emergency Medicine, August 15, 2023
Nama, Sharanya, Anesthesiology, August 15, 2023
Nardell, Kathryn, Pediatrics, August 15, 2023
Needleman, Bradley, Surgery, August 15, 2023
Nekkanti, Silpa, Obstetrics and Gynecology, August 15, 2023
Nguyen, Christopher, Psychiatry and Behavioral Health, August 15, 2023
Noria, Sabrena, Surgery, August 15, 2023
Nuss, Kathy, Pediatrics, August 15, 2023
Oettgen, Anne, Pediatrics, August 15, 2023
O'Malley, David, Obstetrics and Gynecology, August 15, 2023
Oostr, Tyler, Ophthalmology and Visual Sciences, August 15, 2023
Orajiaka, Nkeiruka, Pediatrics, August 15, 2023
Ostro, Benjamin, Emergency Medicine, August 15, 2023
Pahlaj Hinduja, Archana, Neurology, August 15, 2023
Pandya, Jyoti, Anesthesiology, August 15, 2023
Pannu, Amanda, Family and Community Medicine, August 15, 2023
Pannu, Jasleen, Internal Medicine, August 15, 2023
Papadimos, Thomas, Anesthesiology, August 15, 2023
Parwani, Anil, Pathology, August 15, 2023
Patel, Ritesh, Anesthesiology, August 15, 2023
Patel, Chirag, Internal Medicine, August 15, 2023
Perry, Jan, Pediatrics, August 15, 2023
Pesavento, Todd, Internal Medicine, August 15, 2023
Pollock, Quiana, Pediatrics, August 15, 2023
Prats, Michael, Emergency Medicine, August 15, 2023
Quimper, Megan, Obstetrics and Gynecology, August 15, 2023
Radwany, Skip, Internal Medicine, August 15, 2023
Ramaswamy, Bhuvanewari, Internal Medicine, August 15, 2023
Ramey, Adam, Internal Medicine, August 15, 2023
Reinbolt, Raquel, Internal Medicine, August 15, 2023
Revelo, Alberto, Internal Medicine, August 15, 2023
Ricciardo, Becky, Pediatrics, August 15, 2023
Richards, Jesse, Anesthesiology, August 15, 2023
Robinson, Robert, Internal Medicine, August 15, 2023
Rohl, Jacqueline, Obstetrics and Gynecology, August 15, 2023
Rose, Melissa, Pediatrics, August 15, 2023

Rosen, Maggie, Obstetrics and Gynecology, August 15, 2023
Rosen, Kerry, Pediatrics, August 15, 2023
Roth, Andrew, Anesthesiology, August 15, 2023
Russo, John, Pediatrics, August 15, 2023
Rust, Laura, Pediatrics, August 15, 2023
Saad, Ayman, Internal Medicine, August 15, 2023
Sankar, Amanda, Pediatrics, August 15, 2023
Sattler, Andrea, Pediatrics, August 15, 2023
Schaffernocker, Troy, Internal Medicine, August 15, 2023
Schaffir, Jonathan, Obstetrics and Gynecology, August 15, 2023
Schneider, Pat, Obstetrics and Gynecology, August 15, 2023
Schofield, Minka, Otolaryngology Head and Neck Surgery, August 15, 2023
Schroder, Sara, Pediatrics, August 15, 2023
Schumacher, Melinda, Pathology, August 15, 2023
Schwartz, Shana, Anesthesiology, August 15, 2023
Shaikhkhailil, Ala, Pediatrics, August 15, 2023
Sheikh, Shahid, Pediatrics, August 15, 2023
Shell, Richard, Pediatrics, August 15, 2023
Shenoy, Renuka, Anesthesiology, August 15, 2023
Siddiqui, Irmeen, Pathology, August 15, 2023
Simon, Catherine, Pediatrics, August 15, 2023
Singh, Jay, Neurology, August 15, 2023
Sipos, Jennifer, Internal Medicine, August 15, 2023
Smajlovic, Amina, Pediatrics, August 15, 2023
Snyder, Andrea, Obstetrics and Gynecology, August 15, 2023
Soma, Loriana, Obstetrics and Gynecology, August 15, 2023
Sotos, John, Pediatrics, August 15, 2023
Sourial, Michael, Urology, August 15, 2023
Spaccarelli, Natalie, Internal Medicine, August 15, 2023
Speeckaert, Amy, Orthopaedics, August 15, 2023
Springer, Andrew, Anesthesiology, August 15, 2023
Springer, Kevin, Orthopaedics, August 15, 2023
Stamatakis, Maria, Psychiatry and Behavioral Health, August 15, 2023
Starr, Jean, Surgery, August 15, 2023
Stein, Erica, Anesthesiology, August 15, 2023
Stone, Lisa, Pediatrics, August 15, 2023
Stout, Griffin, Psychiatry and Behavioral Health, August 15, 2023
Stringer, Taylor, Internal Medicine, August 15, 2023
Stultz, Jerry, Pediatrics, August 15, 2023
Suer, Matthew, Pediatrics, August 15, 2023
Sullivan, Anne, Orthopaedics, August 15, 2023
Swanson, Melissa, Pediatrics, August 15, 2023
Swick, Devon, Pediatrics, August 15, 2023
Tartaglia, Kim, Internal Medicine, August 15, 2023
Teater, Julie, Psychiatry and Behavioral Health, August 15, 2023
Texter, Karen, Pediatrics, August 15, 2023
Thomas, Diana, Pathology, August 15, 2023
Thompson, Gina, Pediatrics, August 15, 2023
Thung, Stephen, Obstetrics and Gynecology, August 15, 2023
Tiso, Michael, Internal Medicine, August 15, 2023
Tornero, Mark, Physical Medicine and Rehabilitation, August 15, 2023
Tornero-Bold, Melissa, Anesthesiology, August 15, 2023
Tran, Andrew, Pediatrics, August 15, 2023
Tripathi, Ravi, Anesthesiology, August 15, 2023
Trout, Wayne, Obstetrics and Gynecology, August 15, 2023
Troy, Raymond, Psychiatry and Behavioral Health, August 15, 2023

Tscholl, Jennifer, Pediatrics, August 15, 2023
Uhl, Bethany, Pediatrics, August 15, 2023
Ulman, Catherine, Internal Medicine, August 15, 2023
Vallabh, Jay, Physical Medicine and Rehabilitation, August 15, 2023
Vargas, Jose, Pediatrics, August 15, 2023
Vasileff, William, Orthopaedics, August 15, 2023
Vasu, Sumithira, Internal Medicine, August 15, 2023
Verma, Rishi, Pediatrics, August 15, 2023
Wang, Huanyu, Pathology, August 15, 2023
Washam, Matthew, Pediatrics, August 15, 2023
Weaver, Tristan, Anesthesiology, August 15, 2023
Weisleder, Pedro, Pediatrics, August 15, 2023
Wells, Jordee, Pediatrics, August 15, 2023
Wilson, Sheria, Pediatrics, August 15, 2023
Worly, Brett, Obstetrics and Gynecology, August 15, 2023
Wyse, Jennifer, Pediatrics, August 15, 2023
Xia, Yun, Anesthesiology, August 15, 2023
Yardley, Heather, Pediatrics, August 15, 2023
Yeh, Megan, Internal Medicine, August 15, 2023
Youssef, Patrick, Neurological Surgery, August 15, 2023
Yu, Elizabeth, Orthopaedics, August 15, 2023

COLLEGE OF MEDICINE RESEARCH

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR AND REAPPOINTMENT

Chen, Xiaodong, Surgery, May 18, 2022, and August 15, 2023

REAPPOINTMENT

Czeisler, Catherine, Pathology, July 1, 2022
Geng, Liying, Cancer Biology and Genetics, August 15, 2023
Hall-Stoodley, Luanne, Microbial Infection and Immunity, July 1, 2022
Huang, Wei, Cancer Biology and Genetics, September 1, 2022
Khazem, Lauren, Psychiatry and Behavioral Health, August 15, 2023
Le, Nhat, Cancer Biology and Genetics, July 1, 2022
Li, Haichang, Surgery, August 15, 2023
Lin, Pei-Hui, Surgery, July 1, 2022
Malerba, Paola, Pediatrics, August 15, 2023
Mansfield, Julie, School of Health and Rehabilitation Sciences, August 15, 2023
Pancholi, Vijay, Pathology, August 15, 2023
Pekarsky, Yuri, Cancer Biology and Genetics, July 1, 2022
Pietrzak, Maciej, Biomedical Informatics, August 15, 2023
Prabha Ganesan, Latha, Internal Medicine, July 1, 2022
Xu, Zhaohui, Pediatrics, August 15, 2023
Tikunova, Svetlana, Physiology and Cell Biology, July 1, 2022

COLLEGE OF NURSING

PROMOTION TO PROFESSOR

Breitenstein, Susie, May 18, 2022
Ford, Jodi, May 18, 2022

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Tubbs Cooley, Heather, May 18, 2022

**COLLEGE OF NURSING
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Browning, Kristine, May 18, 2022
Jones,Carolynn, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Casler, Kelly, May 18, 2022
Zeno, Rosie, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Bowles, Wendy, May 18, 2022, and August 15, 2023
Teall, Alice, May 18, 2022, and August 15, 2023

REAPPOINTMENT

Mackos, Amy, August 15, 2023

**COLLEGE OF OPTOMETRY
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Toole, Andrew, May 18, 2022, and August 15, 2023

REAPPOINTMENT

Nixon, Gregory, August 15, 2023

COLLEGE OF PHARMACY

PROMOTION TO PROFESSOR

Campbell, Moray, May 18, 2022

**COLLEGE OF PHARMACY
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Beatty, Stuart, May 18, 2022, and August 15, 2023
Kwiek, Nicole, May 18, 2022, and August 15, 2023

REAPPOINTMENT

Casper, Kristin, August 15, 2023
Kelley, Katherine, August 15, 2023

COLLEGE OF PUBLIC HEALTH

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Adetona, Olorunfemi, May 18, 2022
Lancaster, Kathryn, May 18, 2022
Weir, Mark, May 18, 2022

**COLLEGE OF PUBLIC HEALTH
CLINICAL**

REAPPOINTMENT

Paul, Marika, August 15, 2023

COLLEGE OF SOCIAL WORK

PROMOTION TO PROFESSOR

Bunger, Alicia, May 18, 2022

Johnson-Motoyama, Michelle, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Maleku, Arati, May 18, 2022

Mengo, Cecilia, May 18, 2022

Quinn, Camille, May 18, 2022

UNIVERSITY LIBRARIES

PROMOTION TO PROFESSOR

Dotson, Daniel, May 18, 2022

Johnson, Eric, May 18, 2022

Kattelman, Beth, May 18, 2022

Schulte, Stephanie, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Braun, Jolie, May 18, 2022

Bussell, Hilary, May 18, 2022

Folk, Amanda, May 18, 2022

Foster, Anita, May 18, 2022

COLLEGE OF VETERINARY MEDICINE

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Durgam, Sushmitha, Veterinary Clinical Sciences, May 18, 2022

Kieves, Nina, Veterinary Clinical Sciences, May 18, 2022

Vlasova, Anastasia, Veterinary Preventive Medicine, May 18, 2022

**COLLEGE OF VETERINARY MEDICINE
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Premanandan, Christopher, Veterinary Biosciences, May 18, 2022

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Gardner, Alison, Veterinary Clinical Sciences, May 18, 2022

Hostnik, Laura, Veterinary Clinical Sciences, May 18, 2022

Rhinehart, Jaylyn, Veterinary Clinical Sciences, May 18, 2022

REAPPOINTMENT

Corps, Kara, Veterinary Biosciences, August 15, 2023

Newbold, Georgina, Veterinary Clinical Sciences, August 15, 2023

Perrin, Shaw, Veterinary Preventive Medicine, August 15, 2023

Read, Emma, Veterinary Clinical Sciences, August 15, 2023

DEGREES AND CERTIFICATES

Synopsis: Approval of Degrees and Certificates for summer term 2022 is proposed.

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

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

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on August 7, 2022, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

HONORARY DEGREES

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

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

Patrick P. Gelsinger Honorary Doctor of Engineering

NOW THEREFORE

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

Patrick P. Gelsinger
CHIEF EXECUTIVE OFFICER
INTEL



Patrick (Pat) Gelsinger is chief executive officer of Intel Corporation and serves on its board of directors. On Feb. 15, 2021, Gelsinger returned to Intel, the company where he had spent the first 30 years of his career.

Before rejoining Intel, Gelsinger was CEO of VMware. In that role, he transformed VMware into a recognized global leader in cloud infrastructure, enterprise mobility and cyber security – almost tripling the company’s annual revenues. Gelsinger was also ranked the best CEO in America in 2019, according to an annual survey by Glassdoor. Prior to joining VMware in 2012, Gelsinger was president and chief operating officer of EMC’s Information Infrastructure Products business, overseeing engineering and operations for information storage, data computing, backup and recovery, RSA security and enterprise solutions.

Gelsinger began his career in 1979 at Intel, becoming its first chief technology officer, and also serving as senior vice president and the general manager of the Digital Enterprise Group. He managed the creation of key industry technologies such as USB and Wi-Fi. He was the architect of the original 80486 processor, led 14 microprocessor programs and played key roles in the Intel® Core™ and Intel® Xeon® processor families, leading to Intel becoming the preeminent microprocessor supplier.

Gelsinger earned several degrees in electrical engineering: an associate degree from Lincoln Technical Institute, a bachelor’s degree from Santa Clara University and a master’s degree from Stanford University. He holds eight patents in the areas of VLSI design, computer architecture and communications, is an IEEE Fellow, and serves as a member of the National Security Telecommunications Advisory Committee.

Gelsinger and his wife have been married for over 30 years; they have four children and eight grandchildren. He is also a published author and speaks frequently on faith, work and philanthropy.